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**Pretesting of the 2011 School Crime Supplement:
Final Results and Recommendations**

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Pretesting of the 2011 School Crime Supplement: Final Results and Recommendations

Abstract:

At the request of the Demographic Surveys Division, staff from the Center for Survey Methods Research in the Statistical Research Division cognitively pretested revised questions for the 2011 National Crime Victimization Survey School Crime Supplement. Cognitive interviews conducted with respondents aged 12-17 in the Washington, DC metropolitan area showed that respondents had several types of problems with a new question asking about the amount of time they spend on school-sponsored extracurricular activities. First, they interpreted this phrase to include such activities as school fundraisers and community service activities. Second, some respondents included only things that were related to education and as a result did not include hours spent participating in sports activities. Third, some respondents included only after-school activities while others included activities that took place during the day. In the end, responses captured information about a different range of activities than the specific school-sponsored activities included in the previous question.

Testing of changes to the cyber-bullying questions revealed that respondents used and/or were familiar with newly-added social networking sites Formspring and Twitter, but were not familiar with Second Life. Alternative wordings “online communications” and “online activities” were tested to determine which was most appropriate for inclusion in the questionnaire. Respondents interpreted these terms quite differently. They interpreted the terms “online communication” to generally include socializing using social networking sites and instant messaging or chatting, while they defined “online activities” in terms of gaming.

Key Words: (e.g., school crime, cyber-bullying, extra-curricular activities, cognitive interviews)

Pretesting of the 2011 School Crime Supplement: Final Results and Recommendations

At the request of the Demographic Surveys Division, staff from the Center for Survey Methods Research (CSMR) in the Statistical Research Division cognitively pretested proposed changes to the 2011 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The changes spanned a number of areas: religious affiliation of the school, cyber-bullying, locker checks, time spent on extracurricular activities, presence of caring adults at school, and attendance at technical school after high school.

The purpose of the SCS is to provide the most current detailed statistical information on the nature of crime in schools as well as on the way to and from school. Of the 56,000 households designated to participate in the NCVS, 10,000 households (containing approximately 11,000 respondents) are eligible to participate in the SCS. This supplement asks questions of students in U.S. households who are between the ages of 12 and 18 (grades 6 through 12). The survey has been conducted eight times since 1989 and will be conducted again from January through June of 2011.

This report contains the results of cognitive pretesting of the 2011 School Crime Supplement. The next section contains a description of the methodology and characteristics of the respondents interviewed, followed by a presentation of the pretesting results and recommendations for questionnaire revision.

Methodology

Fifteen cognitive interviews were conducted by CSMR staff¹ in June and July 2010. As noted previously, respondents to the SCS are aged 12 through 18. Our recruiting efforts were directed largely towards respondents throughout this age range and towards students in both public and private schools. Respondents were recruited through Craigslist.org, local contacts, personal networks, and CSMR's respondent database derived from advertisements in local newspapers and community organizations. As Table 1 shows, we interviewed a diverse group of respondents. The 15 respondents were evenly divided by gender (8 male, 7 female) and were on the older side of the age range (6 aged 12-15 and 9 aged 16 or 17). Our respondents were evenly divided between White and Black, but did not include respondents of other races. Six of our respondents attended public schools, 1 attended a public charter school, and 8 attended private schools. We interviewed students who completed the last school year in the Washington DC metropolitan area. These included 8 who went to school in DC, 4 in Maryland, and 3 in Virginia.

Table 1. Respondent Demographic Characteristics

Gender		Race		Age		School Type		State of Schooling	
Male	8	White	8	12-15	6	Public	6	DC	8
Female	7	Black	7	16-17	9	Private	8	Maryland	4
						Private Charter	1	Virginia	3

The interviews were conducted as think aloud interviews, in which the interviewer asked the respondent to verbalize his/her thoughts during the process of answering each question. Interviewers did a practice question for respondents, either modeling the process of thinking aloud for the respondents or asking respondents to think aloud. Interviewers administered probes to remind respondents to say what they were thinking; they also probed on how respondents came up with their answers and on the meaning of particular words or phrases, and debriefed them at the end of the interview. The probes were asked concurrently; that is, respondents were asked a question from the survey and, when applicable, they were then asked one or more probes about certain aspects of the question. Whenever respondents gave idiosyncratic reactions (e.g., laughter), these were probed by the interviewer. Parental consent was obtained to conduct the interviews, since the respondents were less than 18 years of age. The interviews

¹ Interviews were completed by Terry DeMaio, Kathleen Denny, Nathan Jurgenson, and Andrea Schwanz.

were conducted and tape-recorded with consent of the parents and the participants. Respondents were paid \$40 for their participation in this research project.

We tested two versions of the questionnaire. The versions differed only in two questions (20 and 23), which used different terminology and strategies to elicit reports of cyber-bullying. The questionnaires and protocols used to guide the discussion are included as Attachments A and B.

In the following section, we review results and provide recommendations for the following survey items: 7c, 13a, 13b, 14a, 16c, 16e, 16f, 19a, 20a (Versions A and B), 20b, 20c, 23a and b (Versions A and B), and 35.

Question-by-Question Results and Recommendations

7c. Is your school affiliated with a religion?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
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Q7c. Results and Recommendations:

The text for this question was changed from "Is your school church-related?" to the tested wording above. Respondents did not have difficulty correctly answering this question. Of the interview participants who reported attending private school (Q7a. = "private"), more than half indicated that their school was affiliated with a religion. Interviewers probed on what respondents thought it meant for a school to be "affiliated with a religion." All respondents, including those who reported their private school had no religious affiliation, appeared to understand the phrase. Many respondents defined a religiously-affiliated school as one where religion is explicitly taught and infused in the curriculum. One respondent who attended a non-religious private school said schools with a religious affiliation have a "specific religion that they focus on, like Catholic." Another respondent who attended a Catholic high school differentiated her religiously-affiliated school from non-religiously-affiliated schools by saying "almost everything has to do with religion, no matter what class we're in." In sum, there were no major problems with this question.

Q7c. Recommendation: We do not have any recommendations for changes to this question.

13a. During this school year, have you participated in any of the following activities sponsored by your school:	Yes	No
a. Athletic teams at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club? [IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Q13a. Results and Recommendations:

This question was unchanged from the 2009 survey. For the most part, respondents did not have difficulty answering this series. Only one sub-item, Q13a.f. (community service or volunteer clubs), posed problems for some respondents. Several of the older participants asked if community service that is required by their schools would count for this question. This community service is not performed as part of a club, but is mandatory for graduation. Of the respondents who raised this issue, most of them included this community service and answered “yes” to this question. It is not clear if the sponsor intends for this sort of activity (school-mandated community service) to be included in this question. A review of previous pre-testing reports (Beck, 2009; Jocuns & DeMaio, 2006) indicates that these required community service activities have come up during previous interviews.

Q13a.f. Recommendation: If sponsor does not intend that mandatory community service be included in this question, a note specifying that should be added to the question to indicate to students that they should not include it. If this activity should be included, then there are no recommended changes.

SPONSOR’S FEEDBACK: Sponsor does not intend to include mandatory community service in Q13.a.f. The following changes were agreed upon:

[IF GRADES 6, 7, or 8] **Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?**

[IF GRADES 9, 10, 11, or 12] **Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.**

13b. In a typical week, how much total time do you spend on all school-sponsored extra-curricular activities:	1 <input type="checkbox"/> None 2 <input type="checkbox"/> Less than 1 hour per week 3 <input type="checkbox"/> 1-4 hours per week 4 <input type="checkbox"/> 5-9 hours per week 5 <input type="checkbox"/> 10-19 hours per week 6 <input type="checkbox"/> 20 or more hours per week
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Q13b. Results and Recommendations:

This question is new and was not included in the 2009 survey in any form. After answering this question, respondents were probed to examine how they were interpreting this question and how they were arriving at their answers. The results showed that although most students were able to answer this question, there were significant issues, including problems with respondent interpretation and unclear definitions.

First, there was a large disjuncture between the activities students included in question 13a and the activities they included in their calculations for 13b. In 13a, students were asked which of a number of activities they participated in that were described as “activities sponsored by your school.” In this question (13b), however, respondents were asked how much time per week they spent on all “school-sponsored extra-curricular activities.” One student who had reported involvement with an athletic team in 13a interpreted the phrase “school-sponsored extra-curricular activities” to mean only those activities that occur directly after school. As a result, he did not include the time spent on his athletics in this question, resulting in a discrepancy between his answers to this question and what he reported in 13a. Another student reported an athletic team in 13a, but reported less than one hour of weekly activity in this question. When questioned, he explained that he only included activities “related to education.” If the sponsor intends these two questions to refer to the same set of activities, common language should be used in the wording of the questions.

