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**Attachment 1**

**BJS authorizing statute; Title 42, United States Code, Section 3732**

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-CITE-

42 USC Sec. 3732

01/26/98

-EXPCITE-

TITLE 42 - THE PUBLIC HEALTH AND WELFARE

CHAPTER 46 - JUSTICE SYSTEM IMPROVEMENT

SUBCHAPTER III - BUREAU OF JUSTICE STATISTICS

-HEAD-

Sec. 3732. Bureau of Justice Statistics

-STATUTE-

(a) Establishment

There is established within the Department of Justice, under the general authority of the Attorney General, a Bureau of Justice Statistics (hereinafter referred to in this subchapter as "Bureau").

(b) Appointment of Director; experience; authority; restrictions

The Bureau shall be headed by a Director appointed by the President, by and with the advice and consent of the Senate. The Director shall have had experience in statistical programs. The Director shall have final authority for all grants, cooperative agreements, and contracts awarded by the Bureau. The Director shall report to the Attorney General through the Assistant Attorney General. The Director shall not engage in any other employment than that of serving as Director; nor shall the Director hold any office in, or act in any capacity for, any organization, agency, or institution with which the Bureau makes any contract or other arrangement under this Act.

(c) Duties and functions of Bureau

The Bureau is authorized to -

(1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;

(2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;

(3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, and local justice policy and decisionmaking;

(4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, and local levels;

(5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, and local levels;

(6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information,

about criminal and civil justice systems at the Federal, State, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, and local levels;

(7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States;

(8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;

(9) maintain liaison with the judicial branches of the Federal and State Governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;

(10) provide information to the President, the Congress, the judiciary, State and local governments, and the general public on justice statistics;

(11) establish or assist in the establishment of a system to provide State and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;

(12) conduct or support research relating to methods of gathering or analyzing justice statistics;

(13) provide for the development of justice information systems programs and assistance to the States and units of local government relating to collection, analysis, or dissemination of justice statistics;

(14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;

(15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;

(16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;

(17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, and local criminal justice agencies on their drug enforcement activities;

(18) provide for the development and enhancement of State and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;

(19) provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;

(20) maintain liaison with State and local governments and governments of other nations concerning justice statistics;

(21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;

(22) ensure conformance with security and privacy requirement of section 3789g of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies which impact on Federal and State criminal justice operations and related statistical activities; and

(23) exercise the powers and functions set out in subchapter

VIII of this chapter.

(d) Justice statistical collection, analysis, and dissemination to insure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to -

(1) utilize, with their consent, the services, equipment, records, personnel, information, and facilities of other Federal, State, local, and private agencies and instrumentalities with or without reimbursement therefor, and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis;

(2) confer and cooperate with State, municipal, and other local agencies;

(3) request such information, data, and reports from any Federal agency as may be required to carry out the purposes of this chapter;

(4) seek the cooperation of the judicial branch of the Federal Government in gathering data from criminal justice records; and

(5) encourage replication, coordination and sharing among justice agencies regarding information systems, information policy, and data.

(e) Furnishing of information, data, or reports by Federal agencies Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(3) of this section shall provide such information to the Bureau as is required to carry out the purposes of this section.

(f) Consultation with representatives of State and local government and judiciary In recommending standards for gathering justice statistics under this section, the Director shall consult with representatives of State and local government, including, where appropriate, representatives of the judiciary.

-SOURCE-

(Pub. L. 90-351, title I, Sec. 302, as added Pub. L. 96-157, Sec. 2, Dec. 27, 1979, 93 Stat. 1176; amended Pub. L. 98-473, title II, Sec. 605(b), Oct. 12, 1984, 98 Stat. 2079; Pub. L. 100-690, title VI, Sec. 6092(a), Nov. 18, 1988, 102 Stat. 4339; Pub. L. 103-322, title XXXIII, Sec. 330001(h)(2), Sept. 13, 1994, 108 Stat. 2139.)

-REFTEXT-

#### REFERENCES IN TEXT

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90-351, June 19, 1968, 82 Stat. 197, as amended, known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title note set out under section 3711 of this title and Tables.

-MISC2-

#### PRIOR PROVISIONS

A prior section 3732, Pub. L. 90-351, title I, Sec. 302, June 19, 1968, 82 Stat. 200; Pub. L. 93-83, Sec. 2, Aug. 6, 1973, 87 Stat. 201; Pub. L. 94-503, title I, Sec. 110, Oct. 15, 1976, 90 Stat. 2412, related to establishment of State planning agencies to develop comprehensive State plans for grants for law enforcement and criminal justice purposes, prior to the general amendment of this chapter by Pub. L. 96-157.

#### AMENDMENTS

1994 - Subsec. (c)(19). Pub. L. 103-322 substituted a semicolon for period at end.

1988 - Subsec. (c)(16) to (23). Pub. L. 100-690 added pars. (16) to (19) and redesignated former pars. (16) to (19) as (20) to (23), respectively.

1984 - Subsec. (b). Pub. L. 98-473, Sec. 605(b)(1), inserted provision requiring Director to report to Attorney General through Assistant Attorney General.

Subsec. (c)(13). Pub. L. 98-473, Sec. 605(b)(2)(A), (C), added par. (13) and struck out former par. (13) relating to provision of financial and technical assistance to States and units of local government relating to collection, analysis, or dissemination of justice statistics.

Subsec. (c)(14), (15). Pub. L. 98-473, Sec. 605(b)(2)(C), added pars. (14) and (15). Former pars. (14) and (15) redesignated (16) and (17), respectively.

Subsec. (c)(16). Pub. L. 98-473, Sec. 605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 3789g of this title.

Subsec. (c)(17). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated par. (15) as (17). Former par. (17) redesignated (19).

Subsec. (c)(18). Pub. L. 98-473, Sec. 605(b)(2)(D), added par. (18).

Subsec. (c)(19). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated former par. (17) as (19).

Subsec. (d)(1). Pub. L. 98-473, Sec. 605(b)(3)(A), inserted ", and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis".

Subsec. (d)(5). Pub. L. 98-473, Sec. 605(b)(3)(B)-(D), added par. (5).

#### EFFECTIVE DATE OF 1984 AMENDMENT

Amendment by Pub. L. 98-473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98-473, set out as an Effective Date note under section 3711 of this title.

-SECRET-

#### SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in section 5603 of this title.

**Attachment 2**  
**2013 School Crime Supplement (SCS) Questionnaire**

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**NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.**

## ASK OF ALL PEOPLE AGES 12-18

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

### Control number

PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. Census Bureau  
ACTING AS COLLECTING AGENCY FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT  
TO THE NATIONAL CRIME  
VICTIMIZATION SURVEY  
2013

### QUESTIONNAIRE

#### A. FR Code

001

#### B. Respondent

Line No.  
002

Age  
003

Name

FIELD REPRESENTATIVE - *Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.*

#### C. Type of SCS Interview

- 004 1  Personal - Self  
2  Telephone - Self  
3  Personal - Proxy  
4  Telephone - Proxy  
5  Noninterview - **SKIP to ITEM D**

#### D. Reason for SCS noninterview

- 005 2  Refused } **SKIP to END**  
3  Not available } **SKIP to END**  
4  NCVS completed in a  
Language other than English or Spanish } **SKIP to END**

**INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.**

### E. SCREEN QUESTIONS FOR SUPPLEMENT

#### 1a. Did you attend school at any time this school year?

- 006 1  Yes  
2  No - **SKIP to END**

#### 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

- 092 1  Yes  
2  No - **SKIP to 2b**

#### 1c. Was all of your schooling this school year home schooling?

- 007 1  Yes - **SKIP to END**  
2  No

#### 2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?

- 093 0  Fifth or under - **SKIP to END**  
1  Sixth  
2  Seventh  
3  Eighth  
4  Ninth  
5  Tenth  
6  Eleventh  
7  Twelfth  
8  Other - *Specify* \_\_\_\_\_ } **SKIP to INTRO 2**  
9  College/GED/Post-graduate/  
Other noneligible - **SKIP to END**



<b>2b. What grade are you in?</b>	008    0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b> 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 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 - <b>SKIP to END</b>
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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.**

<b>3. In what month did your current school year begin?</b>	009    1 <input type="checkbox"/> August 2 <input type="checkbox"/> September 3 <input type="checkbox"/> Other - <i>Specify</i> _____
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**F. ENVIRONMENTAL QUESTIONS**

<b>6a. What is the complete name of your school?</b> _____	012 School Name 013 City 014 County 015 State
<b>6b. In what city, county, and state is your school located?</b>  <b>7a. Is your school public or private?</b> _____	016    1 <input type="checkbox"/> Public - <i>ASK 7b</i> 2 <input type="checkbox"/> Private - <b>SKIP to 7c</b> _____
<b>7b. Is this the regular school that most of the students in your neighborhood attend?</b> _____	017    1 <input type="checkbox"/> Yes } <b>SKIP to 8</b> 2 <input type="checkbox"/> No } <b>SKIP to 8</b> _____
<b>7c. Is your school affiliated with a religion?</b>	018    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

<p><b>8. What grades are taught in your school?</b></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>020 <input type="checkbox"/> <input type="checkbox"/> (lowest)  TO  021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p><b>9. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 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><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023 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><b>11. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 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><b>12a. How often do you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES)</p> <p>_____</p> <p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>026 1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Once or twice a year</b>  3 <input type="checkbox"/> <b>Once or twice a month</b>  4 <input type="checkbox"/> <b>Once or twice a week</b>  5 <input type="checkbox"/> <b>Almost every day</b></p> <p>_____</p> <p>025 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>

<b>13a. During this school year, have you participated in any of the following activities sponsored by your school:</b>  <b>a. Athletic teams at school?</b>  <b>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</b>  <b>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</b>  <b>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</b>  <b>e. Student government?</b>  <b>f. [IF GRADES 6, 7, or 8 ASK:] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</b>  <b>[IF GRADES 9, 10, 11, or 12 ASK:] 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.</b>  <b>g. Other school clubs or school activities?</b>		<b>Yes</b>	<b>No</b>
	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
126	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
	Specify _____ ↘ _____		

<b>14a. Does your school take any measures to make sure students are safe?</b>  <b>For example, does the school have:</b>  <b>a. Security guards or assigned police officers?</b>  <b>b. Other school staff or other adults supervising the hallway?</b>  <b>c. Metal detectors, including wands?</b>  <b>d. Locked entrance or exit doors during the day?</b>  <b>e. A requirement that visitors sign in?</b>  <b>f. Locker checks?</b>  <b>g. A requirement that students wear badges or picture identification?</b>  <b>h. One or more security cameras to monitor the school?</b>  <b>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</b>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	<b>School does not have lockers</b>
	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

<p><b>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?</b></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>	<p><b>Yes</b>      <b>No</b>      <b>Don't know</b></p> <p>167    1 <input type="checkbox"/>    2 <input type="checkbox"/>    3 <input type="checkbox"/></p>																														
<p><b>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p>(READ CATEGORIES.)</p>	<p>156    1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																														
<p><b>15b. In general, how often do teachers punish students during your classes?</b></p> <p>(READ CATEGORIES.)</p>	<p>157    1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																														
<p><b>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...</b></p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p>	<table border="0"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>																											
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036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p><b>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></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="0"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>128</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>129</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>There is an ADULT at school who...</b></p> <p><b>a. Really cares about you.</b></p> <p><b>b. Notices when you are not there.</b></p> <p><b>c. Listens to you when you have something to say.</b></p> <p><b>d. Tells you when you do a good job.</b></p> <p><b>e. Always wants you to do your best.</b></p> <p><b>f. Believes that you will be a success.</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>174SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>177SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>178SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	174SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	177SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	178SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16d. Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>a. At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you.</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>132</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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<p><b>16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>a. There is not a lot of crime in the neighborhood where you live.</b></p> <p><b>b. You feel safe in the neighborhood where you live.</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>180SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	180SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p><b>16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>a. There is not a lot of crime in the neighborhood where you go to school.</b></p> <p><b>b. You feel safe in the neighborhood where you go to school.</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>Strongly Agree</b></th> <th><b>Agree</b></th> <th><b>Disagree</b></th> <th><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>181SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>182SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	182SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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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.

