

STUDIES SERIES  
(*Survey Methodology #2003-01*)

**Report of Cognitive Research on the School Crime  
Supplement for the 2001 National Crime  
Victimization Survey**

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**Report of Cognitive Research on the School Crime Supplement  
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Theresa DeMaio, Ashley Landreth, and Kristen Hughes

**Abstract:** The School Crime Supplement is sponsored by the National Center for Education Statistics and administered to persons 12-18 years of age who reside in households sampled for the National Crime Victimization Survey (NCVS). New questions were added to the supplement for the 2001 survey, and the Center for Survey Methods Research was asked to pretest the supplement. This report documents findings of cognitive interviews that were conducted with this questionnaire.

The results showed that the most serious problems occurred in the questions about hate behaviors and the drug questions. Respondents interpreted the concept of hate behaviors much too broadly. They seemed to fixate on the term “derogatory or bad name” and as a result they included any curse words or bad words that would make someone feel bad. This resulted in large-scale overreporting of this activity. Respondents were unfamiliar with some of the terms used to identify categories of drugs. Yet they reported familiarity with many of the slang names for these classes of drugs. Respondents also reported that illegally-obtained prescription drugs (Ritalin, Adderall, antidepressants) were available to them and these are not included on the questionnaire. This report contains recommendations to address these problems and others that we identified through our interviews.

**Key Words:** pretesting; school; crime; NCVS; cognitive interviews

## **Report of Cognitive Research on the School Crime Supplement to the 2001 National Crime Victimization Survey**

Prepared by Theresa DeMaio, Ashley Landreth, and Kristen Hughes  
October 20, 2000

### **Introduction**

The School Crime Supplement is sponsored by the National Center for Education Statistics and administered to persons 12-18 years of age who reside in households sampled for the National Crime Victimization Survey. New questions were added to the supplement for the 2001 survey, and CSMR was asked to pretest the supplement, and especially the new questions. This report presents the results of cognitive research conducted to test the supplement. In the next section we describe the methods that were used to conduct the research. Next, we present a discussion of general issues relevant to more than one question. Finally, we report the item-by-item results, include recommendations based on the findings, and document the sponsor's response to the recommendations. Items are included if they fall into one of two criteria: 1) they are newly-added questions to the School Crime Supplement; or 2) they are previously-existing questions for which substantial problems were observed. New questions are identified with asterisks(\*).

### **Research Methods**

CSMR staff conducted 14 cognitive interviews in the Washington DC metropolitan area. We aimed to cast a broad net in terms of our respondents, including public and private school students living in urban and rural settings, and of diverse racial/ethnic composition. We recruited respondents through contacts with local community organizations and through personal networks. We interviewed 7 respondents at the junior high level and 7 respondents at the high school level. We interviewed 8 White respondents, 5 Blacks, and 1 Other. We interviewed 8 females and 6 males. We interviewed 3 private school students and 11 public school students. Our respondents were students in NW and NE DC, Prince Georges County, MD, and Fairfax County, VA. Interviews were conducted at respondent's homes, and due to the sensitive nature of the subject matter, we attempted to conduct the interviews in private settings. Interviews were tape-recorded with written permission of the respondents. Signed parental consent was also obtained, due to the respondents' status as minors.

We received the initial version of the questionnaire in July, and recommendations for changes to the questionnaire were required by the end of September. This meant that the interviews would be conducted during the summer months and the very beginning of the school year. This had implications for the questionnaire that we tested. The questionnaire as fielded uses a six-month reference period for most of the questions. However, since this would include most of the summer, including perhaps attendance at schools other than students' regular school, we changed the reference period to ask about the last school year. The questionnaire also includes a few questions that ask about shorter reference periods (the last full week of school, the last four weeks), and these reference periods were changed accordingly (to the last full month of school, the last four weeks of school last year) in the questionnaire we used for testing. These situations

are noted in the item-by-item results, for the questions for which they are relevant. The questionnaire that we used in our cognitive interviews is included as Attachment A. However, in the item-by-item discussion that follows, we cite the questions as they are proposed for the 2001 School Crime Supplement.

## **General Finding**

One aspect related for questionnaire formatting deserves mention. While we recognize that this document is not formatted in final form, we would like to note that changes in the format of the skip instructions would better facilitate proper administration of the question sequence by FRs. These could take the form of changes in the fonts or symbols used to direct FRs.

## **Item-by-Item Results**

### **Section E: Screen Questions For Supplement**

**INTRO 1** *Now I have some additional questions about things that happened at your school. These answers will be kept confidential, by law.*

#### ***Findings:***

Prior to pretesting, it was suggested this introduction be phrased differently, since the subsequent questions actually pertained to school attendance and respondents' grade level, not things that necessarily "happened at school."

#### ***Recommendation(s):***

***Suggested wording:***

**Now I have some additional questions about your school. These answers will be kept confidential, by law.**

#### ***Sponsor's Feedback:***

Recommendation was adopted before pretesting began.

**\*Q1b** *During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?*

#### ***Findings:***

This question originally included the phrase "home-schooling." However, before pretesting began we suggested the sponsors change the question wording to "home-schooled"--a more commonly used term to describe this type of educational situation. The sponsor agreed to this change prior to pretesting the instrument.

This revised question performed well and was interpreted correctly by respondents. In addition, the phrase "home-schooled" was easily and consistently understood by all respondents.

**Recommendation(s):**

This question should be implemented as worded, with no further changes.

**Sponsor's Feedback:**

Sponsor accepted changes prior to pretesting effort.

**\*Q2a** *During the last 6 months, that is, any time since \_\_\_\_\_ 1<sup>st</sup>, if you were in a public or private school, what grade would you be in?*

**Findings:**

Pretesting this question was not possible, due to lack of contact with students who were home-schooled during the tested reference period ("During the last school year..."). However, it is a fairly complex question to interpret, because the task request is indirect and requires a great deal of cognitive effort from respondents. First, they must think about the structure of public and private school grade levels. Then, respondents must think about the level they were performing at in the home. And finally, they must translate retrieved information back into grade-level terms dictated by public and private schools. Since respondents posed this question have attended a public/private school, as well as having been home-schooled, they may focus on the "public or private school" aspect and report the grade they were in while attending public/private school.