The second problem is the respondents’ uncertainty about what is included in the phrase “school-sponsored extra-curricular activities.” One issue in this regard was the timing of activities. It is not apparent whether students should include activities that occur during school hours, which some did. One respondent, for example, mentioned students who finished classwork early being given the opportunity to assist staff or do test preparation for the SAT. In contrast, another student, mentioned above, defined “school-sponsored extra-curricular activities” as only those occurring directly after school. Another issue was the type of activities that should be included. In particular, there was confusion about whether fundraising activities, mandatory community service, and tutoring counted as “school-sponsored extra-curricular activities.” The subject of fundraisers came up multiple times during probing for this question. For instance, one student who had not indicated involvement in any activities in 13a answered “less than 1 hour per week” to this question, explaining that she was referring to participation in a school fundraiser. This resulted in an inconsistency between her answers in 13a and her answer to 13b. A number of respondents included mandatory community service in this question, but not in question 13a.f. It became clear that these students were not referencing clubs or groups at school, which is why they did not report it in 13a.f, but rather community service the school organizes to help students get the required number of hours. There is no appropriate place for such activities to be included in 13a, if they are meant to be included. Respondents also included tutoring and other education-related activities, such as activities to earn extra credit, in their answers to this question. There is no place to properly report these activities in 13a, although some participants may have incorrectly included them in 13a.d, academic clubs.

Another issue involved the fact that some activities, particularly seasonal sports, vary a great deal in terms of the hours-per-week required. Because of this, we asked respondents if they had any difficulties deciding what a “typical week” was. Although most said they did not have any trouble, this was mainly because their activities were the same all year. Of those with seasonal or weekly differences in their activities, all said that they had difficulty with the question, and most mentioned it even before we probed them about it. The students were able to come up with their own ways of dealing with this difficulty in

order to answer the question. For example, one respondent only answered for the parts of the year during which he had sports. It is unclear how the sponsor would like respondents to resolve this problem.

Finally, some students failed to correctly calculate the number of hours they spent on school-sponsored extra-curricular activities each week. Several students actually changed their answers as a result of probes asking how they had calculated their answers. Some had done the addition incorrectly, and some had left out activities. One, however, explained that he had been thinking that he spends a lot of time on his athletics at school, and he “just said the highest answer” instead of actually doing the mental arithmetic. These results suggest that responses to this question reflect “satisficing,” that is, a strategy by which respondents exert a sub-optimal level of effort in processing and formulating their responses to the question.

Q13b. Recommendation: It is unclear to us how, if at all, the sponsor would like activities such as participation in fundraisers and school-organized community service to be reported. If the goal is to get an accurate account of participation and hours spent in the activities specified in question 13a, there are a couple of ways to achieve this.

- One might be to use consistent language and provide definitions in questions 13a and 13b. Both questions would use either “activities sponsored by your school” or “school-sponsored extra-curricular activities.”
- Another possibility is to refer in 13b to the activities in 13a. For example, the question could read “In a typical week, how much total time do you spend on all of the activities you mentioned in the previous question?”

There are several possible solutions to the difficulties surrounding school mandated community service activities.

- Adding a question about community service specifically might eliminate incorrect reporting of these activities in 13a and 13b.
- Additionally, consideration could be given to the sequence of 13a, 13b, and any new question about community service activities.

In sum, the large number of issues identified with this question leads us to recommend that further testing be conducted on this question before it is added to the questionnaire.

SPONSOR’S FEEDBACK: Sponsor agreed to delete this question for the 2011 survey.

14a. Does your school take any measures to make sure students are safe?		Yes	No	Don't know	Not Applicable
For example, does the school have:					
a.	Security guards or assigned police officers?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
b.	Other school staff or other adults supervising the hallway?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
c.	Metal detectors?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
d.	Locked entrance or exit doors during the day?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
e.	A requirement that visitors sign in?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
f.	Locker checks?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g.	A requirement that students wear badges or picture identification?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
h.	One or more security cameras to monitor the school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
i.	A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

Q14a. Results and Recommendations:

One major change was made to this question, which was to add a “Not Applicable” response category to Q14a.f. (locker checks). This is actually an interviewer training issue. In one interview, the respondent said, “No, because we don’t have lockers.” This should have been (but was not because of interviewer error) marked as “not applicable.” We caught this error in hindsight and think that if this is the sponsor’s intent, it will need to be strongly emphasized during training.

Q14a.f. Locker checks

However, other problems were observed in response to this question on locker checks. First, several respondents had an issue with recall and were unsure whether a locker check had occurred. One respondent said that they thought a locker check had happened “during spring break, I think.” The second issue had to do with respondents’ understanding of what qualified as a locker check. One respondent reported “no” to this item because the locker check was motivated by another student’s suspicious behavior. In other words, the respondent did not consider it a locker check if the check was not school-wide and not on a regular basis.

This issue of targeted versus student-wide locker checks came out most prominently in respondents’ responses to the interviewers’ probe, “What do you think a ‘locker check’ is?” For some respondents, locker checks were random and school-wide. Respondents reported that locker checks occurred for a number of reasons, ranging from ensuring that the lockers are tidy to checking for the presence of drugs and alcohol. Other respondents noted that locker checks only occurred if the administration had reason to be suspicious, and a few respondents discussed locker checks as a targeted search and not a school-wide practice. One participant said, “A locker check is when *certain students* are asked to open their locker to make sure they’re not hiding anything.”

Interviewers also asked another follow-up probe about whether respondents had ever experienced a locker check themselves. Some respondents reported that locker checks were conducted at their schools but that they had never been involved in one. For the most part, respondents who offered this pattern of response were those who had defined a ‘locker check’ as a targeted practice that did not necessarily (or ever) happen to the entire student body. One respondent answered “no” to Q14a.f. but reported in the

follow-up probe that, while she had never been involved in a locker check, she had seen it happen to other students.

Similarly, another respondent reported that her school did not conduct locker checks because the checks that had happened were not random and were motivated by a particular incident (a student bringing a weapon to school). Although the respondent defined a “locker check” in terms consistent with other respondents and told the interviewer about a locker check that had occurred that school year, she answered “no” to question 14a.f. and also indicated in another follow-up probe that a locker check had never happened to her.

Q14a.f. Recommendation: Our recommendation for changes to this item will depend on the sponsor’s interpretation of “locker check.” If the sponsor is only interested in random, preventative, school-wide locker checks, we will likely recommend clearer language to more effectively communicate this intent to respondents.

SPONSOR’S FEEDBACK: Sponsor agreed to change the “Not Applicable” heading to “My school does not have lockers,” since it only applies to the one locker question. This will make it more intuitive for interviewers to mark when the respondent reports that his/her school does not have lockers.

The sponsor decided that more research on the intent of the locker check question is needed, and no changes will be made until the 2011 survey.

Three other parts of question 14a. also posed problems for respondents: Q14a.c. (metal detectors), Q14a.d. (locked entrance and exit doors), and Q14a.g. (requirement that students wear badges).

Q14a.c. Metal detectors

There were two main issues with respondents’ ability to answer this question correctly. First, some respondents were unsure whether metal detection wands qualified as “metal detectors” in this question and decided to say “no” to this item. Second, some respondents were unsure how to respond to this question if their school had metal detectors that were only used infrequently or intermittently. In response to this question, one respondent said, “Yes, but they don’t use them.” When the interviewer asked for the respondent’s final answer, the respondent replied, “I would really say no because they have them, they just don’t really use them.”

While it is likely that the interviewer’s probing caused this respondent to change his answer from “yes” to “no,” the sponsor should be aware that the presence versus use of metal detectors may be a source of inconsistent reporting among respondents.

Most respondents, however, reported that their schools did not have metal detectors, and only one respondent reported not knowing.

Q14a.c. Recommendation: Depending on the sponsor’s intent, we would recommend revising the wording to specifically include the use of wands as follows: “Metal detectors, including wands.”

SPONSOR’S FEEDBACK: Recommendation accepted. A similar change will be made in the Field Representative’s on-screen definition of metal detectors.

Q14a.d. Locked entrance or exit doors during the day

Several respondents had difficulty interpreting the intent of this question. Much of the confusion appeared to stem from respondents not knowing whether or not doors were locked during the day. Respondents were also unsure whether this referred to being locked on the outside, inside, or both.

Some respondents were unsure how to respond if some but not all of the doors locked during the day. One respondent reported that most of the entrance and exit doors were locked during the day but there

were “at least two” that remained unlocked so parents and delivery personnel could enter the building during the day. Other respondents said that their schools did have locked entrance and exit doors but specified that they were not always locked. One respondent said “yes...occasionally” and another respondent said “yes...usually.”

Upon first hearing the question, many respondents hesitated and/or asked the interviewer to repeat the question. After hearing the question a second time, several respondents better understood the intent of the question and were able to provide a confident response. Some respondents, though, were never able to fully understand the intent of the question and remained unsure of their answer, with a few choosing “Don’t know.” One respondent reported that the doors at school were not locked but that there is “an alarm that goes off if you push it.”

We posit that some respondents may have had initial confusion with this item because of the structure of the phrase. When these items are read aloud, Q14a.f. is somewhat more difficult to process aurally because it begins with an adjective (“locked”) that may sound like a verb.

Q14a.d. Recommendation: If this is consistent with the sponsor’s intent, we recommend the following wording: “Entrance or exit doors that are locked from the outside during the day.”

SPONSOR’S FEEDBACK: The sponsor decided to table discussion to look at data. No changes will be made until the 2011 survey.

Q14a.g. Requirement that students wear badges or picture identification

The main confusion respondents had with this question had to do with carrying rather than wearing one’s student identification card. A few respondents mentioned that they were required to carry their student ID cards on their person and so were unsure how to respond to the question. Those who mentioned carrying rather than wearing their ID’s either answered “no” or “don’t know” to this question.

According to the 2001 report on this questionnaire item (DeMaio, Landreth, and Hughes 2001), the sponsor indicated that only students required to *wear* their identification should answer “yes” to this item. Therefore, respondents answered this item correctly given the sponsor’s intent. Accordingly, we do not recommend any changes to this item.