<p><b>17a. The following question refers to the availability of drugs and alcohol at your school.</b></p> <p><b>Tell me if you don't know what any of these items are.</b></p> <p>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.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p><b>Is it possible to get _____ at your school?</b></p> <p><b>a. Alcoholic beverages</b></p> <p><b>b. Marijuana</b></p> <p><b>c. Crack</b></p> <p><b>d. Other forms of cocaine</b></p> <p><b>e. Uppers such as ecstasy, crystal meth or other illegal stimulants</b></p> <p><b>f. Downers such as GHB or sleeping pills</b></p> <p><b>g. LSD or acid</b></p> <p><b>h. PCP or angel dust</b></p> <p><b>i. Heroin or smack</b></p> <p><b>j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax</b></p> <p><b>k. Other illegal drugs</b>  <i>If "Yes" is marked, ASK - What drugs?                  (Exclude tobacco products.)</i></p> <p>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 k, otherwise, mark the "Yes" box in category k and enter the "other illegal drug(s)" mentioned in the Specify space.</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>Don't know drug</th> </tr> </thead> <tbody> <tr> <td>040</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>042</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>043</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>097</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>098</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>045</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>046</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>047</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>048</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td colspan="4">                     Specify _____                      ↓                 </td> </tr> </tbody> </table>		Yes	No	Don't know	Don't know drug	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	042	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	043	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	045	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	046	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	047	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		Specify _____ ↓			
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<p><b>17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?</b></p>	<p>101    1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No</p>																																																																	
<p><b>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?</b></p>	<p>102    1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No</p>																																																																	

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

<p><b>18a.</b> During this school year, have you been in one or more physical fights at school?</p>	<p>103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 19a</p>																								
<p><b>18b.</b> During this school year, how many times have you been in a physical fight at school?</p>	<p>104    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>																								
<p><b>19a.</b> 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><b>a.</b> Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p><b>b.</b> Spread rumors about you or tried to make others dislike you?</p> <p><b>c.</b> Threatened you with harm?</p> <p><b>d.</b> Pushed you, shoved you, tripped you, or spit on you?</p> <p><b>e.</b> Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p><b>f.</b> Excluded you from activities on purpose?</p> <p><b>g.</b> 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>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>CHECK Item 19a</b> Are all categories a-g marked "No" in Q19a above?</p>	<p>1 <input type="checkbox"/> Yes - <b>SKIP</b> to 20a 2 <input type="checkbox"/> No - <b>SKIP</b> to 19b</p>																								
<p><b>19b.</b> You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</p> <p><i>(READ CATEGORIES 1-4.)</i></p>	<p>142    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><b>19c.</b> Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>143    1 <input type="checkbox"/> In a classroom at school? 168    2 <input type="checkbox"/> In a hallway or stairwell at school? 169    3 <input type="checkbox"/> In a bathroom or locker room at school? 173    4 <input type="checkbox"/> In a cafeteria or lunchroom at school? 146    5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144    6 <input type="checkbox"/> Outside on school grounds? 145    7 <input type="checkbox"/> On a school bus?</p>																								
<p><b>19d.</b> Was a teacher or some other adult at school notified about this bullying?</p>	<p>147    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								

<b>CHECK Item B</b> Is Box 4 in Question 19a marked "Yes"?	160SCS 1 <input type="checkbox"/> Yes - <b>ASK</b> 19e 2 <input type="checkbox"/> No - <b>SKIP</b> to 20a																								
<b>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</b>  <i>Mark (X) all that apply</i>	148 1 <input type="checkbox"/> None 149 2 <input type="checkbox"/> Bruises or swelling 150 3 <input type="checkbox"/> Cuts, scratches, or scrapes 151 4 <input type="checkbox"/> Black eye/bloody nose 152 5 <input type="checkbox"/> Teeth chipped or knocked out 153 6 <input type="checkbox"/> Broken bones/internal injuries 154 7 <input type="checkbox"/> Knocked unconscious 155 8 <input type="checkbox"/> Other - <i>Specify</i> _____																								
<b>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.</b>  <b>During this school year, has another student....</b>  <i>(Read each category a-g.)</i>  <b>a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?</b>  <b>b. Purposely shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?</b>  <b>c. Threatened or insulted you through email?</b>  <b>d. Threatened or insulted you through instant messaging or chat?</b>  <b>e. Threatened or insulted you through text messaging?</b>  <b>f. Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?</b>  <b>g. Purposefully excluded you from online communications?</b>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Yes</b></th> <th style="text-align: center;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>161</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>183SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>170</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>162</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>163</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>171</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>172</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	161	1 <input type="checkbox"/>	2 <input type="checkbox"/>	183SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	170	1 <input type="checkbox"/>	2 <input type="checkbox"/>	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>	171	1 <input type="checkbox"/>	2 <input type="checkbox"/>	172	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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172	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
<b>CHECK Item 20a</b> Are all categories a-g marked "No" in Q20a above?	1 <input type="checkbox"/> Yes - <b>SKIP</b> to 21a 2 <input type="checkbox"/> No - <b>ASK</b> to 20b																								
<b>20b. You just indicated that someone had bullied you online (or through text messaging) during this school year. Thinking about all of the ways in which you were bullied online (or through text messaging), how often did all of those things happen?</b>  <i>(READ CATEGORIES 1-4)</i>	165 1 <input type="checkbox"/> <b>Once or twice this school year</b> 2 <input type="checkbox"/> <b>Once or twice a month</b> 3 <input type="checkbox"/> <b>Once or twice a week, or</b> 4 <input type="checkbox"/> <b>Almost every day</b> 5 <input type="checkbox"/> <b>Don't know</b>																								
<b>20c. Was a teacher or some other adult <i>at school</i> notified about this bullying online (or through text messaging)?</b>	166 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																								



<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>065    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> 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="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</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	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112SCS	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>066    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

**H. AVOIDANCE**

<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>(READ CATEGORIES.)</p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</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 border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>068</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>23a.1. During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there?</p>	<p>184SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																											

23b.	Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
23c.	Did you AVOID any classes because you thought someone might attack or harm you?	077	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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?	078	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

#### 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.)	079	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
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.)	080	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> 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.)	081	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time

#### J. WEAPONS

27.	<p>In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p> <p>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?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p>	<p>082</p> <p>083</p> <p>084</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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1 <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?	085	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 29												
28b.	Have you actually seen another student with a gun at school during this school year?	086	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> 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?	113	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> 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?

- 058    1  Yes  
          2  No - **SKIP** to 34  
          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)

- 089    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?

- 090    1  Yes  
          2  No  
          3  Don't know

**L. STUDENT CHARACTERISTICS**

34. During this school year, across all subjects have you gotten mostly -

(READ CATEGORIES 1-5)

- 116    1  **A's**  
          2  **B's**  
          3  **C's**  
          4  **D's**  
          5  **F's**  
          6  School does not give grades/no alphabetic grade equivalent

33a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.

- 114    1  Yes  
          2  No - **SKIP** to 35  
          3  Don't know - **SKIP** to 35

33b. During the last 4 weeks of school, on how many days did you skip at least one class?

115      (Number of days)

35. Thinking about the future, do you think you will ...

a. Attend school after high school, such as a college or technical school? .....

- 117    **Yes**    **No**    **Don't know**  
          1     2  -- **END**    3

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

- 118    1     2     3

**Attachment 3**  
**2013 SCS Item Description and Rationale**

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**Attachment 3**  
**2013 SCS Item Description and Rationale**

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## 2013 SCS ITEM DESCRIPTION AND RATIONALE

### Background

The School Crime Supplement (SCS), a supplement to the annual National Crime Victimization Survey (NCVS), is designed to obtain additional information about school-related victimizations so that policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups who are concerned with crime in schools can make informed decisions concerning policies and programs. The Bureau of Justice Statistics, the National Center for Education Statistics, and the Census Bureau jointly designed the survey questionnaire. The first SCS was administered in 1989, and again in 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011. To study the relationship between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its incidence must be collected. The SCS asks questions related to students' experiences with, and perceptions of crime and safety at school, including preventive measures employed by schools; students' participation in after school activities; students' perception of school rules and enforcement of these rules; the presence of weapons, drugs, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school. These responses are linked to the NCVS survey instrument responses for a more complete understanding of the individual student's circumstances.

### 2013 School Crime Supplement

The 2013 SCS will be the 10th implementation of an occasional supplement to obtain specific information about school-related victimization and disorder on a national level. The 2013 questionnaire is identical to that used in 2011 with one minor change noted below. It consists of eight sections, as follows:

1. **Screen** questions asked to determine if the respondent is eligible for the SCS.
2. **Environmental** questions that obtain selected information on the type of school the student attended in the past year, including whether the school was private or public; the grade levels taught; student transportation to and from school; student involvement in extracurricular activities; measures taken by the school to ensure student safety; classroom and school rule enforcement; measures of student support; and the availability of drugs and alcohol in school.
3. **Fighting, Bullying, and Hate Behavior** questions related to students' experiences with physical fights, bullying, and hate-related words and hate-related graffiti at school.
4. **Avoidance** questions identify the effect of fear of crime on student behavior. The avoidance questions were designed to determine if students stay away from school or particular places at school, or avoid participating in extracurricular activities at their school for fear of being attacked or harmed.
5. **Fear** questions pertain to how often a student feared an attack or being harmed.
6. **Weapons** questions pertain to whether weapons to determine if students brought weapons to school for protection.
7. **Gangs** questions relate to the presence of organized gangs at school.
8. **Student Characteristics** ask questions about the respondent's attendance, grades, and plans regarding college (future orientation).