**Recommendation(s):**

There are ways to ask this question more directly, placing less cognitive burden on respondents. We interpret this question as asking: *At what grade level was the home-schooled respondent performing during the reference period?* We can expect the overall home-schooling grade level to be salient to parents and children alike, since purchased home-school curriculum is packaged and marketed by traditional "grade levels." Even for parents who choose to construct their children's curriculum themselves, home-schooling grade level performance is further reinforced by two different mandatory and annual performance tests, the results of which parents are required to submit to school superintendents. Consider using the following question wording:

**During the last 6 months, that is, any time since \_\_\_\_\_ 1<sup>st</sup>, what grade level were you at while you were home-schooled?**

**Sponsor's Feedback:**

Recommendation NOT adopted. The sponsor wants to capture grade equivalent. They also didn't like the words "were you at."

NOTE: Sponsor does not understand that the level at which a home-schooled student is studying IS their public/private school grade equivalent. The suggested wording could have been negotiated, but it seems the sponsor has missed the more important point of decreasing cognitive

burden for respondents by writing a simple and clear question that comes closer to matching the ways in which they think about or understand their own situations.

**INTRO 2**     *The following questions pertain only to things that happened to you while attending a public or private school and not while being home-schooled.*

***Findings:***

Prior to pretesting, we suggested leaving out the reference to "things that happened at school," because the intro comes before a long, benign series of questions about attendance (Q3-Q5) and school characteristics (Q6a-Q8). We felt the current wording was not contextually consistent with these subsequent questions.

***Recommendation(s):***

We suggested the following:

**The following questions pertain only to public or private schools and not to home-schools.**

***Sponsor's Feedback:***

While understanding the basis for the suggested change, the sponsor preferred the following wording:

**The following questions pertain only to your attendance at a public or private school and not to being home-schooled.**

**Section F: Environmental Questions**

**Q12b** *How often do you leave school grounds at lunch time?*

***Findings:***

In the original questionnaire, this question contained the phrase "to eat lunch." At our suggestion, the sponsor changed the question to read "at lunch time," to capture how often respondents leave school grounds at lunch time, not just those who leave for the sole purpose of eating.

This question worked well and we recommend no changes to the question itself. However, the response categories were not in a logical order and should be switched as outlined below.

***Recommendations:***

The first and last response categories got switched somehow between the versions of the questionnaire we received via email on 7/11 and 8/16, and should be switched back to the

following:

**Almost everyday**  
**Once or twice a week**  
**Once or twice a month**  
**Once or twice a year**  
**Never**

***Sponsor's Feedback:***

Recommendation NOT adopted in order to maintain consistency with previous years. Additionally, we incorrectly specified the order of the categories. They should be as follows:

**Never**  
**Once or twice a year**  
**Once or twice a month**  
**Once or twice a week**  
**Almost Everyday**

**Q13** *Does your school take any measure to ensure the safety of students? For example, does the school have:*

*\*g. A requirement that students wear badges or picture identification?*

***Findings:***

Most of the respondents answered the question easily. However, two respondents reported that they were required to have IDs, but were not required to "wear" them and correctly answered "no." By including only "wear" in the question, it may eliminate those students who are required to carry, but not wear identification. If the intention of the sponsor was to include all situations in which a student was required to have a badge or picture identification, then the question should include the word "carry."

Three respondents were asked the following suggested wording question and all answered without any problems.

***Recommendations:***

We recommended adding the phrase "carry", because some students were required to have IDs but not to wear them. The item would read as follows:

**A requirement that students wear or carry badges or picture identification?**

***Sponsor's Feedback:***

Recommendation NOT adopted. The sponsor only wants the respondent to answer "yes" if they visibly have to wear IDs. Otherwise, if they carry them, etc., they are to answer "no."

***\*h. One or more security cameras to monitor the school?***

***Findings:***

This question worked well and was interpreted correctly by respondents. Security cameras were interpreted to include hidden cameras and cameras that were out in the open; cameras that were focused in certain areas, like the hallways and doorways; and cameras that were looking for people who don't belong or who were leaving when they shouldn't.

***Recommendations:***

This question should be implemented as worded, with no changes.

***\*i. A code of student conduct that the school provides you?***

***Findings:***

In the original questionnaire, this question was awkwardly worded as "A school code of student conduct that they provide you." Prior to pretesting, the sponsor accepted our suggestion to revise the question to the above wording, to make the question more clear and easier to read.

Many respondents were not familiar with the term "code of student conduct" and initially asked such things as, "what you can and cannot do?" and "like rules and guidelines?" However, when the respondents thought about the question and understood that the question was asking about written rules and guidelines, they had no problem answering the question correctly or describing what might be in a document like that.

Most respondents mentioned that a "code of student conduct" would include things such as what you can and cannot do at school, such as bringing weapons, drugs, phones, or beepers to school; how you are expected to behave, such as respecting guests and following rules or instructions given by your teachers; and the punishments that will be given out for not following these rules.

***Recommendations:***

We recommend adding "such as a set of rules or guidelines" as a clarifying phrase. Many respondents were not familiar with the term "code of student conduct," yet "rules or guidelines" alone was not sufficient to differentiate written rules from unwritten guidelines. In addition, there was a distinction between some of the respondents answers to whether they were referring to written or unwritten rules and our recommended wording is intended to capture specifically the written rules. The revised item would read as follows:



**A code of student conduct such as a set of rules or guidelines that the school provides you.**

***Sponsor's Feedback:***

Recommendation ADOPTED with a slight modification. The question will read as follows:

**A code of student conduct, that is a set of written rules or guidelines, that the school provides you.**

**Q15** *During the last 6 months, that is, since \_\_\_\_\_ I", have you attended any drug education classes in your school?*

***Findings:***

The question is confusing, because respondents do not know what should be counted as a drug education class. Many did not have a class that was entirely devoted to "Drug Education." The respondents were split on their answers. Four respondents answered "No," even though drugs were covered in portions of their health classes, science classes, DARE classes, or in an assembly. Two respondents answered "Yes," because drug education was included in their health class. Another R thought DARE would count, but his DARE class was not within the reference period. This question seems to be eliciting different answers from students who are in the same situation, because the wording isn't specific enough.