Q14a.g. Recommendation: We do not have any recommendations for changes to this question.

16c. There is an ADULT at school who...	Strongly Agree	Agree	Disagree	Strongly Disagree
Really cares about me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Notices when I’m not there.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Listens to me when I have something to say.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Tells me when I do a good job.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Always wants me to do my best.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Believes that I will be a success.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

16c. Results and Recommendations:

Question 16c. is a new question that replaces one that asked about a more restricted set of characteristics about adults at school.

For the most part, respondents did not have difficulty with these new questions. The majority of respondents answered “agree” or “strongly agree” to all six sub-items. There appeared to be little hesitation or confusion on the part of respondents in deciding how to answer. Follow-up probes revealed that nearly all of the respondents had been thinking about adults affiliated with the school when answering these questions, ranging from athletic coaches to guidance counselors to academic instructors. Many respondents reported thinking about more than one adult at school.

Although the majority of respondents did not have difficulty with this question, there were two exceptions. One respondent hesitated and had difficulty deciding on her answers throughout the series, tentatively answering “agree” to all six sub-items. Upon probing, the respondent said that she really did not think “anyone at school, like any teachers think I’ll be a success. I don’t want to say they think I’ll fail but I don’t know if they think I’ll be a success. I know my coaches do, but they’re not at school.” Additional discussion revealed that the coaches to whom the respondent was referring were adult volunteers that coached the school’s track team, of which this respondent was a team member, but they were not official school employees. The respondent, therefore, did not include them in her thoughts as she answered this question because she did not consider them to be adults “at school.” The issues with this participant’s response were twofold. First, she answered “Agree” to all items in the series when thinking about the teachers at her school when she should have answered “Disagree” according to the probe discussion. Second, she did not include the adult volunteers that coach her school-sponsored track team in her thinking as she answered these questions.

Another respondent answered “strongly agree” with less hesitation than the respondent above, but it was revealed in a follow-up probe that he had been thinking of adults both related and unrelated to the school when answering these questions. He said he was thinking about his mother, his recently-deceased grandfather, and his homeroom teacher. Of the 15 respondents, however, he was the only one to report thinking about a relative or personal friend while answering these questions.

With the exception of the two problematic responses described above, participants did not have difficulty answering Q16c.

Q16c. Recommendation: We do not have any recommendations for changes to this question.

SPONSOR’S FEEDBACK: The sponsor decided to add a lead-in to this question that matches the one prior to Q16b. “**Thinking about the ADULTS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...**” Also, the sub-parts were changed from the first person (i.e., me) to the second person (i.e., you) in response to input from Field Representatives who felt uncomfortable asking the questions when it sounded like they were referring to themselves.

<p>16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. There is not a lot of crime in the neighborhood where I live.</p> <p>b. I feel safe in the neighborhood where I live.</p>	<table border="0"> <thead> <tr> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. There is not a lot of crime in the neighborhood where I go to school.</p> <p>b. I feel safe in the neighborhood where I go to school.</p>	<table border="0"> <thead> <tr> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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Q16e. and 16f. Results and Recommendations:

Both of these question sets are new and were not in the 2009 version in any form. For the most part, the respondents had no difficulties with these questions. A few respondents noted that they were not very certain about their answers to the questions regarding the neighborhoods in which they go to school because they did not spend much time there and did not know them very well, but they were still able to answer the questions.

After the respondents gave their answers, we probed them to learn what they were thinking about when we asked these questions. We wanted to gain an understanding of the size of the areas they were thinking of while answering these questions about the neighborhoods in which they live and go to school. From their answers, it is apparent that the students had clear ideas about the areas they were thinking about, for both home and school neighborhoods. Few of the respondents considered their schools to be a part of their neighborhoods, and, interestingly, many described their school neighborhoods as being bigger than the neighborhoods in which they live. One respondent mentioned that he did not consider his school to be part of a neighborhood as much as he thought of it as part of a community. In general, the neighborhoods where respondents lived were described as smaller than those in which they went to school. Home neighborhoods also tended to be described as containing blocks of houses, apartments, and places frequented by respondents, while school neighborhoods were described in more general terms as "areas" around the schools.

For respondents who said they did feel safe in the neighborhoods where they live and go to school, we asked them to imagine what sorts of things might make them feel unsafe. All but one were able to provide examples, including drugs, guns, violence, high crime rates, personal threats, and new people in the neighborhood. Students who said they did not feel safe in either or both of their neighborhoods were asked what makes them feel unsafe, and all were able to describe things that make them feel unsafe, such as seeing people getting beat up, robberies in the area, and certain people walking around. There were few problems with these questions, and all of the respondents were able to provide answers.

Q16e. and 16f. Recommendation: We do not have any recommendations for changes to these questions.

SPONSOR'S FEEDBACK: The sponsor changed the subparts from first person (i.e., me) to second person (i.e., you) as in Q 16c. above, in response to input from Field Representatives who felt

uncomfortable asking the questions when it sounded like they were referring to themselves.

<p>19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p>a. Made fun of you, called you names, or insulted you?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<table> <thead> <tr> <th data-bbox="1084 520 1136 550">Yes</th> <th data-bbox="1274 520 1326 550">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1084 583 1133 613">1 <input type="checkbox"/></td> <td data-bbox="1274 583 1323 613">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 646 1133 676">1 <input type="checkbox"/></td> <td data-bbox="1274 646 1323 676">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 730 1133 760">1 <input type="checkbox"/></td> <td data-bbox="1274 730 1323 760">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 793 1133 823">1 <input type="checkbox"/></td> <td data-bbox="1274 793 1323 823">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 877 1133 907">1 <input type="checkbox"/></td> <td data-bbox="1274 877 1323 907">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 940 1133 970">1 <input type="checkbox"/></td> <td data-bbox="1274 940 1323 970">2 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="1084 1003 1133 1033">1 <input type="checkbox"/></td> <td data-bbox="1274 1003 1323 1033">2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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Q19a. Results and Recommendations:

The intent of this question is to get at “bullying.” The change being tested here is the addition of the text “or tried to make others dislike you” in sub-question b to cue additional instances of bullying. The previous version of this sub-question only asked about spreading rumors.

Q19a.b. Spread rumors

Regarding respondent understanding of the term ‘bullying’ we found that respondents generally do include verbal abuse in addition to physical abuse in their schema for what bullying is. Most of them mentioned bullying in the context of power, that is, when larger or older students pick on, make fun of, or beat up on smaller or younger students. Or, as multiple responses indicated, when a student who is a religious or ethnic minority is excluded for who they are.

Respondents had no problems with the new wording in sub-question b. They all easily came up with examples of this in their own lives.

19a.b. Recommendation: We do not have any recommendations for changes to this question.

Q19a.a. Made fun of you

However, respondents did experience difficulty in another area of this series of questions. One issue with 19a.a. was found in the 2008 report on this questionnaire (Beck 2008) and remains an issue in our data: respondents are unclear how to report ‘making fun’ and name-calling in a joking/good-natured manner. The line between making fun in a hurtful way and only kidding is often hard to negotiate (as individuals their age are coming to learn), and multiple respondents had difficulty answering this question because of

this. They began by answering 'yes' to this question, only to qualify later on that those 'making fun' were doing so in a good natured way, for instance, by saying that the 'making fun of' was "a funny, joke thing," or "yeah, but in a friendly way – like, me and my friends joking around." It should be noted that these respondents ultimately responded "no" to this sub-question; however, this answer was arrived at through discussion with the interviewer, something that might not happen in the field.

In a couple of cases respondents did answer yes to this item and then were subjected to the follow-up questions that ultimately did not make sense to them. They answered yes to this sub-question because it was technically true that they were 'made fun of,' but if it was good natured, they would not consider themselves as having been bullied. Thus, the bullying follow-up questions caused confusion.

An additional concern is that respondents answering 'yes' to this sub-question thinking of good-natured teasing incorrectly inflates this type of bullying in the final data.

19a.a. Recommendation: Concerning the issue of "making fun of" being perhaps in good nature, we recommend that question 19a.a read, "Made fun of you, called you names, or insulted you in a hurtful way?"

SPONSOR'S FEEDBACK: Recommendation accepted.

VERSION A

20a. Now I have some questions about what students do that could occur *anywhere* and that make you feel bad or are hurtful to you. You may include events you told me about already.

During this school year, has another student....

- a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring or Twitter?
- b. Purposely shared your private information, photos or videos on the Internet or mobile phones in a hurtful way?
- c. Threatened or insulted you through email?
- d. Threatened or insulted you through instant messaging?
- e. Threatened or insulted you through text messaging?
- f. Threatened or insulted you through online gaming, for example, while playing XBOX or World of Warcraft; or similar activities such as Second Life?
- g. Purposefully excluded you from online communications?

Yes	No
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>

VERSION B

20a. Now I have some questions about what students do that could occur *anywhere* and that make you feel bad or are hurtful to you. You may include events you told me about already.

During this school year, has another student....

- a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring or Twitter?
- b. Purposely shared your private information, photos or videos on the Internet or mobile phones in a hurtful way?
- c. Threatened or insulted you through email?
- d. Threatened or insulted you through instant messaging?
- e. Threatened or insulted you through text messaging?
- f. Threatened or insulted you through online gaming, for example, while playing XBOX or World of Warcraft; or similar activities such as Second Life?
- g. Purposefully excluded you from online activities?