Below is a more detailed justification or rationale for each section.

## 1. Screen Questions

Because the SCS survey is administered to a subset of individuals within the households participating in the NCVS survey, it is necessary to ascertain the eligibility of the individuals being interviewed. The SCS questionnaire is administered only to individuals ages 12–18 who were in primary or secondary education programs leading to a high school diploma (elementary through high school) sometime during the 6 months prior to the interview. Those who dropped out of school, who have been expelled or suspended from school, or who were temporarily absent from school for any other reason, such as illness or vacation, are eligible as long as they were attending school at any time during the 6 months prior to the month of the interview. Home-schooled students are not included in the survey past the screening questions since many of the questions in the SCS are not relevant to their situation.

## 2. Environmental Questions

This section collects data on the school that the student attends and collects general information about the student’s awareness and experiences in that environment. These data on programs and experiences can be analyzed in relation to increases or decreases in incidences of school crime and bullying—information which is collected elsewhere on the questionnaire. These correlations can be important in helping educators and policymakers identify factors in their schools which may be precursors to increases in crime and bullying, and may also help determine which programs and environmental factors can support efforts to reduce incidences of school crime. Below is a summary of the content foci for each environmental question and corresponding rationale.

Question number/s	Content	Rationale
6-12	<ul style="list-style-type: none"> <li>• Is school public or private, religiously affiliated</li> <li>• Grade levels in the school</li> <li>• Is the school in the individual’s neighborhood or is travel required</li> <li>• Are students required to stay on school grounds during lunch</li> </ul>	School characteristics of interest <sup>1,2,3</sup>
13	<ul style="list-style-type: none"> <li>• Students’ participation in school activities</li> </ul>	Increased involvement may mean more opportunities to be exposed to crime and bullying outside the classroom or it may be a factor in reducing incidents of crime and bullying since high levels of involvement within a school are correlated with increased student connectedness to the academic environment. <sup>4</sup>
14a-b	<ul style="list-style-type: none"> <li>• Methods or strategies schools use to monitor school environment to prevent crime</li> </ul>	Monitoring strategies may affect crime and bullying by making students reluctant to engage in inappropriate activities for fear of being caught. Conversely, students’ awareness of the strategies

<sup>1</sup> Van Dorn, R. A. (2004). Correlates of violent and nonviolent victimization in a sample of public high school students. *Violence & Victims*, 19(3), 303-320.

<sup>2</sup> Lab, S. P., & Whitehead, J. T. (1992). *School Environment & School Crime: Causes & Consequences; Summary Report*.

<sup>3</sup> Kuck, D., & Popp, A. (2005). Characteristics of students and schools as predictors of being a victim of bullying: An Opportunity Theory Analysis. *Conference Papers -- American Society of Criminology*, N.PAG.

<sup>4</sup> DeVoe, J. (2009). Social bonding and school victimization: The ties that bind. *Conference Papers. American Society of Criminology*, 1.

Question number/s	Content	Rationale
		also can make them feel more secure and therefore increase school connectedness; as noted above, increased attachment within the school population can reduce the overall risk of crime and bullying. <sup>5</sup>
15 a-b	<ul style="list-style-type: none"> <li>• General level of disruption in the individual's classes in the past year</li> </ul>	Helps define the environment in which crime and bullying incidents occur. <sup>6,7</sup>
16a, 16 e-f	<ul style="list-style-type: none"> <li>• Awareness of school rules and enforcement</li> </ul>	Helps determine the general level of disruption and the general level of crime students are exposed to in their school and home neighborhoods. <sup>8,9</sup>
16b-d	<ul style="list-style-type: none"> <li>• Relationships within school</li> </ul>	The presence of caring relationships has been found to be a key protective factor in multiple surveys of student experiences. Question 16c is taken directly from the California Healthy Kids Survey—one of the most widely quoted surveys measuring student protective factors. The content of Question 16c is based on the work of social bonding theorists who suggest that bonding is a potential mediator of problem behavior. Specifically, when youth are bonded or positively associated with their school or other positive institutions, they are more likely to engage in prosocial behaviors, whereas one would expect poorly bonded students to be frequent victims of crime, bullying, and other negative behaviors. Including these questions on the SCS allows direct comparison of these factors with a wide range of potential negative school experiences such as crime, bullying, and drug availability. <sup>10</sup>
17a	Description of the school environment, especially the availability of drugs, alcohol, and tobacco on school grounds	The availability of illegal substances is correlated with both the general level of crime in a school and the likelihood that students using these substances may be involved in crimes. <sup>11</sup>

<sup>5</sup> Blosnich, J., & Bossarte, R. (2011). Low-level violence in schools: Is there an association between school safety measures and peer victimization? *The Journal Of School Health, 81*(2), 107-113.

<sup>6</sup> Mayer, M. J., & Leone, P. E. (1999). A structural analysis of school violence and disruption: Implications for creating safer schools. *Education & Treatment Of Children, 22*(3), 333.

<sup>7</sup> Collins, J. J., Messerschmidt, P. P., Ringwalt, C. C., & Research Triangle, I. (1992). *Relationship Between School Disruption & School Social Control Activities: Summary Of Findings*.

<sup>8</sup> Smith, B. E., & Elstein, S. G. (1993). Effective ways to reduce school victimization: practical and legal concerns. *Children's Legal Rights Journal, 14*(1-2), 22-38.

<sup>9</sup> Clay-Warner, J., Bunch, J., & James, K. (2009). Procedural Justice and School Crime. *Conference Papers -- American Society of Criminology, 1*.

<sup>10</sup> DeVoe, J. (2009). Pg. 2

<sup>11</sup> Elliott, E., & Rayne, K. (2008). Victimization rates and drug use among high school and college students. *Conference Papers -- American Society of Criminology, 1*.



### 3. Fighting, Bullying, and Hate Behaviors

This section focuses on the type and extent of crime and bullying students are exposed to in their schools. Using weighting factors provided by the U.S. Census Bureau, these data can be used to estimate the extent of fighting, bullying, and hate crime in schools nationally. This information is crucial to educators and policymakers in prioritizing funding and program development for school systems across the country. Changes in overall levels of crime in the schools can be used to evaluate the effects of national programs, and individual school districts can compare their rates to national averages to assess the success of local initiatives. Although similar crime data are collected from other venues such as crime reports, and surveys of adults and schools, the SCS gathers direct information on students' experiences in schools. This can be used in conjunction with the other data sources to indicate gaps in reporting, to compare school crime to crime outside the school, and can be used by researchers to explore the differences between the perceptions of adolescents and adults with regard to crime and security. Below is a summary of the content foci for questions about fighting, bullying, and hate behaviors and corresponding rationale.

Question number/s	Content	Rationale
18a-b	<ul style="list-style-type: none"> <li>Individual's involvement in fights</li> </ul>	Determine exposure to physical violence as separate from bullying. <sup>12</sup>
19a.a-a.g	<ul style="list-style-type: none"> <li>Types of bullying experienced</li> </ul>	An array of questions are required as students' concepts of what constitutes 'bullying' has been found to vary from technical definitions used by policymakers and researchers.
19b	<ul style="list-style-type: none"> <li>Frequency of bullying experienced</li> </ul>	Random acts of bullying may occur in any environment with adolescents, but more frequent occurrences may indicate things that schools need to address. <sup>13</sup>
19c	<ul style="list-style-type: none"> <li>Locations in and around the school in which bullying occurred</li> </ul>	Noting where bullying occurs is important in determining trends and to develop strategies to monitor or prevent the incidences of bullying in those environments. <sup>14</sup>
19d	The extent to which bullying was reported to an adult at school and that there are secure paths for reporting help deter bullying	Research indicates that significant numbers of bullying incidents go unreported. Collecting this information in a confidential interview format can shed light on estimates of bullying in U.S. schools. <sup>15,16</sup> Additionally, collecting this information with reports from the same students on school attachment factors gathered in section 2 can be used to analyze what

<sup>12</sup> Noe, K., & Petras, H. (2009). Peer victimization in middle and high school: An application of latent class analysis. *Conference Papers -- American Society of Criminology*, 1.

<sup>13</sup> Elliott, E., & Rayne, K. ,pg. 3

<sup>14</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., & Research Triangle, I. (1992). *Youths' Victimization Experiences, Fear of Attack Or Harm, & School Avoidance Behaviors: Summary Of Findings*,

<sup>15</sup> Watkins, A. M., & Maume, M. O. (2011). School victims and crime reporting. *Youth Violence & Juvenile Justice*, 9(4), 333-351.

<sup>16</sup> Watkins, A., & Maume, M. (2007). We Don't Need No Notification: The Underreporting of Victimization by Students. *Conference Papers -- American Society of Criminology*, 1.

Question number/s	Content	Rationale
		factors may increase the likelihood of reporting bullying.
19e	<ul style="list-style-type: none"> <li>Types of injuries that resulted from physical bullying</li> </ul>	May have implications for analyzing when bullying is or is not reported.
20 a.a-a.g and 20 b-c (Question added in 2007)	<ul style="list-style-type: none"> <li>Types of cyber-bullying experienced</li> </ul>	Cyber-bullying is not generally experienced on school grounds, but often involves school peers. The question is asked separately from those in 19 about in-person bullying. The format of the question and the follow-up questions 20b (frequency of cyber-bullying) and 20c (notification of an adult) follow the format and rationale of the questions on in-person bullying. <sup>17</sup>
21a-b and 22	<ul style="list-style-type: none"> <li>The experience, content, and location of experiencing hate-related speech directed at the individual</li> </ul>	Hate-related speech is not reported by adolescents as often as bullying because students are often embarrassed about the message conveyed or not sure where it falls with relation to various categories of crime/bullying that should be reported. Collecting specific information on use of hate-related words in this anonymous survey will provide school personnel and policymakers information about the extent and seriousness of the crime. <sup>18</sup>

#### 4. Avoidance

This section asks about places and activities students avoid because of the likelihood of bullying, cyber-bullying, and physical attacks. Avoidance, where warranted, reduces the actual number of such incidents without reducing the risk that they will occur. Students who avoid going to classes are negatively affected not only by the experience of crime, but also by the loss of instructional time<sup>19</sup>. Below is a summary of the content foci for questions about avoidance and corresponding rationale.

Question number/s	Content	Rationale
23a.a-a.h	<ul style="list-style-type: none"> <li>Areas of the school avoided because of risk of attack or harm</li> </ul>	This information about avoidance can be used to (a) estimate overall actual crime in schools in addition to that experienced by the absence of direct reporting from the individuals interviewed, and (b)
23a.1	<ul style="list-style-type: none"> <li>Avoidance of online activities because of mean behavior</li> </ul>	

<sup>17</sup> Bagwell, K. (2011). Students use cellphones more than computers to cyberbully. *Education Daily*, 44(189), 2.