***Recommendations:***

We do not have any specific recommendations, since we do not have enough information about the question objectives. Is the sponsor looking for a separate drug education class or a class, such as Health, where drug education is included in the curriculum?

***Sponsor Comments:***

Drug education addressed in health classes, etc., should be included. Sponsor recommended addressing this in training and in the survey manual.

NOTE: Interviewer training is insufficient for reliable data collection. The question still needs to be revised so that it does not give the impression that positive responses should only include drug education classes separate from the core curriculum.

**INTRO 3** *Now I have some more questions about things that happened at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. I want to remind you that all of your answers are confidential.*

***Findings:***

Prior to pretesting, we expressed reservations about the use of a fairly unusual and complex

interpretation of the phrase "at school" (includes: the school building and grounds, school buses; as well as the commute to and from school). Since the subsequent questions, to which this introduction pertains, did not reinforce this particular "at school" definition, we felt it was unlikely respondents would remember the intended definition during the response process. It was also unclear if the sponsor intended this definition to be carried over to subsequent questionnaire sections. Through the cognitive interviews, the sponsor hoped to gain insight into how respondents interpreted the following questions, regarding the "at school" concept. They also asked that we test this intro with the phrase "on school property," instead of "on school grounds."

After the cognitive interviews were conducted, it was clear that most respondents did not hear the "at school" definition, nor did they heed it in subsequent questions and survey sections. In addition, adding the definitional phrase to each of the following questions would make an interviewer's job quite cumbersome, and possibly unrealistic.

***Recommendation(s):***

Removal of the "at school" definitional sentence is strongly recommended. The likelihood of compromising the comparability of data sets will be small, since respondents probably never attended to this specialized definition. This will also help data users disambiguate the exact nature of the data collected in the following questions.

***Sponsor's Feedback:***

Recommendation NOT adopted. Sponsor felt the definition was important even though respondents are just focusing on "at school" and possibly not the other places considered to be "at school."

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**Q16a** *The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are. Is it possible to get \_\_\_\_\_ at your school? [a. Alcoholic beverages; b. Marijuana, c. Crack; d. Other forms of cocaine; e. Uppers/downers; f. LSD; g. PCP; h. Heroin; i. Other illegal drugs]*

***Findings:***

**Part A - Underreporting** Respondents' lack of familiarity with medical/technical drug terminology, combined with a cognitively-difficult recall task, led to underreporting in response categories "e" through "h" (uppers/downers, LSD, PCP, and heroin). During the interview, respondents were generally unfamiliar with the medical/technical terms for these particular drugs, and in the absence of accompanying examples, they simply stopped searching their memories for relevant information. However, in a debriefing task following the interview, where respondents were shown the drug slang flashcard and asked to identify drugs they knew to be available at their school, they quickly identified types of drugs they had not reported earlier. For instance, during the interview, respondents did not report the availability of ecstasy when asked about "uppers/downers" during the interview, but easily and quickly identified this drug as being available at school when they were shown the drug flashcard at the conclusion of the interview.

In fact, the majority of available drugs identified at the conclusion of the interview were never reported under response option "i" (other illegal drugs), because previous response categories were unsuccessful in facilitating recall for other drugs. Although small numbers of other drugs were reported in this catchall category, some respondents reported knowing about additional drugs at school, for which they could not remember any particular name.

Part B - Prescription Drugs Reports of ADD drugs (Ritalin and Adderall) and anti-depressants available for students for whom the prescription was not originally written surfaced during the interviews. It is not certain whether the sponsor intended to capture this type of information, but respondents reported it under response option "i." In these situations, interviewers were uncertain how to re-code these drugs, as instructed by the FR note. This also caused problems in the next question, where respondents are asked to rate the ease of access to the drugs they reported. This was impossible when more than one "other" drug was reported—as ease of access was different for the two reported drugs.

In addition, during the drug slang recognition task at the end of the interview, a respondent became confused about what she should have reported when she saw "sleeping pills" listed. She immediately thought of over-the-counter sleep aids, but could not understand why that information should be captured, since it did not seem to correspond with the seriousness of the other drugs listed in the question and on the flashcard.

Part C - Additional Slang Additional slang names surfaced during the cognitive interviews and are represented in the list below. Although respondents were often able to identify the type of drug for these slang names, we suggest they be researched if they are to be included on the drug slang card. Also, "ruffies," the much-publicized date-rape drug is not represented on the flashcard. Steroids were yet another type of illegal drug mentioned by some respondents.

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<u>marijuana</u>	<u>crack</u>	<u>ecstasy</u>	<u>unknown</u>
Bless	Butter	E	Love (was mentioned as a type of "Boat")
Bud	Stones		Jack(s)
Green(s)			Smoke
			White Boys

Part D - Formatting Interviewers had difficulty marking correct categories, in addition to having difficulty attending to all categories provided--especially the "DK drug" category, which is outside of an interviewers field of vision while coding.

***Recommendation(s):***

Part A - Underreporting The drug slang debriefing task identified the most commonly used and recognizable slang names for each drug that was underreported. Adding examples of common slang names to the response categories will allow respondents to disambiguate technical drug jargon and improve accurate reporting of available drugs. Adding these examples also changes the response task from one of recall to one of recognition, which eases cognitive burden for

respondents and improves reporting. We also suggest disentangling "uppers" from "downers," because doing so would help clarify the differences between them and facilitate reporting. In subsequent School Crime Supplements, we strongly urge the continued investigation of commonly-used slang names used as examples in the response categories, due to the rapid emergence of popular new "designer" drugs—most of which fall into the "uppers" category.