Yes	No
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>

Q20a. Results and Recommendations:

This question focuses on how bullying behaviors do or do not occur using various communication technologies. This is commonly referred to as “cyberbullying.” We tested several changes to this question. First, Twitter and Formspring were added as examples in 20a.a. Next, a new sub-question (20a.b.) has been included that asks about the sharing of personal information. 20a.f. has also been reworded. It previously read, “Threatened or insulted you through online gaming, for example, while playing a game, through Second Life, or through XBOX?” Last, 20a.g. has been reworded, previously reading, “Purposefully excluded you from online community, for example, a buddy list or friends list?” Two versions of 20a.g. were tested. Version A asks about “communications,” while Version B asks about “activities.”

Q20a.a. Posted hurtful information

Question 20a.a. asks about social networking sites. To assess the extent to which Formspring and Twitter are familiar to and used by our respondents, we asked a series of questions about their use of these and other communication technologies. Table 2 describes respondent usage for all the various technologies that they were asked about. The respondents were asked if they personally used each of the technologies, and if they replied negatively, we asked if they had ever heard of that particular technology. Given our small, non-representative sample, we, of course, caution against taking these numbers as representing large-scale truth for the population of respondents that will complete the questionnaire being tested. However, we can use some of the striking differences in numbers found in the table to bolster the points regarding what technologies should or should not be included as examples in the questionnaire.

Table 2. Respondent Usage Rates of Various Communication Technologies

N=15	Use It	Don't Use, Have Heard Of	Never Heard Of
Facebook	15	0	0
MySpace	7	8	0
Twitter	6	9	0
Formspring	6	9	4
Email*	7	4	0
Chat / IM	12	3	0
Texting	13	2	0
Online Gaming	5	10	0
2nd Life	0	15	12

* Note: Only asked of 11 of the 15 R's

Facebook is, by far, the most popular site in 2010 for these respondents. While the 2006 report (Jocuns & DeMaio 2006) on this questionnaire listed MySpace as the most popular site, the current respondents came of age during the migration from MySpace to Facebook that took place nationally (boyd [forthcoming]). Some of the respondents use MySpace, others mentioned having used it in the past but having switched to Facebook, while others started social networking online after the switch to Facebook. All respondents have heard of the site. One respondent simply stated that “everyone uses Facebook,” which is supported by our findings. The ways in which Facebook is used for bullying ranges from wall posts to the integrated “chat” (or “IM”) and email features to the uploading and tagging of photos and videos. Examples were given by respondents for each of these possibilities. Uploading embarrassing photos and videos was mentioned most often.

Twitter usage is less popular than Facebook, but still prevalent. According to PEW data (Lenhart et al. 2010), Twitter usage stands at 8 percent for teens. Six of our 15 respondents use the service and all of them have at least heard of it. Thus, it should be included on the form. Next, the expert review of this questionnaire created just prior to testing (Jurgenson 2010) suggested including Formspring as well. We

tested this and found that 6 of the 15 respondents used it, and 11 of the 15 have heard of it. While this common usage of the service is likely enough to justify using it as an example in this question, further support comes from the fact that so many respondents mentioned its role in cyberbullying.

Formspring, which allows for peers to anonymously comment on each other (in the form of questions), has become notorious for its gratuitous amount of hurtful content. Researcher danah boyd states that “While teens have always asked each other crass and mean-spirited questions, this has become so pervasive on Formspring so as to define what participation there means.”² Tragically, Formspring has already been linked to a suicide due to hurtful comments posted on the site. Respondents were particularly aware of this site’s potential for cyber-bullying. One respondent mentioned that cyber-bullying is “talking trash” about someone online, which they defined as “talking bad about someone...especially on Formspring because it’s anonymous...you can’t see who’s talking about you.” When asking another respondent where hurtful things are posted online, they said, “Mostly Formspring because they could be anonymous. And Twitter. But on MySpace and Facebook there’s less of a chance they could do it because then they’ll find out who you are.” Another stated, “People just, like, especially on Formspring because you can post it anonymously...they can say, like, anything about you, and just say...really mean stuff.” Thus, the anonymity of Twitter and especially Formspring create digital environments conducive to cyber-bullying and thus make them important examples to include in this question (even if they are not as popular as Facebook).

Q20a.a. Recommendation: We agree that adding Twitter is beneficial. We strongly recommend also including Formspring. Thus, the recommended question is the one we tested (with both Twitter and Formspring).

SPONSOR’S FEEDBACK: Recommendation accepted.

Q20a.b. Purposely shared private information

Question 20a.b. is the new item that asks about sharing private information online in hurtful ways. None of the respondents answered “yes” to this question; however, many were able to give examples when probed. They took it to mean, for instance, sharing pictures you didn’t want others to see. We asked them what they thought of as “private.” Respondents mentioned life difficulties (e.g., pregnancies), personal information such as your phone and social security numbers or anything that can make one vulnerable to being made fun of.

Q20a.b. Recommendation: We do not have any recommendations for changes to this question.

Q20a.d. Threatened or insulted through IM

Question 20a.d. is the item that asks about instant messaging. While no changes were made to this item before testing, our data suggest a possible issue. Many respondents were confused with the term “instant messaging” as it cued them to think of AOL’s instant messaging service, AIM (“AOL Instant Messenger”). Our respondents overwhelmingly reported that they instant messaged via “Facebook Chat”; none used AIM, and a couple mentioned knowing of, but not using, Yahoo Messenger. Facebook Chat - an instant messaging protocol built directly into the Facebook site - is often simply referred to as “chat.” Additionally, Google’s email platform, Gmail, also has a popular integrated instant messaging system that is also called “chat.” Thus, what the sponsors often call “instant messaging” is now called “chat” by respondents.

Q20a.d. Recommendation: We recommend this new wording: “Threatened or insulted you through instant messaging or chat?” Additionally, this change helps alleviate any concern that respondents might mix up the terms ‘instant messaging’ and ‘text messaging.’ In fact, one respondent said that instant messaging *is* text messaging, which is more reason to qualify ‘instant messaging’ with a mention of “chat.”

² <http://www.zephorias.org/thoughts/archives/2010/04/26/harassment-by-qa-initial-thoughts-on-formspring-me.html>

SPONSOR’S FEEDBACK: Recommendation accepted.

Q20a.f. Threatened or insulted through online gaming

Question 20a.f. asks about online gaming. Gaming was well-understood by respondents, especially via the XBOX. However, our data falls in line with the 2008 testing of this questionnaire that found no one had heard of Second Life. Of our 15 respondents, none used the service and only three had even heard of it.

Q20a.f. Recommendation: We recommend that “Second Life” be removed from the form as it only adds confusion. This is especially true because Second Life is not technically a “game” *per se*; it is not competitive and there are no set objectives. We recommend this new wording: “Threatened or insulted you through online gaming, for example, while playing XBOX or World of Warcraft?”

SPONSOR’S FEEDBACK: Sponsor changed the question wording to the following: “**Threatened or insulted you through online gaming, for example, while playing XBOX, World or Warcraft, or similar activities?**”

Q20a.g. Excluded from online communications/activities

Question 20a.g. has two versions. Version A asks about being excluded from online “communications” while Version B asks about being excluded from online “activities.” Respondents answered ‘no’ to both versions, but did see a distinction between what those terms mean. “Activities,” by and large, means “games” to these respondents, while “communications” refers to socializing using IM, social networking sites and so on.

Q20a.g. Recommendation: We recommend using the word “communications” because bullying behavior is far more likely on social sites and other communication-based services than on games (which may or not be social; and even when they are, the communications are often game-context-specific).

SPONSOR’S FEEDBACK: Recommendation accepted.

<p>20b. You just indicated that someone had bullied you during this school year. Thinking about all of ways in which you were bullied, how often did all of those things happen?</p>	<p>1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know</p>
<p>20c. Was a teacher or some other adult <i>at school</i> notified about this bullying?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

Q20b. and Q20c. Results and Recommendations:

Questions 20b and 20c are follow-up questions for respondents who report experiencing cyber-bullying (Q20a). These questions are worded identically to Questions 19b and 19c, which are asked as part of the school bullying series. Because there is no language in Q20b. or Q20c. that specifically references cyberbullying, the majority of respondents who received this question were not thinking of their bullying experiences when they answered these questions. Instead, they were thinking of their school bullying experiences and provided the same answers to Q20b. and Q20c. as they had provided to Q19b. and Q19c. We believe the language of these questions should be modified to specify their intent in specifically asking about respondents’ cyberbullying experiences.

Q20b. and Q20c. Recommendations: We recommend adding the word “online” to specify which bullying experiences the respondents should be attending to in this question. Additionally, because one of the seven sub-items in this series refers to bullying through text messaging (Q20a.e.), not an online activity, we recommend inserting an automated fill to account for those respondents who report being bullied through text messaging. For respondents who answer “yes” to Q20a.e., the question would include the phrase “or through text messaging” following the word “online.” We recommend this change as an automated fill rather than a permanent change to the question because the majority of the cyber-bullying sub-items refer to bullying that occurs online.

Question 20b. would read as follows: “You just indicated that someone had bullied you online [if Q20a.e. = yes, add “or through text messaging”] during this school year. Thinking about all of ways in which you were bullied online [if Q20a.e. = yes, add “or through text messaging”], how often did all of those things happen?”