<sup>18</sup> Van Dorn, R. (2002). Unrecognized warning signs. *Education Week*, 22(11), 41.

<sup>19</sup> Barrett, Kimberly L.; Jennings, Wesley G.; Lynch, Michael J. (2012). The relationship between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*. Vol. 11 (1), 1-20.

Question number/s	Content	Rationale
23b	<ul style="list-style-type: none"> <li>Avoidance of specific school activities</li> </ul>	analyze the impact it has on student behavior and academic performance. <sup>20, 21,22,23,24,25</sup>
23c	<ul style="list-style-type: none"> <li>Avoidance of specific classes</li> </ul>	
23d	<ul style="list-style-type: none"> <li>Extent to which students avoid going to school because of risk of attack or harm in, around, or traveling to and from school</li> </ul>	

## 5. Fear

This section adds to the information in Section 4, Avoidance, by asking how often students fear attack or harm. Students may not be able to avoid school activities even though they may fear attending<sup>26</sup>. Fear, like avoidance, harms adolescents beyond the harm attributed to the actual crimes experienced<sup>27</sup>. Below is a summary of the content foci for questions about fear and corresponding rationale.<sup>28</sup>

Question number/s	Content	Rationale
24	<ul style="list-style-type: none"> <li>How often students are afraid of attack or harm in the school building or on school property</li> </ul>	Fear results in stress, which negatively affects academic performance, can lead to inappropriate psycho-social outcomes such as acting out, and can impact future orientation such as plans to complete school. <sup>29,30</sup>
25	<ul style="list-style-type: none"> <li>How often students are afraid of attack or harm on the bus or on the way to and from school</li> </ul>	
26	<ul style="list-style-type: none"> <li>How often students are afraid of attack or harm at other times besides in or going to school</li> </ul>	

## 6. Weapons

This section asks about experiences with weapons in school. Bringing weapons to school for personal protection is another indicator of the extent of the perceived level of violence in the school. Although a student may not have been directly threatened or harmed by a weapon, knowing that weapons are on

<sup>20</sup> Pearson, F. S., Toby, J. J., & Rutgers, U. (1992). *Perceived & Actual Risks Or School-Related Victimization: Final Activities Report*.

<sup>21</sup> Randa, R. (2007). The impact of incivilities on fear and routine activities in high schools. *Conference Papers -- American Society Of Criminology*, 1.

<sup>22</sup> Lab, S. P., & Whitehead, J. T. (1994). Avoidance behavior as a response to in-school victimization. *Journal of Security Administration*, 17(2), 32-45.

<sup>23</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., pg. 5

<sup>24</sup> Randa, R., Drayer, A., & Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. *Conference Papers -- American Society Of Criminology*, 1.

<sup>25</sup> Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. *Conference Papers -- American Society of Criminology*, 1.

<sup>26</sup> Jenkins, Patricia H. (1997). School delinquency and the school social bond. *Journal of Research in Crime & Delinquency*. Vol. 34 (3), 337-367.

<sup>27</sup> U.S. Department of Education. (2006). *Indicators of School Crime & Safety: 2006*.

<sup>28</sup> Barrett, K. L., Jennings, W. G., & Lynch, M. J., pg1-20.

<sup>29</sup> Ades, L. (2007). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. *Conference Papers -- American Sociological Association*, 1.

<sup>30</sup> Randa, R., Drayer, A., & Lytle, D., pg. 6.

campus can also lead to fear and avoidance of school.<sup>31</sup> Below is a summary of the content foci for questions about weapons and corresponding rationale.

Question number/s	Content	Rationale
27a-c	<ul style="list-style-type: none"> <li>If interviewee has brought a gun, knife or other weapon to school.</li> </ul>	Potential for violence escalates when students carry weapons in school. Negative academic and psycho-social outcomes are correlated with fear of weapons on campus. <sup>32,33,34</sup>
28 a-b	<ul style="list-style-type: none"> <li>If interviewee knows of, or has seen, another student with a weapon in school</li> </ul>	
29	<ul style="list-style-type: none"> <li>If interviewee can get a weapon without adult permission either in school or outside.</li> </ul>	

## 7. Gangs

This part of the survey examines the extent of gang activity in schools. Gangs are known to be an indicator of increased crime in schools and require separate types of interventions to address from specific incidences of crime and bullying. Below is a summary of the content foci for questions about gangs and corresponding rationale.

Question number/s	Content	Rationale
30	<ul style="list-style-type: none"> <li>Gangs in the student's school</li> </ul>	Provides an opportunity to compare adolescents' perceptions of gang activity from the official reports from police, and from school and adult surveys. <sup>35,36</sup>
31	<ul style="list-style-type: none"> <li>Frequency of gang involvement in fights, attacks, or other violence in the school</li> </ul>	
32	<ul style="list-style-type: none"> <li>Extent of gang involvement in drugs in the school</li> </ul>	

## 8. Student Characteristics

These questions focus specifically on student academic characteristics. Information about demographic characteristics is included in the NCVS survey. Below is a summary of the content foci for questions about student characteristics and corresponding rationale.

<sup>31</sup> Mooij, Ton; Smeets, Ed; de Wit, Wouter. (2011). multi-level aspects of social cohesion of secondary schools and pupils' feelings of safety. *British Journal of Educational Psychology*. Vol. 81(3)3.

<sup>32</sup> Cao, L., Zhang, Y., & He, N. (2008). Carrying weapons to school for protection: An analysis of the 2001 school crime supplement data. *Journal Of Criminal Justice*, 36(2), 154-164.

<sup>33</sup> Noonan, M. (2005). Guns in schools: results from the 2003 School Crime Supplement. *Conference Papers -- American Society of Criminology*.

<sup>34</sup> Hong, Jun; Eamon, Mary. (2012). Students' perceptions of unsafe schools: An ecological systems analysis. *Journal of Child & Family Studies*. Vol. 21(3), p428-438.

<sup>35</sup> Scott, L., & Ruddy, S. (2003). How Students Identify Gangs at School: An Analysis of Multiple Gang Identification Questions in the 1995 SCS/NCVS. *Conference Papers -- American Association for Public Opinion Research*.

<sup>36</sup> Ralph, J. H., Colopy, K. W., McRae, C. C., Daniel, B. B., & National Center for Education, S. (1995). Gangs and victimization at school. *Gangs & Victimization At School*.

Question number/s	Content	Rationale
33	<ul style="list-style-type: none"> <li>• Frequency of skipping classes</li> </ul>	These are indicators of academic behavior and planning, which may be analyzed with regard to the impact of student experiences with school violence and bullying. <sup>37,38,39,40</sup>
34	<ul style="list-style-type: none"> <li>• Overall grades the student received over the past school year</li> </ul>	
35	<ul style="list-style-type: none"> <li>• Postsecondary school plans (future orientation)</li> </ul>	

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<sup>37</sup> Wynne, S. L., & Hee-Jong, J. (2011). Predictors of school victimization: Individual, familial, and school factors. *Crime & Delinquency*, 57(3), 458-488.

<sup>38</sup> Wynne, S., & Joo, H. (2007). Predicting School Victimization: A Multi-level Approach. *Conference Papers -- American Society of Criminology*, 1.

<sup>39</sup> Kuck, D., & Popp, A., pg. 2

<sup>40</sup> DeVoe, J., pg. 2

**Attachment 4**  
**Census Bureau introductory letter for new households (NCVS-572(L))**

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**NCVS-572(L) SEATTLE  
(8-2012)**



**UNITED STATES DEPARTMENT OF COMMERCE**  
**Economics and Statistics Administration**  
**U.S. Census Bureau**  
Washington, DC 20233-0001  
OFFICE OF THE DIRECTOR

**FROM THE DIRECTOR  
U.S. CENSUS BUREAU**

The U.S. Census Bureau is conducting a survey for the U.S. Department of Justice to obtain information on the type and amount of crime committed against households and individuals throughout the country. A Census Bureau representative will be contacting you soon. Our representative will show an official identification card and ask for some important information on this subject from you and your household.

The information you provide our representative will help inform the country about how much crime there is, where it occurs, when it occurs, what crime costs victims, and which segments of the population are most frequently victimized. Since many crimes are never reported to the police, information from this survey will show a more complete picture of the amount and types of crime occurring in the United States. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

Your address is part of a scientifically selected sample of addresses chosen throughout the country for participation in this survey. Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your voluntary cooperation is very important. I hope you will answer all the survey questions as completely and accurately as possible. Although there are no penalties for failure to answer any questions, each unanswered question substantially lessens the accuracy of the final data. Your answers will be used only to prepare statistical summaries, and no information about your household or you as an individual can be identified from these statistics. The law completely protects your confidential answers from disclosure.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

**REGIONAL DIRECTOR  
US CENSUS BUREAU  
601 UNION ST STE 3800  
SEATTLE WA 98101-1074**

Telephone: 1-800-233-3308

Thank you for your cooperation. The Census Bureau appreciates your help.

A Message From the Director

## **What is the National Crime Victimization Survey all about?**

This survey, called the National Crime Victimization Survey, collects data measuring the types and amount of crime involving people 12 years of age and older. Periodically, the survey includes such additional topics as crime in schools, hate crime, contacts with law enforcement, and crime in the workplace.

## **How was I selected for this survey?**

Actually, we selected your living quarters, not you personally for this survey. We scientifically selected approximately 63,000 addresses across the country to represent the entire population. At each selected address, we interview household members age 12 and older. If your household should move away while your address is still in the survey, we would interview the new family that moves in.

## **Will information I provide be confidential?**

We are conducting this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential. (OMB Number: 1121-0111; Expiration Date: 08/31/2015.)

## **Do I have to participate?**

The survey is voluntary, and there are no penalties for not participating. We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

## **How are the data used?**

Data from this survey are used to provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. To see examples of reports, tables, and charts that use data from the survey, you can visit the Bureau of Justice Statistics' Web site at [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/).

## **I thought that the Census Bureau only operated every 10 years, when they counted people. What is the Census Bureau doing now?**

In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different types of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufactures and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.



**Attachment 5**

**Census Bureau introductory letter for reinterview households (NCVS-573(L))**

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FROM THE DIRECTOR  
U.S. CENSUS BUREAU

Several months ago, a representative from the U.S. Census Bureau contacted residents at your address in connection with the National Crime Victimization Survey, which the Census Bureau is conducting for the U.S. Department of Justice. We are grateful for the cooperation we were given then. The survey now calls for us to interview at your address again. Our representative needs to update the characteristics and experiences of the current residents of this address, whether we talked with you before or whether you moved to this address since our last interview.