- a. **Alcoholic beverages**
- b. **Marijuana**
- c. **Crack**
- d. **Other forms of cocaine**
- e. **Uppers—such as ecstasy, crystal meth, or other illegal stimulants**
- f. **Downers—such as sleeping pills**
- g. **LSD or acid**
- h. **PCP or angel dust**
- i. **Heroin or smack**
- j. **Other illegal drugs -**

Part B - Prescription Drugs Consider including commonly accessible prescription drugs in interviewers flashcard for re-coding purposes, if these drugs are to be captured here. If prescription sleeping pills, and not over-the-counter drugs of this type, are to be considered and reported here then item "f" should probably clarify that intent:

- f. **Downers—such as prescription sleeping pills**

Part C - Additional Slang Additional drugs listed above should be considered for inclusion on the drug slang card, as well as "ruffies" and steroids.

Part D - Formatting This problem is merely a an issue of spacing, and we recognize this questionnaire probably has not been formatted completely. The final version should allow more space between rows to facilitate interviewers' ability to quickly and correctly code responses. Spacing between columns should be tightened so that all categories are attended to by the interviewer.

***Sponsor's Feedback:***

Recommendation ADOPTED. In addition, the sponsor recommended that DOWNERS also include GHB. So the item will read: Downers such as GHB or sleeping pills. The sponsor also recommended that for category i "Other illegal drugs" an interviewer instruction be added to exclude tobacco products. Additionally, category e1 will be labeled e, e2 will be f, and f,g,h,i relabeled g, h, i, j respectively.

**Q16b** *Would you say \_\_\_\_\_ (is/are) easy, fairly easy, fairly hard, or hard to get at your school? a. Alcoholic beverages; b. Marijuana, c. Crack; d. Other forms of cocaine; e. Uppers/downers; f. LSD; g. PCP; h. Heroin; i. Other illegal drugs]*

***Findings:***

In general, respondents were able to carry out the drug-obtainability rating task fairly well. The exception to the observation occurred when two or more "other illegal drugs," reported in the previous question (Q16a), could not be re-coded into existing response categories (prescription drugs: Ritalin, Adderall, and anti-depressants). As stated in the general findings for the previous question, reports of multiple drugs in the "other" category caused confusion and reporting difficulties. The task here requires respondents to combine all reported "other" drugs and rate them as one. In cognitive interviews, respondents explained that one drug reported in the "other" category was easy to obtain, while the other drug reported was not.

Also, as in Q16a, interviewer coding was difficult due to inadequate spacing between the rows of check-boxes.

***Recommendation(s):***

Since it is unlikely that the flashcard and response categories will exhaustively cover all possible responses, it is suggested that multiple lines be included under the "other" category in this question. This would allow respondents to rate each reported "other" drug separately, in cases where these drugs could not be re-coded in the previous question.

Add more space between rows of check-boxes in final formatting.

***Sponsor's Feedback:***

Same comments as in 16a.

NOTE: Sponsor was not able to provide a response for problems other than response category examples, because smaller issues were not included in initial recommendations report.

***\*Q16c During the last full week you attended school, did you see any students who were on drugs or alcohol at school?***

***Findings:***

In the original questionnaire, and prior to pretesting, the current Q16d was located BEFORE the current Q16c. Before pretesting began, we suggested this sequence be switched (and the sponsors agreed) in an effort to increase the saliency of the shorter reference period in the current Q16c ("last week"). We hoped to accomplish this by placing the "last week" question just after Q16a-b, which did not contain the commonly-used 6-month reference period. It was also suggested that the word "full" be added to this short reference period, to further draw attention to it, as well as disambiguate the intended meaning of "last week." Both suggestions were accepted by the sponsor before pretesting began.

Since it was necessary to revise the majority of the questionnaire's reference periods to suit pretesting constraints, the decision was made to increase the length of this question's reference period, as well. The reference period in this question was increased to the "last full month." This was done in order to ease cognitive burden on respondents trying to remember other students' behavior for such a short period of time, from a relatively distant period in their lives—last school year.

Half of the respondents did not notice the change in the reference period, probably because the main reference period used for cognitive interviewing purposes was considerably longer (last 6 months), and was already well-reinforced at this point in the supplement. This occurred even after inserting a lead-in sentence designed to call respondents' attention to the reference period shift.

***Recommendation(s):***

Changing the reference period to 6 months, to match the majority of the questionnaire's other reference periods, will prevent overreporting. Recognizing that the intent here may be to eliminate reports of students on drugs or alcohol on the weekends, we recommend adding a clarification phrase in order to emphasize the "during school hours" aspect of this question.

**During the last 6 months, did you know for sure that any students were on drugs or alcohol while they were at school?**

***Sponsor's Feedback:***

Recommendation ADOPTED.

**\*Q16d**      ***During the last 6 months, has anyone offered, or tried to sell or give you an illegal drug at your school?***

***Findings:***

Although the sponsors intended to exclude reports of tobacco and alcohol here, respondents did include these substances when answering this question. This context effect occurred due to the inclusion of these substances at earlier questions, but also because young respondents typically include these substances when they think of "illegal drugs" anyway. Sponsors hoped to alleviate this problem by adding this Field Representative (FR) note: *Do not include alcohol and tobacco as illegal drugs.* During the response process, it is highly unlikely that respondents will verbalize or give any indication of having included alcohol and tobacco in their answer to this question. This leaves FRs absolutely no indication that a reporting error occurred, and therefore, they are powerless to prevent or correct the situation.

***Recommendation(s):***

In order to make the question's intent clear and explicit to begin with, we recommend incorporating the exclusionary instruction into the question itself, and deleting the FR instruction. We also recommend slight wording changes, in order to create verb agreement in the question.

During the last 6 months, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?

*Sponsor's Feedback:*

Recommendation ADOPTED.