Question 20c. would read as follows: “Was a teacher or some other adult at school notified about this bullying online [if Q20a.e. = yes, add “or through text messaging”]?”

SPONSOR’S FEEDBACK: Recommendations accepted.

VERSION A		
23a.	During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?	
		Yes No
a.	The shortest route to school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	The entrance into the school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Any hallways or stairs in school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Parts of the school cafeteria?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Any school restrooms?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Other places inside the school building?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	School parking lot?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Other places on school grounds?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
23b.	During this school year, did you STAY AWAY from any online activities because you thought someone might harm you there?"	Yes No 1 <input type="checkbox"/> 2 <input type="checkbox"/>

VERSION B		
23a.	During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?	
		Yes No
a.	The shortest route to school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	The entrance into the school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Any hallways or stairs in school?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Parts of the school cafeteria?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Any school restrooms?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Other places inside the school building?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	School parking lot?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Other places on school grounds?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	Certain online activities?	1 <input type="checkbox"/> 2 <input type="checkbox"/>

Q23a. Results and Recommendations:

The only change to question 23a. was adding a question about staying away from certain online activities. This was done in two ways, labeled as Versions A and B. In Version A, the query has its own separate question (Q23b.), while in Version B it is included with the long list of other “stay away” sub-questions (Q23a.i.).

Version A

The change being tested here has to do with two different ways of asking about staying away from online activities. In Version A, it is asked as its own question (23b.). One respondent was confused because s/he could not imagine how one could be harmed online. When asked what “staying away” from online activities” might mean, one respondent mentioned avoiding websites that might “show all of your business;” that is, disclose information that you might not want to be disclosed. Another respondent mentioned staying away from Facebook and Twitter so far as to delete their accounts because they were afraid of what others might post on them. This respondent did not answer “yes” to 23d., and unfortunately, it remains unclear why this is the case.

Version B

In Version B, respondents were asked about staying away from “certain online activities” as a sub-question to 23a. One respondent described staying away from websites unless he knew that he could trust them. This respondent correctly answered “yes” to this question. Another respondent offered an example of a student who was harassed on Facebook and had to stop using the site.

Q23a. Recommendation: The rest of Q23a. asks about “staying away” from geographic areas. Meanwhile, asking about avoiding online activities does not mean avoiding geographic areas, but not doing specific activities (e.g., using Facebook). This question did garner new information not captured in other questions regarding student safety through being fearfully forced off of activities that they would normally use. We recommend Version A; that is, having this as its own separate question. This avoids the confusion of mixing the items referring to physical spaces and the internet in one question. This is most appropriate as its own separate item.

SPONSOR’S FEEDBACK: Recommendation accepted in principle. The sponsor may change the word “harm” to “hurt.”

Q23a.a. Shortest route to school

While the online questions were the only changes being tested, three respondents had trouble with Q23a.a (which is the same in both versions). One respondent did not understand that the question was about *staying away* from the shortest route upon first hearing the question. Another stated that, “technically I have because I’ve been riding the bus and it takes the long way to school.” This respondent would have incorrectly answered “yes” to this question. Another respondent laughed at the question and stated that he does take the shortest route, but not because he was afraid of being robbed. This respondent also misunderstood the intent of the question.

Q23a.a. Recommendation: In order to facilitate comprehension of the question’s intent, we recommend reiterating the “stay away” language in the question itself. We recommend the following wording: “For example, did you ever stay away from the shortest route to school?”

SPONSOR’S FEEDBACK: The sponsor changed the wording slightly to the following: “**For example, did you ever stay away from the shortest route to school because you thought someone might attack or harm you?**”

35. Thinking about the future, do you think you will ...			
a. Attend school after high school, such as a technical school or college?	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	Don't know 3 <input type="checkbox"/>
b. Graduate from a 4-year college?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q35. Results and Recommendations:

Part a. of this question added the concept of “technical school” to the options for respondents to pursue after they complete high school.

All of our respondents said they planned to attend some type of school after high school. All except two said they planned to graduate from a 4-year college. These two respondents said they wanted to become a sonogram technician and a DC firefighter.

There was quite a bit of misunderstanding among respondents about what the term “technical school” means. Responses to a probe about what a technical school is fell into three categories: 1) a few respondents did not know what it was at all; 2) several respondents said it was a school/university focused on math and science or technology, and gave examples such as Virginia Tech and Texas Tech; and 3) several respondents gave the proper definition, including things like school for hair styling, barbering, plumbing, or cooking. One mentioned that this involved getting a license and becoming certified. Others mentioned a narrow area of specialization and taking less time than college. Another respondent understood the concept of technical school and said it was a kind of college, but not a “traditional college.” The lack of accurate knowledge about this term presents a potential problem. They did not affect the answers given by our respondents; however, we wonder whether this will be the case among respondents who are less likely to expect to graduate from a 4-year college.

In light of the observed problems with “technical school,” we asked respondents about the term “trade school” to see if this would be more understandable. Most students were, however, not familiar with this concept.

Another potential problem that we observed was that respondents made a distinction between community colleges and colleges. Upon probing, we do not feel that this problem will result in measurement error. Respondents recognized a difference between these types of schools. They noted that community colleges are closer to home, easier to get into, “a beginner’s college” to attend before transferring to a better school. However, they also felt that respondents planning to attend community colleges would say yes to Q. 35a.

Q35b. Recommendation: We question whether this item will elicit correct information from respondents, although we do not have any evidence of this. Since technical school is not included as a separate question, we suggest that the sponsor be aware of potential misreporting here and perhaps more work can be done on this item in the next round.

SPONSOR’S FEEDBACK: The sponsor decided to reverse the terms technical school and college, so the question will read as follows: “**Attend school after high school, such as college or technical school?**”

Other Problematic Questions

Q17a.k. Other illegal drugs

We would like to make the sponsor aware of the responses given to this open-ended question that asks respondents to specify other illegal drugs believed to be obtainable at school that had not otherwise been mentioned in Q17a. Two participants mentioned “shrooms” (a.k.a., mushrooms), one mentioned inhalants, and one mentioned “Spice.” Further research revealed that “Spice” is the name of an herbal incense product line. Spice is an herbal incense laced with synthetic cannabinoids that is smoked for its cannabis-like effect (Auwärter et al. 2009).

Q17a.k. Recommendation: Although mushrooms are currently listed on the Drug Slang Card, the sponsor may consider including mushrooms in the survey question itself given that 2 of the 15

respondents from this testing provided this as an open-ended response. The sponsor may also consider including “Spice” and inhalants in future versions of the Drug Slang Card.

SPONSOR’S FEEDBACK: The sponsor will add Spice and inhalants to the drug card.

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Attachment A

Version A

Protocol for 2010 Experiment on The School Crime Supplement (SCS) to the National Crime victimization Survey

Participant ID #: |_A_|_|_|_|_|_|_|_|_|_|

Interview Date: |_|_|_|_| / |_|_|_|_| / |_2_|_0_|_1_|_0_| (mm/dd/yyyy)

Interviewer initials: |_|_|_|_|

Start Time: _____ AM / PM End Time: _____ AM / PM

Section 1: Interviewer: Read/ Paraphrase the following text:

Greeting: Hello. My name is _____, and I work for the Census Bureau. Thank you for agreeing to participate in our study.

What: In order to help us improve our surveys, we turn to people like you to find out if our questions make sense and are fairly easy to understand and answer. We have found that the best way to do that is to actually conduct the survey with people and see how it works for them. So you will be helping us test a questionnaire from one of our surveys.

How: I want you to answer the questions exactly the way you would if an interviewer had come to your home for an official interview, but with one major difference...

Think Aloud: I would like you to think aloud as you answer the questions. I am interested in your answers, but I am also interested in the process you go through in your mind when you answer the questions. I would like you to tell me everything that you are thinking and feeling as you go about answering each question.

Interruptions: From time to time I'll ask you some questions about your answers, or about the questions themselves. Remember, there are no right or wrong answers, because only you know what you are thinking.

I really want to hear your opinions and reactions, so don't hesitate to speak up whenever something is unclear, is hard to answer, or doesn't seem to apply to you. Do you have any questions before we begin?

Confidentiality: Our session today is completely confidential. Any names you provide will never be used in our reports. Your participation in this study is completely voluntary and you can decline to answer any particular question.

Recording: So I don't have to rely on my memory later on, I'd like to tape record this interview. That way, I can focus today on what you're saying rather than having to concentrate on taking notes. Is that ok with you?

IN THIS INTERVIEW, WHEN WE ASK ABOUT THE 'CURRENT SCHOOL YEAR', WE ARE REFERING TO THE ONE THAT JUST ENDED

**** HAVE PARTICIPANT SIGN CONSENT FORM****

Begin: ****TURN ON TAPE RECORDER****

OK, let's begin.
Please remember to think aloud as you answer the questions.