This survey collects important information on the extent to which individuals in this country are victims of crime. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

A Census Bureau representative from our field office will contact you shortly to ask you and other members of your household some questions on this subject. We conduct this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, U.S. Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential.

Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your participation in this voluntary survey is extremely important to ensure the completeness and accuracy of the final results. Although there are no penalties for failure to answer any question, each unanswered question substantially lessens the accuracy of the final data.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

REGIONAL DIRECTOR  
US CENSUS BUREAU  
15350 SHERMAN WAY STE 400  
VAN NUYS CA 91406-4203

Telephone: 1-800-992-3530

Thank you for your cooperation. The Census Bureau appreciates your help.

A Message From the Director

## **What is the National Crime Victimization Survey all about?**

This survey, called the National Crime Victimization Survey, collects data measuring the types and amount of crime involving people 12 years of age and older. Periodically, the survey includes such additional topics as crime in schools, hate crime, contacts with law enforcement, and crime in the workplace.

## **How was I selected for this survey?**

Actually, we selected your living quarters, not you personally for this survey. We scientifically selected approximately 63,000 addresses across the country to represent the entire population. At each selected address, we interview household members age 12 and older. If your household should move away while your address is still in the survey, we would interview the new family that moves in.

## **Will information I provide be confidential?**

We are conducting this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, U.S. Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, U.S.C., also requires us to keep all information about you and your household strictly confidential. (OMB Number: 1121-0111; Expiration Date: 08/31/2015.)

## **Do I have to participate?**

The survey is voluntary, and there are no penalties for not participating. We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

## **How are the data used?**

Data from this survey are used to provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. To see examples of reports, tables, and charts that use data from the survey, you can visit the Bureau of Justice Statistics' Web site at [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/).

## **I thought that the Census Bureau only operated every 10 years, when they counted people. What is the Census Bureau doing now?**

In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different kinds of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufactures and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.

**Attachment 6**  
**SCS informational brochure for parents (in English)**

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# The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.



## What is the purpose of this survey?

The purpose of this survey is to collect information about school-related victimizations on a national level. This information will assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels in making informed decisions concerning crime in schools.

## Why is my child being asked to complete this survey?

Your household was one of more than 40,000 households selected to participate in the National Crime Victimization Survey (NCVS). We are asking all students in grades 6 through 12 in those households to complete the 2011 SCS. We are collecting data about crime in schools and how it affects students.

## Who sponsors this survey?

The U.S. Census Bureau is conducting the SCS for the National Center for Education Statistics (NCES) in partnership with the Bureau of Justice Statistics (BJS), the sponsor of the NCVS.

## How often is this survey conducted?

The SCS is conducted every other year along with the NCVS. Your child is being asked to participate in the 2011 SCS.

## What questions are on the survey for my child?

We will ask your child questions about his or her school environment, including

- Perception of school practices to prevent school-related crimes;
- Perceptions of rules and equality at school;
- The availability of drugs, alcohol, and weapons at school;
- The presence of gangs at school;
- Whether he/she has been victimized at school or bullied; and
- Participation in extra-curricular activities.

## What is the benefit of my child answering the survey?

Your child's answers provide valuable information that contributes towards making schools safer. This information will be used by others to make informed decisions about how to best help prevent and reduce crime in schools.

## Will anyone find out what my child's answers are?

No, your child's answers to the survey are completely confidential. Information about specific individuals will not be revealed and the SCS findings are released ONLY in the form of statistical summaries. Names will never be associated with answers. All information that

can identify individuals will be held strictly confidential by the Census Bureau and the BJS according to the provisions stated in Title 13, U.S. Code, Section 9 and Title 42, U.S. Code, Sections 3789g and 3735 (formerly Section 3771). Only Census Bureau employees sworn to preserve this confidentiality may see the completed questionnaires. The respondents are assured confidentiality and informed that their participation is voluntary in a letter from the Director of the Census Bureau.

## Does my child have to complete this survey?

This survey is voluntary and there are no penalties for not participating, but we hope that your child will respond.

## Who uses the information from this survey?

The BJS and the NCES analyze and use the statistical data produced from the SCS. The SCS is an important data source for the *Indicators of School Crime and Safety* report released annually by the NCES. Other SCS data users include legislators; policymakers; academic researchers; practitioners at the federal, state, and local government levels; as well as special interest groups who are concerned with crimes committed at school.

## Some findings

Some findings from the 2007 SCS include

- About 31.7 percent of all students ages 12-18 reported that they were bullied at school.
- Cyber-bullying, which could have occurred anywhere, on or off school property, was reported by 3.7 percent of all students ages 12-18.
- About 36.1 percent of students ages 12-18 who were bullied at school and 30.0 percent of students who were cyber-bullied anywhere notified a teacher or other adult at school about the event.
- About 4.3 percent of students ages 12-18 reported that they were victims of any crime at school.
- Three percent of both males and females ages 12-18 reported being victims of theft at school.
- There was no statistical difference detected between the percentage of public and private school students ages 12-18 who reported being bullied at school.
- Among students ages 12-18 who had been bullied, 62.6 percent reported that they were bullied once or twice in the school year, 20.7 percent reported bullying once or twice a month, 10.1 percent reported bullying once or twice a week, and 6.6 percent reported bullying almost every day.

## Publications

The NCES publishes a wide variety of special reports on crime in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Useful Information

- National Center for Victims of Crime  
1-800-FYI-CALL (1-800-394-2255)  
1-800-211-7996 (TTY)
- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)

National Center for Education Statistics  
Institute of Education Sciences

1990 K Street NW  
Washington, DC 20006-5651

[nces.ed.gov](http://nces.ed.gov)  
202-502-7300

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

# Your Child's Experiences at School

The School Crime  
Supplement (SCS)  
to the National  
Crime Victimization  
Survey for Students  
in Grades 6  
Through 12

Coming soon:  
Your child will be contacted to complete  
the survey between January and June 2011.

NCES 2010-359  
U.S. DEPARTMENT OF EDUCATION

**Attachment 7**  
**SCS informational brochure for parents (in Spanish)**

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# El Suplemento de Delitos en la Escuela (SCS) es una encuesta nacional que les pregunta a estudiantes de 6° a 12° grados escolares acerca de las experiencias que tuvieron en la escuela.



## ¿Cuál es el propósito de esta encuesta?

El propósito de esta encuesta es recopilar información sobre acoso o persecución en las escuelas a nivel nacional. Esta información asistirá a los diseñadores de políticas, así como a los investigadores académicos y practicantes a nivel federal, estatal y local a tomar decisiones informadas con respecto a delitos en las escuelas.

## ¿Por qué le pidieron a mi hijo(a) que completara esta encuesta?

Su hogar fue uno de los más de 40,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (NCVS). Les pedimos a todos los estudiantes de grados 6 a 12 que viven en estos hogares que completen la SCS del 2011. Estamos recopilando datos acerca de delitos en las escuelas y como afectan a los estudiantes.

## ¿Quién es el patrocinador de esta encuesta?

La Oficina del Censo de EE.UU. está llevando a cabo la SCS para el Centro Nacional para Estadísticas de la Educación (NCES) en conjunto con la Oficina de Estadísticas Judiciales (BJS), que es el patrocinador de la NCVS.

## ¿Con qué frecuencia llevan a cabo esta encuesta?

La SCS se lleva a cabo cada 2 años, a la par con la NCVS. Pedimos que su hijo(a) participe en la SCS del 2011.

## ¿Qué preguntas de la encuesta ha de contestar mi hijo(a)?

Le preguntaremos a su hijo(a) sobre el ambiente de su escuela, incluyendo

- Percepción de las prácticas de la escuela para evitar delitos en la escuela;
- Percepciones de las reglas e igualdad en la escuela;
- La disponibilidad de drogas, alcohol y armas en la escuela;
- La presencia de pandillas (gangs) en la escuela;
- Si él o ella ha sufrido intimidación o ha sido perseguido(a) (bullied) en la escuela; y
- Participación en actividades extracurriculares.

## ¿Cuál es el beneficio para mi hijo(a) si contesta a la encuesta?

Las respuestas de su hijo(a) proporcionarán información muy valiosa que contribuirá a una mayor seguridad en la escuela. Esta información la usarán otras personas para tomar decisiones informadas para asistir a prevenir y reducir los delitos en las escuelas.

## ¿Alguien se enterará de las respuestas de mi hijo(a)?

No, las respuestas de su hijo(a) en esta encuesta son completamente confidenciales. Información específica sobre individuos no será divulgada y los resultados de la SCS serán publicados SOLO en forma de resúmenes estadísticos. Los nombres nunca serán asociados con las respuestas. Toda la información que pudiera identificar a un individuo se mantendrá estrictamente confidencial

por la Oficina del Censo de EE.UU. y BJS, de acuerdo a las provisiones fijadas en el Título 13, Código de los Estados Unidos, Sección 9 y en el Título 42, Código de los Estados Unidos, secciones 3789g y 3735 (previamente sección 3771). Solamente los empleados de la Oficina del Censo de EE.UU., quienes están bajo juramento de conservar la confidencialidad, pueden ver los cuestionarios completos. El Director de la Oficina del Censo de EE.UU., por medio de una carta, asegura a los respondientes la confidencialidad y les informa que su participación en la encuesta es voluntaria.

## ¿Tiene que completar la encuesta mi hijo(a)?

Esta encuesta es voluntaria y no hay ninguna sanción por no participar, pero esperamos que su hijo(a) responda a las preguntas.

## ¿Quién usa la información obtenida por medio de esta encuesta?

BJS y NCES analizan y usan los datos estadísticos producidos por el SCS. El SCS es una fuente importante de datos para el informe *Indicadores de Delitos y Seguridad en las Escuelas* que se publica anualmente por NCES. Otros usuarios de la información del SCS son legisladores; diseñadores de políticas; investigadores académicos; practicantes a nivel del gobierno federal, estatal y local; así como grupos de intereses especiales que están preocupados por los delitos cometidos en las escuelas.