**Section G: Fighting, Bullying and Hate Behaviors**

*\*Q17a During the last 6 months, have you been in one or more physical fights at school?*

*Findings:*

This revised question performed well and was interpreted correctly by respondents. They included both hitting and kicking in their descriptions of the term "physical fights." One respondent described them as "any argument that goes beyond words."

*Recommendation(s):*

This question should be implemented as worded, with no further changes.

*\*Q17b. How many times have you been in a physical fight at school?*

*Findings:*

We only had one respondent who was asked this question--that is, who reported in Q17a that he was in a fight in the last school year. The reference period from the previous question did not carry over to this one. He asked whether he was supposed to report about the last school year or "all the times," and decided on his own that he was supposed to report the total number of fights he had ever been in. This resulted in a sizable overstatement of the information intended by the sponsor.

*Recommendation(s):*

To emphasize the correct reference period, we recommend that the reference period should be added to the question as follows:

**During the last 6 months, how many times have you been in a physical fight at school?**

*Sponsor's Feedback:*

Recommendation ADOPTED.

*\*Q19. During the last 6 months, have you often felt rejected by other students at school? That is, have you often been made fun of, called names, or excluded from activities?*

***Findings:***

Respondents had a variety of interpretations of this question, ranging from “do I feel I’ve been treated unfairly by people I know?” to “did I feel like I was being separated or split apart from the rest of the body of the school?” Activities seen as within the general scope of the question included being excluded from pick-up basketball games in the gym to being excluded from cliques you might not even want to belong to. Several respondents made a distinction between being called names in a joking or playing around situation, and being called names in a seriously offensive manner. The former type of activity happens all the time, and respondents recognized that identifying this activity was not the intent of the question.

However, one universal misinterpretation of the question had to do with the frequency judgement. No one noticed the word “often” in this question, so what it captured was respondents who had ever felt rejected in the reference period. This is a serious divergence from the question’s intent. Even if respondents had focused on the term “often,” debriefing showed that their interpretations of how often is “often” varied considerably, ranging from twice to every day. Thus, it doesn’t seem that this question will elicit either valid or reliable data as it is written.

***Recommendation(s):***

Since respondents do not hear the word “often,” we recommend deleting it from the question entirely and explicitly measuring whether respondents ever felt rejected by other students at school during the reference period. A measure of the frequency with which this happens can best be obtained with a second question asked only of persons who report ever feeling rejected. Such a series would be the following:

**During the last 6 months, have you felt rejected by other students at school? That is, have you been made fun of, called names, or excluded from activities?**

**(If Yes) During the last 6 months, how often have you felt rejected?**

- All of the time**
- Most of the time**
- Some of the time**
- Rarely**

The responses to the first question will provide an explicit measure of whether students have felt rejected in the last six months. And combining the first two response categories of the newly-proposed question will produce a measure of frequency that is likely to be more stable than the question we tested.

***Sponsor’s Feedback:***

The sponsor indicated that the term “often” is an important distinction. They want those respondents who felt left out on a regular basis. They reworded the question as follows:



**During the last six months, have you often felt rejected by other students at school? For example, have you felt rejected because other students made fun of you, called you names, or excluded you from activities?**

They adopted the recommendation to add a followup question as worded, which will be asked of all respondents. The sponsor prefers the following categories for comparability with categories 2-4 in item 30.

**Once or twice in the last 6 months**  
**Once or twice a month**  
**Once or twice a week, or**  
**Almost everyday**

**Q20a. *During the last 6 months, has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.***

***Findings:***

This question is quite long and respondents did not wait to listen to the entire thing. Almost half of the respondents interrupted and gave an answer before the interviewer read the second sentence. This is problematic because the term “hate-related words” is introduced in this last sentence, and it is used in the next two questions. The concept that respondents heard first was “derogatory or bad name,” and this likely influenced their interpretation of the question. Once they heard this, they stopped listening to the rest of the question. Respondents had a very broad interpretation of the term “hate-related words,” which included any bad words or curse words that would make someone feel bad. When questioned, most respondents said that they could not think of any negative words that would NOT be considered hate-related words. Clearly, this is not the type of data the sponsor intended to capture.

Another factor respondents took into consideration was the way the curse words were used. If someone said a bad word when they stubbed their toe, that wouldn't be hate-related. If they used a word in reference to another person, that may or may not be considered hate-related, depending on the tone in which it was used. If there was a negative tone, it would be considered hate-related even though the speaker and the person spoken to or about were the same race, gender, ethnicity, etc. This general strategy towards defining hate-related words seems too global and results in overreports of the things that the sponsor is looking for.

***Recommendation(s):***

We recommend reversing the order in which respondents hear the critical pieces of information contained in the question in order to train them on the new concept. Rather than starting out with a phrase that gets respondents started off on the wrong foot, introduce the concept of hate-related words first and define the concept before the respondent hears the actual question. This proposed

order of presentation is critical in educating respondents on a specific concept that the questionnaire requires them to use again over the next three questions. The recommended rewording is as follows:

**Now I want to ask you about hate-related words. These are negative words or names that refer to a person's race, religion, ethnic background or national origin, disability, gender, or sexual orientation. During the last 6 months, has anyone called you a hate-related word at school?**

Note that this wording eliminates the "derogatory or bad name" phrasing that likely caused respondents to become overly broad in their interpretation of the intended concept.

**Sponsor's feedback:**

The recommendation was NOT adopted, to maintain comparability with previous years.

**\*Q20b. *Were any of the hate-related words related to your race? Your religion? Your ethnic background or national origin (for example people of Hispanic origin)? Your disability(ies)? (by this I mean physical, mental, or developmental disabilities)? Your gender? Your sexual orientation (If yes, by this I mean homosexual, bisexual, or heterosexual)?***

***Findings:***

Only one-third of the respondents were asked this question; the others answered "no" to Q20a. There was clearly an overlap in their minds between race and ethnic background. One respondent even thought there was overlap between these concepts and religion--since Native Americans have their own color, language, and celebrations, she thought they were a religion, too.