<p>2b. What grade are you in?</p>	<p>0 <input type="checkbox"/> Fifth or under - END</p> <p>1 <input type="checkbox"/> Sixth } 2 <input type="checkbox"/> Seventh } 3 <input type="checkbox"/> Eighth } 4 <input type="checkbox"/> Ninth } SKIP 5 <input type="checkbox"/> Tenth } to 3 6 <input type="checkbox"/> Eleventh } 7 <input type="checkbox"/> Twelfth } 8 <input type="checkbox"/> Other - <i>Specify</i> _____ }</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END</p>
--	--

E. SCREEN QUESTIONS FOR SUPPLEMENT - Continued

FIELD REPRESENTATIVE - *Read introduction only if any of the boxes 1-8 are marked in item 2a.*
INTRO 2 - **The following questions pertain only to your attendance at a public or private school and not to being home-schooled.**

<p>3. In what month did your current school year begin?</p>	<p>1 <input type="checkbox"/> August 2 <input type="checkbox"/> September 3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
--	--

F. ENVIRONMENTAL QUESTIONS

<p>6a. What is the complete name of your school? _____</p> <p>6b. In what city, county, and state is your school located?</p>	
<p>7a. Is your school public or private? _____</p> <p>7b. Is this the regular school that most of the students in your neighborhood attend?</p>	<p>1 <input type="checkbox"/> Public - <i>ASK 7b</i> 2 <input type="checkbox"/> Private - SKIP to 7c</p> <hr/> <p>1 <input type="checkbox"/> Yes } SKIP to 2 <input type="checkbox"/> No } 8</p>

Notes on 1a-7b:

<p>7c. Is your school affiliated with a religion?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
--	---

7c: What do you think a school being "affiliated with a religion" means in this question?

<p>8. What grades are taught in your school?</p> <p>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</p>	<p>Grades:</p> <p><input type="checkbox"/> <input type="checkbox"/> (lowest) TO <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p>9. How [do you/did you] get to school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></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>
<p>10. How long does it take you to get from your home to school most of the time?</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. How [do you/did you] get home from school most of the time this school year?</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>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> <p>_____</p>
<p>12a. How often do you leave school grounds at lunch time?</p> <p>(READ CATEGORIES)</p> <p>_____</p> <p>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice a year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week 5 <input type="checkbox"/> Almost every day</p> <p>_____</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

13a. During this school year, have you participated in any of the following activities sponsored by your school:	Yes	No
a. Athletic teams at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
[IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Notes on 8-13a:

<p>13b. In a typical week, how much total time do you spend on all school-sponsored extra-curricular activities:</p> <p style="text-align: center;"><i>(READ CATEGORIES)</i></p>	<p>1 <input type="checkbox"/> None</p> <p>2 <input type="checkbox"/> Less than 1 hour per week</p> <p>3 <input type="checkbox"/> 1-4 hours per week</p> <p>4 <input type="checkbox"/> 5-9 hours per week</p> <p>5 <input type="checkbox"/> 10-19 hours per week</p> <p>6 <input type="checkbox"/> 20 or more hours per week</p>
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Probes for 13b: How did you come up with your answer?

(If the respondent did not think out loud, ask:) Can you please do the calculations for me?

What do you think “school sponsored extra-curricular activity” means in this question?

Did you participate in any extra-curricular activities that were *not* school sponsored? Did you count those?

(If respondent said “yes” to anything seasonal above, ask:) Did you have any difficulty deciding what a “typical week” was? Can you tell me more about that?

<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example, does the school have:</p> <p>a. Security guards 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 is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	Yes	No	Don't know	Not Applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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What do you think a “locker check” is?

Has this happened to you?

<p>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</p> <p>FIELD REPRESENTATIVE - <i>The term ‘authority’ includes the police, teachers, principals, security guards, or other school staff. It does not include the student’s parents, guardians, or peers.</i></p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
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<p>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>(READ CATEGORIES.)</p> <p>_____</p> <p>_____</p> <p>15b. In general, how often do teachers punish students during your classes?</p> <p>(READ CATEGORIES.)</p>	<table border="1"> <tbody> <tr> <td>1 <input type="checkbox"/> Never</td> </tr> <tr> <td>2 <input type="checkbox"/> Almost never</td> </tr> <tr> <td>3 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td>4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table> <hr/> <table border="1"> <tbody> <tr> <td>1 <input type="checkbox"/> Never</td> </tr> <tr> <td>2 <input type="checkbox"/> Almost never</td> </tr> <tr> <td>3 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td>4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	1 <input type="checkbox"/> Never	2 <input type="checkbox"/> Almost never	3 <input type="checkbox"/> Sometimes	4 <input type="checkbox"/> Most of the time	1 <input type="checkbox"/> Never	2 <input type="checkbox"/> Almost never	3 <input type="checkbox"/> Sometimes	4 <input type="checkbox"/> Most of the time
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<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</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 border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Teachers treat students with respect.</p> <p>b. Teachers care about students.</p> <p>c. Teachers do or say things that make students feel bad about themselves.</p>	<table border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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Notes for 14b-16b:

<p>16c. There is an ADULT at school who...</p> <p>a. Really cares about me</p> <p>b. Notices when I'm not there.</p> <p>c. Listens to me when I have something to say</p> <p>d. Tells me when I do a good job.</p> <p>e. Always wants me to do my best.</p> <p>f. Believes that I will be a success.</p>	<table border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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Probes for 16c: What adult or adults were you thinking about when you answered this question?

16d. Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following... a. At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Notes (no probes):

16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following... a. There is not a lot of crime in the neighborhood where I live. b. I feel safe in the neighborhood where I live.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following... a. There is not a lot of crime in the neighborhood where I go to school. b. I feel safe in the neighborhood where I go to school.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

When you were thinking about the neighborhood you live in, can you describe the size of the area you were thinking about? How big is it? (*Interviewer: perhaps use your hands to get at the idea of geographic space*)

Do you consider your school to be a part of the neighborhood you live in?

(*If respondent does not consider the school to be a part of his/her neighborhood, ask:*) When you were thinking about the neighborhood where your school is, can you describe the size of the area you were thinking about?

(*If respondent agrees/strongly agrees to both 16e-b and 16f-b, ask:*) You said that you felt safe in the neighborhood(s) where you live and go to school. Can you imagine what sorts of things might make you feel unsafe?

(*If respondent disagrees/strongly disagrees with either 16e-b and/or 16f-b, ask:*) You said that you do not feel safe in the neighborhood(s) where you live and/or go to school. Can you describe what sorts of things make you feel unsafe?

3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

17a. 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.

FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.

FIELD REPRESENTATIVE - For each item ask,

Is it possible to get _____ at your school?

- 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 GHB or sleeping pills
- g. LSD or acid
- h. PCP or angel dust
- i. Heroin or smack
- j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax
- k. Other illegal drugs
If "Yes" is marked, ASK - What drugs?
(Exclude tobacco products.)

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

	Yes	No	Don't know	Don't know drug
a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Specify _____

17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?

1 Yes
2 No

17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?

1 Yes
2 No

G. FIGHTING, BULLYING AND HATE BEHAVIORS

18a. During this school year, have you been in one or more physical fights at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 19a
18b. During this school year, how many times have you been in a physical fight at school?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)

Notes for 17-18b:

<p>19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>a. Made fun of you, called you names, or insulted you?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th align="center">Yes</th> <th align="center">No</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>g.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No																							
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e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							

Probes for 19a: What does the term ‘bullied’ mean to you in this question?

We asked about people spreading rumors or trying to make others dislike you; can you give me an example of that?

Check Item 19a Are all categories a-g marked "No" in Q19a above?	1 <input type="checkbox"/> Yes - SKIP to 20a 2 <input type="checkbox"/> No - SKIP to 19b
19b. You just indicated that someone had bullied you during this school year. Thinking about all of ways in which you were bullied, how often did all of those things happen? <i>(READ CATEGORIES 1-4.)</i>	1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know
19c. Still thinking about all of times you were bullied, where did the bullying occur? Did it occur ... <i>(READ CATEGORIES) Mark (X) all that apply</i>	1 <input type="checkbox"/> In a classroom at school? 2 <input type="checkbox"/> In a hallway or stairwell at school? 3 <input type="checkbox"/> In a bathroom or locker room at school? 3 <input type="checkbox"/> Somewhere else inside the school building? - Specify _____ 4 <input type="checkbox"/> Outside on school grounds? 5 <input type="checkbox"/> On a school bus?
19d. Was a teacher or some other adult at school notified about this bullying?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
CHECK Item B Is Box 4 in Question 19a marked?	1 <input type="checkbox"/> Yes - Ask 19e 2 <input type="checkbox"/> No - Skip to 20a
19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on? <i>Mark (X) all that apply</i>	1 <input type="checkbox"/> None 2 <input type="checkbox"/> Bruises or swelling 3 <input type="checkbox"/> Cuts, scratches, or scrapes 4 <input type="checkbox"/> Black eye/bloody nose 5 <input type="checkbox"/> Teeth chipped or knocked out 6 <input type="checkbox"/> Broken bones/internal injuries 7 <input type="checkbox"/> Knocked unconscious 8 <input type="checkbox"/> Other - <i>Specify</i> _____

Notes for 19b-19e:

<p>20a. Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already.</p> <p>During this school year, has another student....</p> <p><i>(Read each category a-f.)</i></p> <p>a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring or Twitter?</p> <p>b. Purposely shared your private information, photos or videos on the Internet or mobile phones in a hurtful way?</p> <p>c. Threatened or insulted you through email?</p> <p>d. Threatened or insulted you through instant messaging?</p> <p>e. Threatened or insulted you through text messaging?</p> <p>f. Threatened or insulted you through online gaming, for example, while playing XBOX or World of Warcraft; or similar activities such as Second Life?</p> <p>g. Purposefully excluded you from online communications?</p>	<table> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>g.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No																							
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f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							

Probes for 20a: We asked about people posting hurtful things on social networking sites; what sorts of activities would this be? What sites can this occur on?