## Algunos resultados

Algunos resultados de la SCS del 2007 incluyen

- Alrededor del 31.7 por ciento de todos los estudiantes de 12 a 18 años de edad reportaron que fueron intimidados (bullied) en la escuela.
- La ciber-intimidación, que pudo haber ocurrido en cualquier lugar, sobre la propiedad de la escuela o fuera de ella, fue reportada por un 3.7 por ciento de todos los estudiantes de 12 a 18 años de edad.
- Alrededor del 36.1 por ciento de estudiantes de 12 a 18 años de edad que fueron intimidados en la escuela y 30.0 por ciento de estudiantes que fueron víctimas de la ciber-intimidación en cualquier lugar reportaron el caso a un maestro o a otro adulto de la escuela.
- Alrededor del 4.3 por ciento de estudiantes de 12 a 18 años de edad reportaron que fueron víctimas de algún delito en la escuela.
- Tres por ciento de tanto niños como niñas de 12 a 18 años de edad reportaron haber sido víctimas de robo en la escuela.
- Estadísticamente, no se detectó ninguna diferencia en el porcentaje de estudiantes de 12 a 18 años de edad de escuelas públicas o privadas que reportaron ser víctimas de intimidación en la escuela.
- Entre estudiantes de 12 a 18 años de edad que habían sido intimidados, el 62.6 por ciento reportaron que estas intimidaciones habían ocurrido una o dos veces en el curso escolar, 20.7 por ciento reportaron que habían ocurrido una o dos veces al mes, 10.1 por ciento reportaron que habían ocurrido una o dos veces por semana, y el 6.6 por ciento reportaron que habían ocurrido casi diario.

## Publicaciones

NCES publica una amplia variedad de informes especiales sobre delitos en las escuelas, incluyendo *Delitos, Violencia, Disciplina y Seguridad en las Escuelas Públicas en los Estados Unidos* y *Indicadores de Delitos y Seguridad en las Escuelas*. Para conocer más acerca de estos informes o sobre el SCS, sírvase visitar: <http://nces.ed.gov/programs/crime>.

## Información Útil

- National Center for Victims of Crime (Centro Nacional para Víctimas de Delitos)  
1-800-FYI-CALL (1-800-394-2255)  
1-800-211-7996 (TTY)

National Center for Education Statistics  
(Centro Nacional para Estadísticas de la Educación)  
Institute of Education Sciences  
(Instituto de Ciencias de Educación)

1990 K Street NW  
Washington, DC 20006-5651

[nces.ed.gov](http://nces.ed.gov)  
202-502-7300

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

# Las Experiencias de su Hijo(a) en la Escuela

**Suplemento de  
Delitos en la Escuela  
(SCS) de la Encuesta  
Nacional de  
Víctimas de Delitos  
para estudiantes  
de 6° a 12° grados  
escolares**

**Próximamente:  
Nos comunicaremos con su hijo(a) entre  
enero y junio del 2011 para completar la  
encuesta.**

NCES 2011-308  
U.S. DEPARTMENT OF EDUCATION

**Attachment 8**  
**SCS informational brochure for students (in English)**

---

## Publications

The NCES publishes a wide variety of special reports on crime in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Useful Information

- National Center for Victims of Crime  
1-800-FYI-CALL (1-800-394-2255)  
1-800-211-7996 (TTY)
- Child Help USA  
National Child Abuse Hotline 1-800-4-A-CHILD  
(1-800-422-4453)

National Center for Education Statistics  
Institute of Education Sciences

1990 K Street NW  
Washington, DC 20006-5651

[nces.ed.gov](http://nces.ed.gov)  
202-502-7300

[www.ed.gov](http://www.ed.gov)

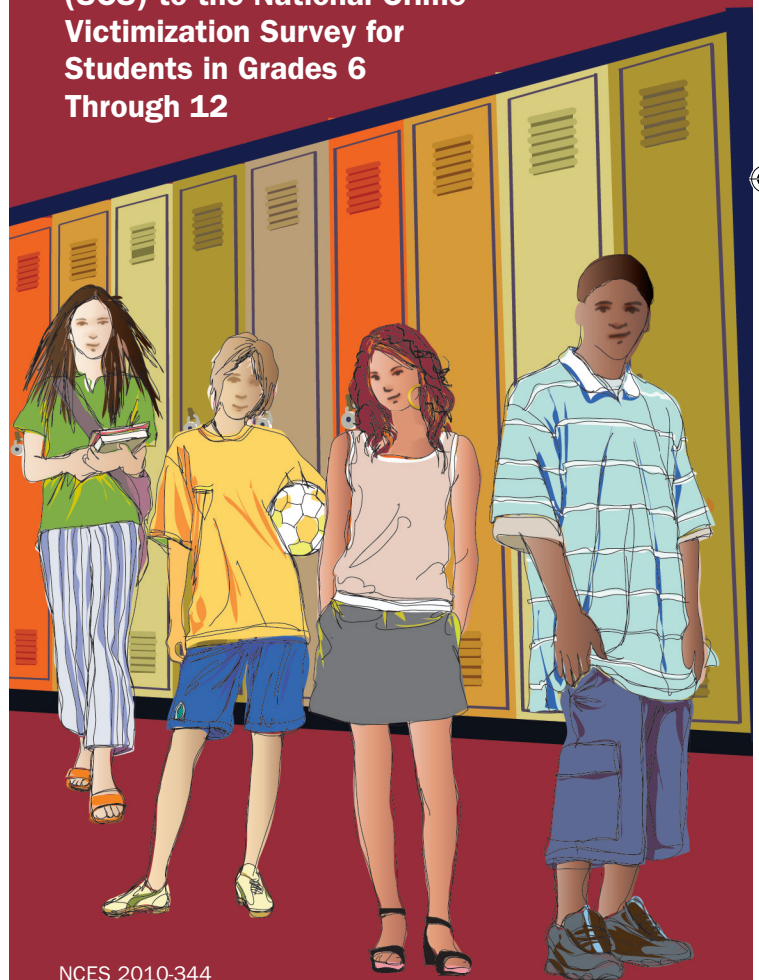


[ies.ed.gov](http://ies.ed.gov)

**ies** NATIONAL CENTER FOR  
EDUCATION STATISTICS  
Institute of Education Sciences

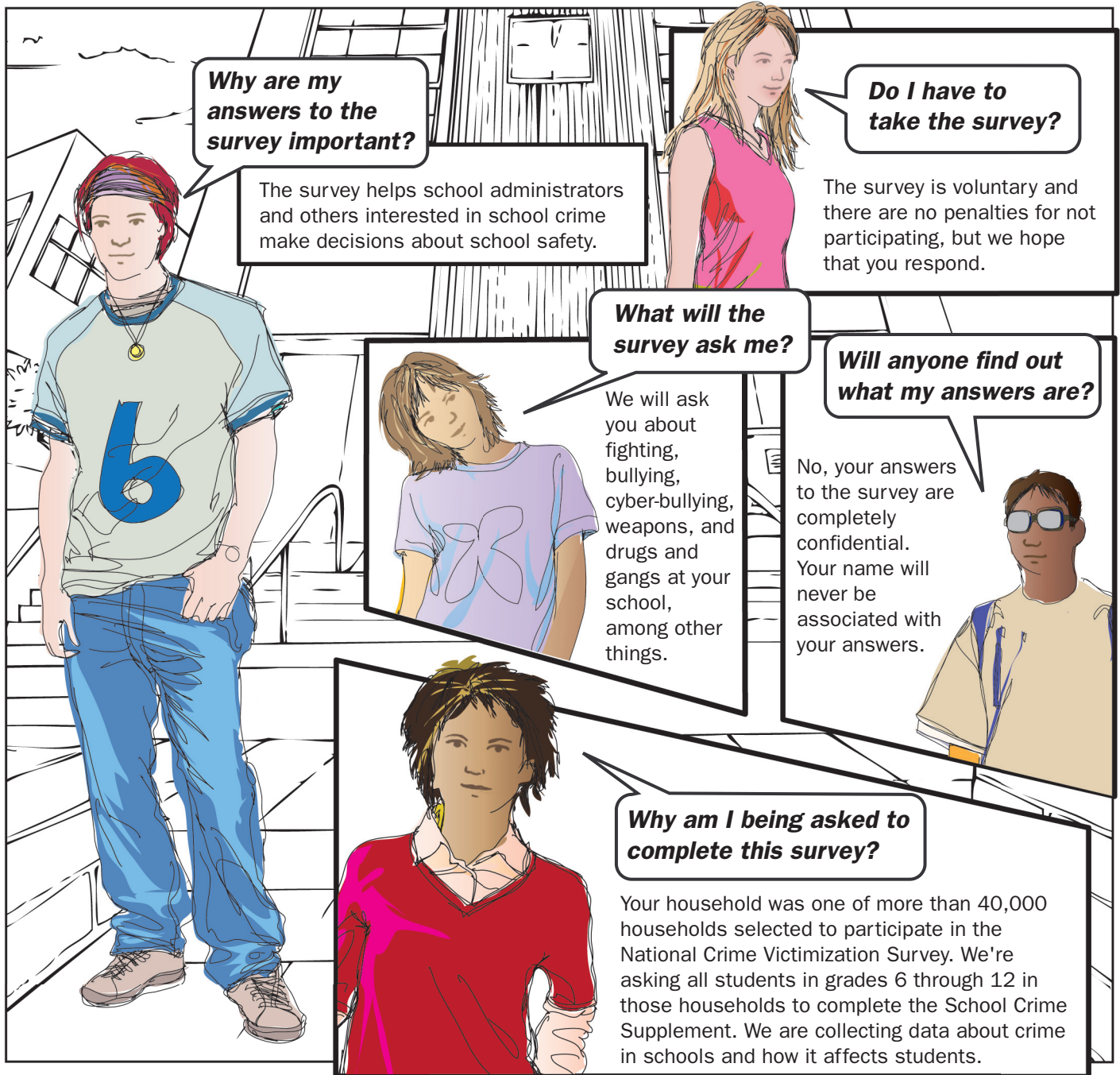
# Tell Us About Your Experiences at School

The School Crime Supplement  
(SCS) to the National Crime  
Victimization Survey for  
Students in Grades 6  
Through 12



NCES 2010-344  
U.S. DEPARTMENT OF EDUCATION

The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.



**Stay tuned!**

**You will be contacted to complete the survey between January and June 2011.**

**Attachment 9**  
**SCS informational brochure for students (in Spanish)**

---

## Publicaciones

NCES publica una amplia variedad de informes especiales sobre delitos en las escuelas, incluyendo *Delitos, Violencia, Disciplina y Seguridad en las Escuelas Públicas en los Estados Unidos* y *Indicadores de Delitos y Seguridad en las Escuelas*. Para conocer más acerca de estos informes o sobre el SCS, sírvase visitar: <http://nces.ed.gov/programs/crime>.

## Información Útil

- National Center for Victims of Crime (Centro Nacional para Víctimas de Delitos)  
1-800-FYI-CALL (1-800-394-2255)  
1-800-211-7996 (TTY)

National Center for Education Statistics  
(Centro Nacional para Estadísticas de la Educación)  
Institute of Education Sciences  
(Instituto de Ciencias de Educación)

1990 K Street NW  
Washington, DC 20006-5651

[nces.ed.gov](http://nces.ed.gov)  
202-502-7300

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

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EDUCATION STATISTICS  
Institute of Education Sciences

# Cuéntenos Acerca de SUS Experiencias en la Escuela

Suplemento de Delitos en la Escuela  
(SCS) de la Encuesta Nacional de  
Víctimas de Delitos para estudiantes  
de 6° a 12° grados escolares



NCES 2011-309  
U.S. DEPARTMENT OF EDUCATION

El Suplemento de Delitos en la Escuela (SCS) es una encuesta nacional que les pregunta a estudiantes de 6° a 12° grados escolares acerca de las experiencias que tuvieron en la escuela.