The most common problem with this question was that respondents did not understand the term "sexual orientation." Several respondents volunteered this during debriefing when they were looking over the list of categories in 20b. Another respondent, who ultimately answered yes to part f, said he didn't know what "sexual orientation" was when the interviewer asked the question. After the interviewer read the definition provided, the respondent said, "Yeah, that."

***Recommendation(s):***

We recommend that the definition of "sexual orientation" be read to all respondents as part of the question. We also recommend reading the parenthesized definitions of ethnic background and disabilities. This will provide all respondents with the same stimulus in answering the questions, and will make the format consistent, since respondents definitely need the definition of sexual orientation for accurate, informed reporting.

***Sponsor's Feedback:***

The recommendation was NOT adopted, to maintain comparability with the questions on the National Crime Victimization Survey.

**Q21. *During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?***

***Findings:***

Half the respondents said "yes" to this question. On debriefing, they said they saw these words in the bathrooms, on classroom walls, in desks, under desks, and in textbooks. We did not ask respondents to repeat the words, but some volunteered that they were "bad profanities." Respondents also reported that the hate related words they were thinking of did not refer to any of the six categories that were enumerated in Qs 20a and 20b. This again suggests that the interpretation of "hate-related words" is too broad and the question does not appear to be tapping the intended concept.

***Recommendation(s):***

This question is definitely not working. Our recommendations fall along two tracks, depending on what happens with Q20a. The recommendations contained above for that question will provide a better definition of the hate-related words concept, which should also help with the proper interpretation of this question. If the recommendation for Q20a is accepted, then we recommend this question be retained as worded, although we can't guarantee that this wording will elicit only the intended reports. If the recommendation for Q20a is not accepted, then we think this question should be deleted because the respondents' misinterpretation will result in large amounts of overreporting.

***Sponsor's Feedback:***

The recommendation was NOT adopted in order to maintain comparability with previous years, despite the fact that the respondents' misinterpretations may result in overreporting.

**H. AVOIDANCE**

**Q22b *During the last 6 months, have you participated in any extra-curricular school activities?***

***Findings:***

Although the question does specify "school activities," respondents interpreted this question to include activities that were not school-sponsored, such as ballet classes, Boy Scouts, and cheerleading for a local community center.

***Recommendations:***

We recommend changing the wording to emphasize activities that are only sponsored by the school. By adding the phrase "sponsored by your school," we hope to eliminate those activities that are non-school sponsored. The recommended wording is as follows:

**During the last 6 months, have you participated in any extra-curricular activities sponsored by your school?**

***Sponsor's Feedback:***

Recommendation ADOPTED. Training and the interviewer's manual address will emphasize that the intent of the question is to capture only activities sponsored by the school and not non-sponsored school activities or community activities held at the school.

The sponsor also requested that this question be moved back to an earlier part of the question. they recommend placing the question after item 12b.

NOTE: This change in sequence will insert a question that refers to the past six months in the middle of a series of questions that refer to the present time. This may be problematic, as it will require a cognitive shift on the part of respondents.

**\*Q28 *During the last 6 months, could you have gotten a loaded gun without adult supervision?***

***Findings:***

About half of the respondents interpreted the question intent too narrowly. They thought this question only referred to getting a gun at school. Most likely this is due to the "at school" context that has been set up throughout the questionnaire. When the respondents were probed about this question during the debriefing, about one-third of respondents only considered getting guns "at school," excluding any other source.

The interviewers also probed the phrase "loaded gun" to see if it would make a difference if the word "loaded" was omitted from the question. Almost all of the respondents said that it would not make a difference if the question did or did not include the word loaded.

***Recommendations:***

We recommend adding a clarifying phrase to broaden this question. By adding the phrase "either at school or away from school," the question clearly asks for any and all locations the respondent may be able to get a gun. The revised wording would read as follows:

**During the last 6 months, could you have gotten a loaded gun without adult supervision, either at school or away from school?**

*Sponsor's Feedback:*  
Recommendation ADOPTED.

## **K. STUDENT CHARACTERISTICS**

**\*Q32a** *During the last 4 weeks of the school year, did you skip any classes?*

***Findings:***

In this question, the reference period was changed to "the last 4 weeks of the school year" due to the fact that when the interviews were conducted, the respondents were not in school in "the last 4 weeks." For the respondents, the majority of "last 4 weeks" would have been summer vacation.

Two thirds of the respondents did not attend to the reference period in this question and answered about the whole school year. However, they did seem to catch the reference period change in Q32b. Thus, the data from this question will over-report skipping class in the last 4 weeks, but the question could serve as a filter for Q32b, and respondents who didn't skip classes in the last 4 weeks could answer "0."

Respondents accurately interpreted the "skip classes" concept. They did not think that missing classes for a doctor's appointment or any reason authorized by a parent was intended.

***Recommendations:***

We do not recommend any changes to this question. However, we do not think the sponsor should use these data except as a filter for Q32b.

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**\*Q32b** *During the last 4 weeks, on how many days did you skip class?*

***Findings:***

In this question, the reference period was changed to "the last 4 weeks of the school year" due to the fact that when the interviews were conducted, the respondents were not in school during "the last 4 weeks." For the respondents, the majority of the "last 4 weeks" would have been summer vacation.

Respondents had some difficulty at the comprehension, recall, and estimation stages of answering this question. Many respondents did not know if the question was asking if they had skipped an entire day of school or skipped one class that day. One respondent asked, "On how many days?" Then said that she didn't usually skip "whole" school days of school.

Respondents also had trouble with estimating the number of days skipped. One respondent told the interviewer in the previous question (Q32a), that she had stopped going to school the last three weeks because her finals exams were over. However, when asked how many days she

skipped school, she reported that she skipped on three different days. The respondent remembered her answer by counting how many elective classes she had (three classes) and because there are no finals for those classes, she would have skipped them. It's possible this respondent underreported the days on which she skipped classes, even if she had not skipped classes on each of the last three weeks of school, because electives occur more than once a week for most students.