We also asked about others using technology to share information about yourself in hurtful ways; can you give me an example of what this might be? What kind of information do you think is private?

Do you or your friends use Facebook?
 MySpace? Twitter? Formspring?
(If no to any of these, ask if they have ever heard of the site):

Do you or your friends 'instant message' or use 'chat'?
 Email? Text message? How about online gaming? Second Life?
(If no to any of these, ask if they have ever heard of the technology):

We have asked you about a lot of technologies; are there other popular technologies that we did not mention?

Last, we asked if anyone "Purposefully excluded you from online activities", what if we would have asked if anyone "Purposefully excluded you from online communications"? Would your answer have been different? Do you think "activities" and "communications" mean the same thing in this question, or something different?

<p>Check Item 20a Are all categories a-f marked “No” in Q20a above?</p>	<p>1 <input type="checkbox"/> Yes - SKIP to 21a 2 <input type="checkbox"/> No - SKIP to 20b</p>																												
<p>20b. You just indicated that someone had bullied you during this school year. Thinking about all of ways in which you were bullied, how often did all of those things happen?</p> <p><i>(READ CATEGORIES 1-4)</i></p>	<p>1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know</p>																												
<p>20c. Was a teacher or some other adult <i>at school</i> notified about this bullying?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												
<p>21a. During this school year, has anyone called you an insulting 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.</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 22</p>																												
<p>21b. Were any of the hate-related words related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin (for example, people of Hispanic origin)?</p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation?</p> <p>If “Yes,” SAY - (by this we mean homosexual, bisexual, or heterosexual)</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>f.</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	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know																										
a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
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f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
<p>22. During this school year, 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?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

<p>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. The shortest route to school?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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Notes for questions 20b-223a:

<p>23b. During this school year, did you STAY AWAY from any online activities because you thought someone might harm you there?"</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>
Yes	No				
1 <input type="checkbox"/>	2 <input type="checkbox"/>				

Probes for 23d: What were you thinking when we asked you about “staying away from online activities”?

<p>23c. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>23d. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>23e. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

I. FEAR

24. How often are you afraid that someone will attack or harm you in the school building or on school property?

(READ CATEGORIES.)

- 1 Never
- 2 Almost never
- 3 Sometimes
- 4 Most of the time

25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

(READ CATEGORIES)

- 1 Never
- 2 Almost never
- 3 Sometimes
- 4 Most of the time

26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

(READ CATEGORIES)

- 1 Never
- 2 Almost never
- 3 Sometimes
- 4 Most of the time

J. WEAPONS

27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?

(READ CATEGORIES.)

- a. A gun?
- b. A knife brought as a weapon?
- c. Some other weapon?

- | | |
|----------------------------|----------------------------|
| Yes | No |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

28a. Do you know of any other students who have brought a gun to your school during this school year?

- 1 Yes
- 2 No - Skip to 29

28b. Have you actually seen another student with a gun at school during this school year?

- 1 Yes
- 2 No
- 3 Don't know

29. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 Yes
- 2 No

K. GANGS

INTRO 4 - Now, 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. Your responses are confidential.

30. Are there any gangs at your school?

- 1 Yes
- 2 No - **SKIP to 33a**
- 3 Don't know

31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

(READ CATEGORIES 1-5)

- 1 Never
- 2 Once or twice this school year
- 3 Once or twice a month
- 4 Once or twice a week, or
- 5 Almost every day
- 6 Don't know

32. Have gangs been involved in the sale of drugs at your school during this school year?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
L. STUDENT CHARACTERISTICS	
33. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)	1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent
34a. During the last 4 weeks of school, did you skip any classes?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 35 3 <input type="checkbox"/> Don't know - SKIP to 35
34b. During the last 4 weeks of school, on how many days did you skip at least one class?	<input type="text"/> <input type="text"/> (Number of days)

Notes for 23b-34b:

35. Thinking about the future, do you think you will ... a. Attend school after high school, such as a technical school or college? b. Graduate from a 4-year college?	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>	Yes	No	Don't know	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Yes	No	Don't know								
1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>								

What were you thinking of when we asked you about attending school after high school?

What do you think "technical school" means in this question? Is it different than a "college"?

Section 5: Debriefing

Just a few final questions to wrap up –

Overall, would you say the survey questions were easy or difficult to respond to? Why?

Do you think there are questions some people would find difficult? Sensitive?

Do you have anything else you would like to tell us that you haven't had a chance to mention, yet?

That's all the questions that I have. Thank you for your time.

<p>2b. What grade are you in?</p>	<p>0 <input type="checkbox"/> Fifth or under - END</p> <p>1 <input type="checkbox"/> Sixth } 2 <input type="checkbox"/> Seventh } 3 <input type="checkbox"/> Eighth } 4 <input type="checkbox"/> Ninth } SKIP 5 <input type="checkbox"/> Tenth } to 3 6 <input type="checkbox"/> Eleventh } 7 <input type="checkbox"/> Twelfth } 8 <input type="checkbox"/> Other - <i>Specify</i> _____ } 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END</p>
-----------------------------------	--

E. SCREEN QUESTIONS FOR SUPPLEMENT - Continued

FIELD REPRESENTATIVE - *Read introduction only if any of the boxes 1-8 are marked in item 2a.*

INTRO 2 - **The following questions pertain only to your attendance at a public or private school and not to being home-schooled.**

<p>3. In what month did your current school year begin?</p>	<p>1 <input type="checkbox"/> August 2 <input type="checkbox"/> September 3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
---	--

F. ENVIRONMENTAL QUESTIONS

<p>6a. What is the complete name of your school? _____</p> <p>6b. In what city, county, and state is your school located?</p>	
<p>7a. Is your school public or private? _____</p> <p>7b. Is this the regular school that most of the students in your neighborhood attend?</p>	<p>1 <input type="checkbox"/> Public - <i>ASK 7b</i> 2 <input type="checkbox"/> Private - SKIP to 7c</p> <hr/> <p>1 <input type="checkbox"/> Yes } SKIP to 2 <input type="checkbox"/> No } 8</p>

Notes on 1a-7b:

<p>7c. Is your school affiliated with a religion?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
---	---

7c: What do you think a school being "affiliated with a religion" means in this question?

8. What grades are taught in your school?

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

Grades:

(lowest)
 TO
 (highest)

9. How [do you/did you] get to school most of the time this school year?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

1 Walk
 2 School bus
 3 Public bus, subway, train
 4 Car
 5 Bicycle, motorbike, or motorcycle
 6 Some other way - *Specify*

10. How long does it take you to get from your home to school most of the time?

1 Less than 15 minutes
 2 15-29 minutes
 3 30-44 minutes
 4 45-59 minutes
 5 60 minutes or longer

11. How [do you/did you] get home from school most of the time this school year?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

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.

1 Walk
 2 School bus
 3 Public bus, subway, train
 4 Car
 5 Bicycle, motorbike, or motorcycle
 6 Some other way - *Specify*

12a. How often do you leave school grounds at lunch time?

(READ CATEGORIES)

1 Never
 2 Once or twice a year
 3 Once or twice a month
 4 Once or twice a week
 5 Almost every day

12b. Are students in your grade level allowed to leave school grounds to eat lunch?

1 Yes
 2 No
 3 Don't know

13a. During this school year, have you participated in any of the following activities sponsored by your school:	Yes	No
a. Athletic teams at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?		
[IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Notes on 8-13a:

13b. In a typical week, how much total time do you spend on all school-sponsored extra-curricular activities:	1 <input type="checkbox"/> None 2 <input type="checkbox"/> Less than 1 hour per week 3 <input type="checkbox"/> 1-4 hours per week 4 <input type="checkbox"/> 5-9 hours per week 5 <input type="checkbox"/> 10-19 hours per week 6 <input type="checkbox"/> 20 or more hours per week
(READ CATEGORIES)	

Probes for 13b: How did you come up with your answer?

(If the respondent did not think out loud, ask:) Can you please do the calculations for me?

What do you think “school sponsored extra-curricular activity” means in this question?

Did you participate in any extra-curricular activities that were *not* school sponsored? Did you count those?

(If respondent said “yes” to anything seasonal above, ask:) Did you have any difficulty deciding what a “typical week” was? Can you tell me more about that?

<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example, does the school have:</p> <p>a. Security guards 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 is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	Yes	No	Don't know	Not Applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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What do you think a “locker check” is?

Has this happened to you?