**¿Por qué son importantes mis respuestas para la encuesta?**

La encuesta ayuda a los administradores de las escuelas y otras personas interesadas en el delito escolar a tomar decisiones acerca de la seguridad en las escuelas.

**¿Tengo que participar en esta encuesta?**

La encuesta es voluntaria y no hay ninguna sanción por no participar, pero esperamos que usted responda.

**¿Qué preguntas me harán en esta encuesta?**

Le vamos a preguntar sobre las peleas, la intimidación (bullying), la ciberintimidación, las armas, y las drogas y las pandillas (gangs) en su escuela, entre otras cosas.

**¿Alguien se enterará de mis respuestas?**

No, sus respuestas a la encuesta son completamente confidenciales. Su nombre nunca se asociará a sus respuestas.

**¿Por qué me pidieron que complete esta encuesta?**

Su hogar fue uno de los más de 40,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (NCVS). Les pedimos a todos los estudiantes de grados 6° a 12° que viven en estos hogares que completen el Suplemento de Delitos en la Escuela (SCS). Estamos recopilando datos sobre los delitos en las escuelas y como afectan a los estudiantes.

**¡Manténganse en contacto!**

**Nos comunicaremos con usted entre enero y junio del 2011 para completar la encuesta.**

**Attachment 10**  
**2011 SCS Nonresponse bias analysis report**

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April 25, 2012

MEMORANDUM FOR Kathryn A. Chandler  
Director, Sample Surveys Studies Program  
National Center for Education Statistics

Through: Enrique Lamas  
Acting Chief, Demographic Surveys Division  
U.S. Census Bureau

From: Ruth Ann Killion  
Chief, Demographic Statistical Methods Division  
U.S. Census Bureau

Subject: National Crime Victimization Survey: Evaluating Nonresponse  
Bias in the 2011 School Crime Supplement



Attached is a copy of the report "Evaluating Nonresponse Bias in the 2011 School Crime Supplement to the National Crime Victimization Survey".

cc:

W. Sabol	(BJS)	P. Flanagan	(DSMD)
M. Planty		S. Ash	
J. Truman		L. Longsine	
L. Bynum	(DSD)	J. Burcham	
M. Wilson			
D. Watt			
C. Seamands			
S. Bittner			

National Crime Victimization Survey

---

Demographic Statistical Methods Division  
U.S. Census Bureau

# Evaluating Nonresponse Bias in the 2011 School Crime Supplement to the National Crime Victimization Survey

Joseph Burcham

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April 12, 2012

## Evaluating Nonresponse Bias in the 2011 School Crime Supplement

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## 1. Executive Summary

This report presents results of our analysis of various nonresponse estimates computed for the 2011 School Crime Supplement (SCS) which was a supplement to the National Crime Victimization Survey (NCVS). In addition to overall nonresponse rates, we computed response rates, respondent and non-respondent distribution estimates, and nonresponse bias estimates for various subgroups. Persons age 12-18 made up the universe for most of the estimates presented here.

- The overall person response rate for the SCS was 55.0 percent. The NCVS household response rate in January to June 2011 was 90.8 percent. The NCVS person response rate for persons age 12-18 was 70.5 percent and the SCS person response rate was 85.9 percent.
- Person-Level Nonresponse - High nonresponse bias estimates were observed for several subgroups. However, due to the small SCS sample size and, therefore, small subgroup sizes, the high numbers may be due to fluctuations among the subgroups instead of a real nonresponse problem. The most concerning results are for the Hispanic subgroup, which displayed a large amount of nonresponse bias.
- Item Nonresponse - Important questions have 100 percent or nearly 100 percent response so item nonresponse is not a problem for this survey.
- Because of the strong indicators of nonresponse bias for Hispanic origin, we recommend that Hispanic origin be considered as one of the nonresponse adjustment cells in the future.

## 2. Introduction

This document presents results from our evaluation of nonresponse bias in the 2011 SCS. We conducted this study because we expected the overall response rate for 2011 SCS to be below 80 percent. The Office of Management and Budget (OMB) provides guidelines for conducting a nonresponse bias study when the expected unit response rate of a survey is below 80 percent. See the guidelines in [1].

The purpose of this study is to compute overall response rates, identify the different subgroups where nonresponse is occurring, and also to get an indication of the magnitude of nonresponse bias that exists in the 2011 SCS. See [2] for more background on the nonresponse bias plan.

### 3. Overview of 2011 SCS

The 2011 SCS was co-designed by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS). Its purpose is to produce national level estimates of school-related victimization. The supplement took place in January-June 2011 and was administered to the same sample units that were in sample for NCVS during that time period. All students who met the following criteria were in scope:

1. Age 12-18
2. Attended school any time during the previous six months
3. Were enrolled in grades 6-12
4. Were not home schooled
5. Already completed their NCVS interview for the same time period [3]

All NCVS and SCS interviews were conducted in a computer-assisted personal interviewing (CAPI) environment. Interviews could be conducted by telephone or by personal visit.

There are three ways that a person can be a non-respondent to the SCS:

- The household did not respond to NCVS.
- The household responded to NCVS, but a student within the household (that would be in scope for SCS) did not respond to the NCVS interview.
- A person responded to NCVS, but did not respond to SCS.

Nonresponse bias is reduced by applying weight adjustments to respondents within the same demographic groups during our estimation. The following bullets explain how the demographic groups are formed for each of the three noninterview adjustments:

- NCVS household noninterview adjustment – groups are formed by urbanicity, race, and whether or not the household is inside a Core Based Statistical Area (CBSA). A CBSA is a geographic entity that has an urban core of at least 10,000 population and surrounding counties with a high degree of social and economic integration with the urban core.
- NCVS person noninterview adjustment – groups are formed by region, age, race, and sex.
- SCS noninterview adjustment – groups are formed by age, race, and sex.

In the noninterview adjustments, we create the demographic groups so that the cases within one group share a lot of similar characteristics. Although it is not guaranteed for any one group, as a rule, “similar characteristics” means that members of the group have similar exposure to school crime and are similar in their likelihood to respond to the survey. The groups were initially established by choosing variables which were thought to be related to nonresponse and nonresponse bias.

Nonresponse bias could still be present in the estimates after the nonresponse adjustments. This is true for two reasons:

- There could be nonresponse bias associated with demographic characteristics that are not included in the nonresponse adjustment groups.
- We do not have any descriptive information about non-respondents, therefore we are unable to adjust for them.

#### 4. Methods

An ideal way of examining nonresponse bias is to measure the estimate of interest for respondents as well as non-respondents and relate the difference to the magnitude of nonresponse that exists. We cannot examine nonresponse in this way because we do not have an estimate of school crime for the non-respondents. An alternative is to compare the characteristics of the respondents and the non-respondents to see if they are similar, which is what we have done in this report.

The study involved the calculation of response rates, respondent and non-respondent distributions, and nonresponse bias estimates for several different subgroups of SCS and NCVS data. The response rates tell us the percentage of a particular subgroup that responds to the SCS or the NCVS. It is useful to compare response rates for different subgroups. Respondent and non-respondent distributions show us the relative number of respondents or non-respondents within the different levels of a subgroup variable. The nonresponse bias estimates give us information about the impact of nonresponse that exists. We generally computed estimates related to person response and item response. We examined estimates related to household nonresponse in previous nonresponse bias studies, but could not include household estimates here because:

- No reliable data are available for nonresponding households.
- The household results would lose a degree of accuracy because we cannot limit households to those that contain students between 12 and 18 years of age.

We produced estimates for different subgroups (such as male/female, black/non-black, different regions, etc.) in order to try to pinpoint certain groups that are more prone to nonresponse. The characteristics must be available for both respondents and non-respondents.

### *Obtaining Descriptive Variables for Non-respondents*

For SCS non-interviews, we first tried to get values for the descriptive variables from the corresponding NCVS interviews in the first half of 2011. If values could not be found there, they went to NCVS data from the past to try to get the values. Similarly, for NCVS person noninterviews in the first half of 2011, we tried to get values from NCVS data from the past.

In NCVS production, some variables that are still blank after looking at past data are given values through allocation in program edits (i.e., the values were imputed). However, we are not using values that are allocated in the edits in this study.

### *Obtaining and Using County-Level Statistics*

We computed the county Uniform Crime Reporting (UCR) crimes per person using 2009<sup>1</sup> UCR data from the FBI and 2009 population estimates from Population Division (POP). We identified the counties that had SCS sample and grouped the counties into three categories of UCR crime level (low, medium, high). We made use of the unweighted SCS cases to make the categories as equal as possible.

We also obtained county level median income from 2005 to 2009 ACS data and formed three categories in the same way described in the paragraph above.

### *Weights*

In the detailed weighting process for NCVS, baseweights were adjusted with several different factors, which are: weighting control factor, new permit factor, weighting factor cap, within-household noninterview factor, household noninterview factor, first-stage ratio-estimate factor, and second-stage ratio estimate factor.

Since the noninterview adjustment components of the final NCVS weights are created so that respondents represent the non-respondents, non-respondents do not have final person weights. Therefore, baseweights were used in this study when computing weighted data. The baseweight is the inverse of the probability of selection of a unit or person.

### *Universes for the Estimates*

Many of the estimates shown in this report were computed for two different universes:

- All persons in scope for SCS (numbers 1-5 from section 3).
- All persons age 12-18 in scope for NCVS (number 1 from section 3) excluding NCVS interviews screened out for SCS.

---

<sup>1</sup> The one exception is for Illinois. Data from 2009 was not available, so we used 2008 UCR data for that state.

The point of the 12-18 universe was to approximate the persons in the original NCVS sample that would be in scope for SCS. This universe includes persons in the SCS workload as well as NCVS non-interviews.

For tables based on the NCVS universe, we examined NCVS nonresponse. For the tables based on the SCS universe, we examined SCS nonresponse. We include both sets of estimates because not responding to NCVS is one reason why a person does not respond to SCS. People that did not respond to NCVS were not in the SCS workload, so these people did not respond to SCS either.

### *Estimates*

The response rates reported in this document are simply the percentage of a certain group that responds. For example, the percentage of males that respond. For respondent distributions, the estimate for males is the percentage of respondents that are male. Similarly, the non-respondent distribution estimate for males is the percentage of non-respondents that are male. To examine the association between nonresponse and available demographic variables, we computed chi-square tests.