There were also issues about what was considered "skipping" at the end of the school year. One respondent reported skipping every day during the last week of school, but didn't count that as skipping class, because they didn't do much except return books. Another respondent reported that she did not attend school the last three weeks, because she had already taken her final exams and only reported that she skipped three days during the last full weeks, which leads the interviewer to believe that she does not consider these circumstances "skipping" either.

***Recommendations:***

We recommend a slight revision to clarify that any day when at least one class was skipped should be included. The recommended wording is as follows:

**During the last 4 weeks, on how many days did you skip at least one class?**

***Sponsor's Feedback:***

Recommendation ADOPTED.

**\*Q33 On your last report card, did you get mostly - A's and B's, B's and C's, C's and D's, D's and F's?**

***Findings:***

A substantial number of respondents thought the question asked about all the grades on their report card for the entire year. This resulted in inaccurate reports when their grades had increased of the course of the year.

There were number of respondents who did not receive letter grades. They translated their number of grades or qualitative evaluations to letter grades. It is not clear to us that this conversion was done accurately and many of the respondents who did not receive letter grades, converted their scale without letting the interviewer know. The interviewers would not have been aware of this, if they hadn't had probed on this question.

***Recommendations:***

To clarify that only the last set of grades are intended, we recommend the following change, which specifically mentions the last set of grades. Also, if students who do not receive letter grades should not report that fact, then additional response categories should be read to the respondent. The recommended wording is as follows:

Were the grades you got on your last report card mostly –

***Sponsor's Feedback:***

Sponsor will address the translation of number grades or qualitative evaluation to letter grades in training and the manual.

The sponsor decided to reword the question and change the categories to the following:

**During the school year across all subjects have you gotten mostly...**

**A's**

**B's**

**C's**

**D's**

**F's**

**School does not give grades/no alpha grade equivalent**

NOTE: This is entirely a different question than the original one. Respondents interviewed at different points in the data collection process may have different numbers of marking periods to report on. In addition, the change to single grades rather than pairs of grades will be much more difficult for respondents to answer.

**\*Q33 *Thinking about the future do you think you will...***

**a. *Attend school after high school?***

***Findings:***

This question worked well and was interpreted correctly by respondents. Most respondents answered the question according to what type of post-secondary education they had planned on attending after high school. However, their answers were not limited to colleges or universities, but also included military school, trade school, business school, technology school, night school, cooking school, music school, ballet school, fashion school, acting school, and cosmetology school. Respondents thought that taking time off after high school should be included as well as attending another school immediately after high school.

***Recommendations:***

This question should be implemented as worded, with no changes.

**b. *Graduate from a 4-year college?***

***Findings:***

This question worked well and was interpreted correctly by respondents. All but two respondents said that they would definitely graduate from a 4-year college. Those two respondents said that the only reason they would not graduate is if they were drafted into a professional sport.

***Recommendations:***

This question should be implemented as worded, with no changes.







Pre-K or Kindergarten 00  
 01  
 02  
 03  
 04  
 05  
 06  
 07  
 08  
 09  
 10  
 11  
 12 H.S. Senior  
 13 Post-graduate  
 20 All ungraded  
 30 All Special Education

020   (lowest)  
 TO  
 021   (highest)

<p>9. <b>How did you get to school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022</p> <p>1 <input type="checkbox"/> Walk          2 <input type="checkbox"/> School bus          3 <input type="checkbox"/> Public bus, subway, train          4 <input type="checkbox"/> Car          5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle          6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <hr/>
<p>10. <b>How long did it take you to get from your home to school most of the time?</b></p>	<p>023</p> <p>1 <input type="checkbox"/> Less than 15 minutes          2 <input type="checkbox"/> 15-29 minutes          3 <input type="checkbox"/> 30-44 minutes          4 <input type="checkbox"/> 45-59 minutes          5 <input type="checkbox"/> 60 minutes or longer</p>
<p>11. <b>How did you get home from school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024</p> <p>1 <input type="checkbox"/> Walk          2 <input type="checkbox"/> School bus          3 <input type="checkbox"/> Public bus, subway, train          4 <input type="checkbox"/> Car          5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle          6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <hr/>
<p>12a. <b>Were most students at your school allowed to leave the school grounds to eat lunch?</b></p> <hr/>	<p>025</p> <p>1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No          3 <input type="checkbox"/> Don't know</p> <hr/>
<p>12b. <b>How often did you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES)</p>	<p>026</p> <p>1 <input type="checkbox"/> Never          2 <input checked="" type="checkbox"/> Once or twice a week          3 <input checked="" type="checkbox"/> Once or twice a month          4 <input type="checkbox"/> Once or twice a year          5 <input type="checkbox"/> Almost everyday</p>

<p><b>13. Does your school take any measures to ensure the safety of students?</b></p> <p>For example, does the school have:</p> <p>a. Security guards and/or assigned police officers? .....</p> <p>b. Other school staff or other adults supervising the hallway? .....</p> <p>c. Metal detectors? .....</p> <p>d. Locked entrance or exit doors during the day? .....</p> <p>e. A requirement that visitors sign in? .....</p> <p>f. Locker checks? .....</p> <p>g. A requirement that students wear badges or picture identification? .....</p> <p>h. One or more security cameras to monitor the school? .....</p> <p>i. A code of student conduct that the school provides you? .....</p>	<table> <tr> <td></td> <td>Yes</td> <td>No</td> <td>Don't know</td> </tr> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>14. I am going to read a list of statements that could describe a school. Thinking about your school last year, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. Everyone knows what the school rules are. . .</p> <p>b. The school rules are fair .....</p> <p>c. The punishment for breaking school rules is the same no matter who you are .....</p> <p>d. The school rules are strictly enforced .....</p> <p>e. If a school rule is broken, students know what kind of punishment will follow .....</p>	<table> <tr> <td></td> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>15. During the last school year, did you attended any drug education classes in your school?</b></p>	<p>039    1 <input type="checkbox"/> Yes                 2 <input type="checkbox"/> No                 3 <input type="checkbox"/> Don't know</p>																																								

FIELD REPRESENTATIVE - *Read introduction*

INTRO 3 - Now I have some more questions about things that happened at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. I want to remind you that all of your answers are confidential.