<p>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</p> <p>FIELD REPRESENTATIVE - <i>The term 'authority' includes the police, teachers, principals, security guards, or other school staff. It does not include the student's parents, guardians, or peers.</i></p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Yes	No	Don't know							
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<p>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>(READ CATEGORIES.)</p> <p>_____</p> <p>_____</p> <p>15b. In general, how often do teachers punish students during your classes?</p> <p>(READ CATEGORIES.)</p>	<table border="1"> <tbody> <tr> <td>1 <input type="checkbox"/> Never</td> </tr> <tr> <td>2 <input type="checkbox"/> Almost never</td> </tr> <tr> <td>3 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td>4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table> <hr/> <table border="1"> <tbody> <tr> <td>1 <input type="checkbox"/> Never</td> </tr> <tr> <td>2 <input type="checkbox"/> Almost never</td> </tr> <tr> <td>3 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td>4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	1 <input type="checkbox"/> Never	2 <input type="checkbox"/> Almost never	3 <input type="checkbox"/> Sometimes	4 <input type="checkbox"/> Most of the time	1 <input type="checkbox"/> Never	2 <input type="checkbox"/> Almost never	3 <input type="checkbox"/> Sometimes	4 <input type="checkbox"/> Most of the time
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<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</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 border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Teachers treat students with respect.</p> <p>b. Teachers care about students.</p> <p>c. Teachers do or say things that make students feel bad about themselves.</p>	<table border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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Notes for 14b-16b:

<p>16c. There is an ADULT at school who...</p> <p>a. Really cares about me</p> <p>b. Notices when I'm not there.</p> <p>c. Listens to me when I have something to say</p> <p>d. Tells me when I do a good job.</p> <p>e. Always wants me to do my best.</p> <p>f. Believes that I will be a success.</p>	<table border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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Probes for 16c: What adult or adults were you thinking about when you answered this question?

16d. Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following... a. At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Notes (no probes):

16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following... a. There is not a lot of crime in the neighborhood where I live. b. I feel safe in the neighborhood where I live.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following... a. There is not a lot of crime in the neighborhood where I go to school. b. I feel safe in the neighborhood where I go to school.	Strongly Agree	Agree	Disagree	Strongly Disagree
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

When you were thinking about the neighborhood you live in, can you describe the size of the area you were thinking about? How big is it? *(Interviewer: perhaps use your hands to get at the idea of geographic space)*

Do you consider your school to be a part of the neighborhood you live in?

(If respondent does not consider the school to be a part of his/her neighborhood, ask:) When you were thinking about the neighborhood where your school is, can you describe the size of the area you were thinking about?

(If respondent agrees/strongly agrees to both 16e-b and 16f-b, ask:) You said that you felt safe in the neighborhood(s) where you live and go to school. Can you imagine what sorts of things might make you feel unsafe?

(If respondent disagrees/strongly disagrees with either 16e-b and/or 16f-b, ask:) You said that you do not feel safe in the neighborhood(s) where you live and/or go to school. Can you describe what sorts of things make you feel unsafe?

INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

17a. 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.

FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.

FIELD REPRESENTATIVE - For each item ask,

Is it possible to get _____ at your school?

- 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 GHB or sleeping pills
- g. LSD or acid
- h. PCP or angel dust
- i. Heroin or smack
- j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax
- k. Other illegal drugs
If "Yes" is marked, ASK - What drugs?
(Exclude tobacco products.)

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

Yes	No	Don't know	Don't know drug
-----	----	------------	-----------------

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
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Specify _____

17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?

- 1 Yes
2 No

17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?

- 1 Yes
2 No

G. FIGHTING, BULLYING AND HATE BEHAVIORS

18a. During this school year, have you been in one or more physical fights at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 19a
18b. During this school year, how many times have you been in a physical fight at school?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)

Notes for 17-18b:

<p>19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>a. Made fun of you, called you names, or insulted you?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th align="center">Yes</th> <th align="center">No</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>g.</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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Probes for 19a: What does the term ‘bullied’ mean to you in this question?

We asked about people spreading rumors or trying to make others dislike you; can you give me an example of that?

Check Item 19a Are all categories a-g marked “No” in Q19a above?	1 <input type="checkbox"/> Yes - SKIP to 20a 2 <input type="checkbox"/> No - SKIP to 19b
19b. You just indicated that someone had bullied you during this school year. Thinking about all of ways in which you were bullied, how often did all of those things happen? <i>(READ CATEGORIES 1-4.)</i>	1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know

<p>19c. Still thinking about all of times you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>1 <input type="checkbox"/> In a classroom at school? 2 <input type="checkbox"/> In a hallway or stairwell at school? 3 <input type="checkbox"/> In a bathroom or locker room at school? 3 <input type="checkbox"/> Somewhere else inside the school building? - <i>Specify</i> _____</p> <p>4 <input type="checkbox"/> Outside on school grounds? 5 <input type="checkbox"/> On a school bus?</p>
<p>19d. Was a teacher or some other adult at school notified about this bullying?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>CHECK Item B Is Box 4 in Question 19a marked?</p>	<p>1 <input type="checkbox"/> Yes - Ask 19e 2 <input type="checkbox"/> No - Skip to 20a</p>
<p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p><i>Mark (X) all that apply</i></p>	<p>1 <input type="checkbox"/> None 2 <input type="checkbox"/> Bruises or swelling 3 <input type="checkbox"/> Cuts, scratches, or scrapes 4 <input type="checkbox"/> Black eye/bloody nose 5 <input type="checkbox"/> Teeth chipped or knocked out 6 <input type="checkbox"/> Broken bones/internal injuries 7 <input type="checkbox"/> Knocked unconscious 8 <input type="checkbox"/> Other - <i>Specify</i> _____</p>

Notes for 19b-19e:

20a. Now I have some questions about what students do that could occur *anywhere* and that make you feel bad or are hurtful to you. You may include events you told me about already.

During this school year, has another student....

(Read each category a-f.)

	Yes	No
a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring or Twitter?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Purposely shared your private information, photos or videos on the Internet or mobile phones in a hurtful way?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Threatened or insulted you through email?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Threatened or insulted you through instant messaging?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Threatened or insulted you through text messaging?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Threatened or insulted you through online gaming, for example, while playing XBOX or World of Warcraft; or similar activities such as Second Life?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Purposefully excluded you from online activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Probes for 20a: We asked about people posting hurtful things on social networking sites; what sorts of activities would this be? What sites can this occur on?

We also asked about others using technology to share information about yourself in hurtful ways; can you give me an example of what this might be? What kid of information do you think is private?

Do you or your friends use Facebook?

MySpace?

Twitter?

Formspring?

(If no to any of these, ask if they have ever heard of the site):

Do you or your friends 'instant message' or use 'chat'?

Email?

Text message?

How about online gaming?

Second Life?

(If no to any of these, ask if they have ever heard of the technology):

We have asked you about a lot of technologies; are there other popular technologies that we did not mention?

Last, we asked if anyone "Purposefully excluded you from online activities", what if we would have asked if anyone "Purposefully excluded you from online communications"? Would your answer have been different? Do you think "activities" and "communications" mean the same thing in this question, or something different?

Check Item 20a Are all categories a-f marked “No” in Q20a above?	1 <input type="checkbox"/> Yes - SKIP to 21a 2 <input type="checkbox"/> No - SKIP to 20b																												
20b. You just indicated that someone had bullied you during this school year. Thinking about all of ways in which you were bullied, how often did all of those things happen? <i>(READ CATEGORIES 1-4)</i>	1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know																												
20c. Was a teacher or some other adult <i>at school</i> notified about this bullying?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												
21a. During this school year, has anyone called you an insulting 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.	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 22																												
21b. 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. Any disability (by this I mean physical, mental, or developmental disabilities) you may have? e. Your gender? f. Your sexual orientation? If “Yes,” SAY - (by this we 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>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>f.</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	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
22. During this school year, 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?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												

Notes for questions 20b-22:

<p>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. The shortest route to school?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. Certain online activities?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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Probes for 23a: We asked you about places like bathrooms and parking lots; and then we asked you about “certain online activities”; what were you thinking when we asked this?

<p>23b. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>23c. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

I. FEAR	
<p>24. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p><i>(READ CATEGORIES.)</i></p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</p> <p><i>(READ CATEGORIES.)</i></p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

<p>26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p> <p>(READ CATEGORIES)</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
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J. WEAPONS

<p>27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p>(READ CATEGORIES.)</p> <p>a. A gun? b. A knife brought as a weapon? c. Some other weapon?</p>	<table style="width: 100%;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
Yes	No								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								

<p>28a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <u>Skip to 29</u></p>
--	--

<p>28b. Have you actually seen another student with a gun at school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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<p>29. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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K. GANGS

INTRO 4 - Now, 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. Your responses are confidential.

<p>30. Are there any gangs at your school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 33a 3 <input type="checkbox"/> Don't know</p>
--	--

<p>31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>(READ CATEGORIES 1-5)</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know</p>
---	---

<p>32. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
--	---

L. STUDENT CHARACTERISTICS

<p>33. During this school year, across all subjects have you gotten mostly -</p> <p>(READ CATEGORIES 1-5)</p>	<p>1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>
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<p>34a. During the last 4 weeks of school, did you skip any</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 35</p>
---	--

classes?	3 <input type="checkbox"/> Don't know - SKIP to 35
34b. During the last 4 weeks of school, on how many days did you skip at least one class?	<input type="checkbox"/> <input type="checkbox"/> (Number of days)

Notes for 23b-34b:

35. Thinking about the future, do you think you will ...	Yes	No	Don't know
a. Attend school after high school, such as a technical school or college?	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>
b. Graduate from a 4-year college?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

What were you thinking of when we asked you about attending school after high school?

What do you think "technical school" means in this question? Is it different than a "college"?

Section 5: Debriefing

Just a few final questions to wrap up –

Overall, would you say the survey questions were easy or difficult to respond to? Why?

Do you think there are questions some people would find difficult? Sensitive?

Do you have anything else you would like to tell us that you haven't had a chance to mention, yet?

That's all the questions that I have. Thank you for your time.