10a. The following question refers to drugs and alcohol at your school.

Tell me if you don't know what any of these items are.

FIELD REPRESENTATIVE - For each item ask,

Is it possible to get \_\_\_\_\_ at your school?

	Yes	No	Don't know	DK drug
a. Alcoholic beverages	040 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Marijuana	041 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Crack	042 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Other forms of cocaine	043 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Uppers/downers	044 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. LSD	045 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. PCP	046 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Heroin	047 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Other illegal drugs - If "Yes" is marked, ASK - What drugs?	048 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

FIELD REPRESENTATIVE - Refer to Drug Slang Cards (SCS-2a and SCS-2b). Reclassify the "other illegal drug(s)" to one of the categories a-h if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category i, otherwise, marked the "Yes" box in category i and enter the "other illegal drug(s)" mentioned in the Specify space.

Specify \_\_\_\_\_

16b. FIELD REPRESENTATIVE - For each YES response in 16a ask the drug, otherwise mark NA for each category not marked YES in 16a

Would you say \_\_\_\_\_ (is/are) easy, fairly easy, fairly hard, or hard to get at your school?

	Easy	Fairly Easy	Fairly Hard	Hard	NA
a. Alcoholic beverages	049 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Marijuana	050 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Crack	051 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Other forms of cocaine	052 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Uppers/downers	053 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. LSD	054 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. PCP	055 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Heroin	056 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Other illegal drugs	057 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

16c. During the last full month of school, did you see any students who were on drugs or alcohol at school?

XXX  Yes  
 No

16d. FIELD REPRESENTATIVE - Do not include alcohol and tobacco as illegal drugs

During the last school year, did anyone offer, or try to sell or give you an illegal drug at your school?

XXX  Yes  
 No

**G. FIGHTING, BULLYING AND HATE BEHAVIORS**

17a. During the last school year, have you been in one or more physical fights at school?

XXX  Yes  
 No - Skip to 18

17b. How many times have you been in a physical fight at school?

XXX    (Number of times)

18. During the last school year, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? (You may include incidents you reported before.)

067  Yes  
 No

19. During the last school year, have you often felt rejected by other students at school? That is, have you often been made fun of, called names, or excluded from activities?

XXX  Yes  
 No

<b>20a.</b> During the last school year, has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.	065    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 21																												
<b>20b.</b> Were any of the hate-related words related to ...  a. Your race? ..... b. Your religion? ..... c. Your ethnic background or national origin (for example people of Hispanic origin)? ..... d. Your disability(ies)? (by this I mean physical, mental, or developmental disabilities). ..... e. Your gender? ..... f. Your sexual orientation? .....  If "Yes," SAY - (by this I mean homosexual, bisexual, or heterosexual)	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>XXX</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	XXX	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<b>21.</b> During the last school year, did you see any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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**H. AVOIDANCE**

<b>22a.</b> During the last school year, did you STAY AWAY from any of the following places because you thought someone might attack or threaten to attack you there?  <i>(READ CATEGORIES)</i>  a. The shortest route to school? ..... b. The entrance into the school? ..... c. Any hallways or stairs in school? ..... d. Parts of the school cafeteria? ..... e. Any school restrooms? ..... f. Other places inside the school building? g. School parking lot? ..... h. Other places on school grounds? .....	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>068</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<b>22b.</b> During the last school year, did you participate in any extra-curricular school activities?	027    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																											
<b>22c.</b> Did you AVOID any extra-curricular activities at your school because you thought someone might attack or threaten to attack you?	076    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																											
<b>22d.</b> Did you AVOID any classes because you thought someone might attack or threaten to attack you?	077    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																											
<b>22e.</b> Did you stay home from school because you thought someone might attack or threaten to attack you at school, or going to or from school?	078    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																											
<b>23.</b> How often are you afraid that someone will attack or threaten to attack you at school?  <i>(READ CATEGORIES)</i>	079    1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time																											

24.	How often are you afraid to go to school or threaten to attack you on the way to and from school?  (READ CATEGORIES)		2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
25.	Besides the times you are at school, or going to or from school, how often are you afraid that someone will attack or threaten to attack you?  (READ CATEGORIES)	081	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time

#### I. WEAPONS

26a.	Some people bring guns, knives or objects that can be used as weapons to school for protection. During the last school year, did you ever bring a gun to school or onto school grounds?	082	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
26b.	During the last school year, did you ever bring a knife to school or onto school grounds? Include only knives brought as weapons.	083	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
26c.	During the last school year, did you ever bring some other weapon to school or onto school grounds?	084	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
27a.	Do you know any (other) students who have brought a gun to your school in the last school year?	085	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
27b.	Have you actually seen another student with a gun at school in the last school year?	086	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
28.	During the last school year, could you have gotten a loaded gun without adult supervision?	XXX	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

#### J. GANGS

FIELD REPRESENTATIVE - *Read introduction*

INTRO 4 - We'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.

29.	Are there any gangs at your school?	058	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
30.	During the last school year, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5)	089	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice in the last 6 months 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost everyday 6 <input type="checkbox"/> Don't know
31.	Have gangs been involved in the sale of drugs at your school in the last school year?	090	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

#### K. STUDENT CHARACTERISTICS

32a.	During the last 4 weeks of the school, did you skip any classes?	XXX	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 33 3 <input type="checkbox"/> Don't know - SKIP to 33
32b.	During the last 4 weeks of the school year, on how many days did you skip classes?	XXX	<input type="checkbox"/> <input type="checkbox"/> (Number of days)
33.	On your last report card, did you get mostly --  (READ CATEGORIES 1-4)	XXX	1 <input type="checkbox"/> A's and B's 2 <input type="checkbox"/> B's and C's 3 <input type="checkbox"/> C's and D's 4 <input type="checkbox"/> D's and F's 5 <input type="checkbox"/> School does not give grades