The formula that we used to examine nonresponse bias is:

$$Bias(\bar{y}_r) = (\bar{y}_r - \bar{y}_t) \times 100 = \left( \frac{\sum_{k \in Sr} W_k Y_k}{\sum_{k \in Sr} W_k} - \frac{\sum_{k \in St} W_k Y_k}{\sum_{k \in St} W_k} \right) \times 100$$

where

- $\bar{y}_t$  = the mean based on all sample cases
- $\bar{y}_r$  = the mean based only on respondent cases
- $Sr$  = total respondents in sample
- $St$  = total persons in sample
- $Y_k$  = one person with characteristic of interest
- $W_k$  = weight of a person



For example, we compute the nonresponse bias for males as

$$\left( \frac{\text{total respondent males}}{\text{total respondents}} - \frac{\text{total males}}{\text{total persons in sample}} \right) \times 100$$

Ideally, nonresponse bias estimates should be based on rates of school crime. We cannot compute our nonresponse bias estimates based on school crime because we do not know the crime rates for the non-respondents.

## 5. Overall Response Rates

Table 1 shows the overall response rates for NCVS households, NCVS persons age 12-18, and SCS persons, as well as a combined response rate. We estimate that only 56.5 percent of people in the SCS universe completed the SCS interview. Note that the household response rate is based on all households because we do not know which nonresponding households contain persons in the SCS universe. The NCVS person response rate uses person non-interviews for age 12-18, so this is an approximation of the persons that would have been in the SCS universe. See “Universes of the Estimates” in section 4 for more information.

**Table 1: Overall Unit Response Rates**

Type of Rate	Response Rate		
NCVS Household	90.8%		
Person	60.6%*	NCVS (12-18)	70.5%
		SCS	85.9%
Overall	55.0%		

\* Combined NCVS and SCS person response rate

Table 2 shows the unweighted total sample counts, total eligible units, and total completed interviews for the different types of sample units in the first half of 2011. The person universe only includes persons that are age 12-18.

**Table 2: Sample Counts for January – June 2011**

Sample Unit	Unweighted		
	Original Sample (Eligible & Ineligible)	Eligible Units	Completed Interviews
NCVS Households	62,965	52,238	47,404
NCVS Persons 12-18	N/A	10,341	7,492
SCS Persons	N/A	6,802	5,860

6. Obtaining Values of Variables for Person Non-respondents

The following tables display the number of non-interviews that received values for subgroup variables from post-interviewing sources as well as the counts by source.

**Table 3: Obtaining Values of Variables for SCS Person Non-interviews**

Variable	Total Non-interviews	Obtained from Current or Past NCVS Data	Still Blank
Age	945	887	58
Sex	945	944	1
Race	945	924	21
Hispanic	945	936	9
Tenure	945	945	0

**Table 4: Obtaining Values of Variables for NCVS Person (Age 12-18) Non-interviews**

Variable	Total Non-interviews	Obtained from Current or Past NCVS Data	Still Blank
Age	2,849	2,595	254
Sex	2,849	2,844	5
Race	2,849	2,810	39
Hispanic	2,849	2,829	20
Tenure	2,849	2,849	0

As shown in the above tables, we were able to obtain values of the subgroup variables from current or past NCVS data for the large majority of person noninterviews. Therefore, we expect the subgroup estimates presented in this document to be reliable in terms of the characteristics of interviews versus noninterviews.

## 7. Person Nonresponse Estimates

This section shows response rates, respondent and non-respondent distributions, and nonresponse bias estimates for persons, and includes a discussion of person nonresponse estimates. We present two tables for each type of estimate. One of the tables is for SCS persons and the other table is for NCVS persons. Due to the small number of blank values for the subgroup variables (as shown in section 6), we generally do not provide the “blank” categories in the following tables. The exception is for the tables of distributions, where it is useful to see the percentage accounted for by blanks.

*Response Rates*

Table 5 shows response rates for all NCVS persons, age 12-18, by subgroup variable.

**Table 5: Person Response Rates for NCVS Persons**

Characteristic	% of Total	Response Rate (%)
<b>Age</b>		
12	13.9%	75.9%
13	14.3%	78.3%
14	13.8%	73.0%
15	14.5%	72.4%
16	14.8%	69.6%
17	14.5%	71.7%
18	10.3%	60.5%
<b>Sex</b>		
Male	50.8%	69.8%
Female	49.1%	71.3%
<b>Race</b>		
White Only	77.5%	71.3%
Black Only	13.5%	65.1%
Asian Only	3.8%	70.9%
All Others	4.8%	74.8%
<b>Hispanic Origin</b>		
Hispanic	20.0%	77.8%
Non-Hispanic	79.7%	68.8%
<b>Urbanicity</b>		
Urban	27.0%	73.5%
Suburban	49.9%	68.6%
Rural	23.1%	71.1%
<b>Region</b>		
Northeast	16.8%	62.8%
Midwest	24.9%	69.4%
South	35.2%	72.3%
West	23.1%	74.5%
<b>Tenure of Household</b>		
Owner	70.9%	69.4%
Renter	29.1%	73.3%
<b>County UCR Crimes</b>		
Low	33.7%	67.9%
Medium	33.1%	71.3%
High	33.2%	72.3%
<b>County Median Income</b>		
Low	33.4%	72.4%
Medium	33.6%	69.5%
High	33.0%	69.7%
<b>Overall</b>	100%	70.5%

Table 6 shows response rates for SCS persons, by subgroup variable.

**Table 6: Person Response Rates for SCS Persons**

Characteristic	% of Total	Response Rate (%)
<b>Age</b>		
12	13.8%	85.1%
13	14.8%	85.8%
14	14.6%	90.3%
15	15.2%	89.9%
16	14.8%	90.4%
17	14.8%	87.6%
18	10.1%	71.5%
<b>Sex</b>		
Male	51.3%	85.9%
Female	48.6%	85.8%
<b>Race</b>		
White Only	75.8%	86.2%
Black Only	15.1%	84.6%
Asian Only	4.0%	83.8%
All Others	4.9%	88.0%
<b>Hispanic Origin</b>		
Hispanic	21.4%	87.0%
Non-Hispanic	78.4%	85.7%
<b>Urbanicity</b>		
Urban	29.2%	84.6%
Suburban	48.7%	85.8%
Rural	22.2%	87.6%
<b>Region</b>		
Northeast	17.2%	82.9%
Midwest	24.0%	83.0%
South	35.3%	87.3%
West	23.5%	88.8%
<b>Tenure of Household</b>		
Owner	68.9%	86.0%
Renter	31.1%	85.5%
<b>County UCR Crimes</b>		
Low	32.8%	86.1%
Medium	33.3%	86.0%
High	33.9%	85.5%
<b>County Median Income</b>		
Low	33.5%	85.8%
Medium	33.1%	85.7%
High	33.4%	86.1%
<b>Overall</b>	100%	85.9%

Comparing table 5 and table 6, we see that the response rate for persons age 18 is lower than that of other ages for both NCVS persons and SCS persons. Among NCVS persons, females have a slightly higher response rate than males. For SCS persons, male and female response rates are about the same. In both tables, “All other races” shows the highest response rate, followed by “White Only.” Hispanic persons had a response rate that was nine percent higher than non-hispanics in the NCVS interview but Hispanics had only a slightly higher response rate in the SCS interview. Response rates do not vary much for urban, suburban, and rural areas. For both tables, the west region shows the highest response rate, followed by the south. Renter

households had a higher response rate than owner households in the NCVS interview, but for the SCS interview they are about the same. NCVS results display a higher response rate in high crime areas, but for SCS results, the rates do not vary much among the low, medium, and high categories. Areas with low median income show a higher response rates than other areas in the NCVS interview, but the rates do not vary much among the three categories for the SCS interview.

#### *Respondent and Non-respondent Distributions*

Tables 7 and 8 show comparisons of respondent and non-respondent distributions for persons in the different subgroups.

**Table 7: Person Respondent and Non-respondent Distributions for NCVS Persons**

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
<b>Age</b>				
12	14.9%	11.3%	1286.09 (7)	< 0.0001
13	15.9%	10.5%		
14	14.3%	12.7%		
15	14.9%	13.6%		
16	14.6%	15.3%		
17	14.8%	14.0%		
18	8.8%	13.8%		
Blank	1.8%	8.9%		
<b>Sex</b>				
Male	50.3%	52.1%	39.62 (2)	<0.0001
Female	49.7%	47.8%		
Blank	0.02%	0.2%		
<b>Race</b>				
White Only	78.4%	75.5%	101.38 (4)	< 0.0001
Black Only	12.5%	16.0%		
Asian Only	3.9%	3.8%		
All Others	5.1%	4.1%		
Blank	0.2%	0.7%		
<b>Hispanic Origin</b>				
Hispanic	22.1%	15.1%	168.47 (2)	< 0.0001
Non-Hispanic	77.8%	84.3%		
Blank	0.1%	0.7%		
<b>Urbanicity</b>				
Urban	28.2%	24.3%	27.17 (2)	<0.0001
Suburban	48.6%	53.1%		
Rural	23.3%	22.6%		
<b>Region</b>				
Northeast	14.9%	21.2%	113.70 (3)	< 0.0001
Midwest	24.6%	25.8%		
South	36.1%	33.1%		
West	24.5%	20.0%		
<b>Tenure of Household</b>				
Owner	69.8%	73.7%	39.03 (2)	< 0.0001
Renter	30.2%	26.3%		
Blank	0.0%	0.0%		
<b>County UCR Crimes</b>				
Low	32.5%	36.6%	24.72 (2)	<0.0001
Medium	33.5%	32.2%		
High	34.0%	31.2%		
<b>County Median Income</b>				
Low	34.3%	31.2%	11.07 (2)	0.004
Medium	33.1%	34.8%		
High	32.6%	33.9%		
<b>Overall</b>	100%	100%		

**Table 8: Person Respondent and Non-respondent Distributions for SCS Persons**

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
<b>Age</b>				
12	13.7%	14.6%	1012.08 (7)	< 0.0001
13	14.8%	14.9%		
14	15.4%	10.1%		
15	15.9%	10.9%		
16	15.6%	10.0%		
17	15.1%	13.0%		
18	8.4%	20.4%		
Blank	1.1%	6.2%		
<b>*Sex</b>				
Male	51.4%	51.1%	0.06 (2)	0.81
Female	48.6%	48.8%		
Blank	0.0%	0.1%		
<b>Race</b>				
White Only	76.1%	73.8%	124.86 (4)	< 0.0001
Black Only	14.9%	16.4%		
Asian Only	3.9%	4.5%		
All Others	5.1%	4.2%		
Blank	0.1%	1.1%		
<b>Hispanic Origin</b>				
Hispanic	21.7%	19.7%	145.79 (2)	< 0.0001
Non-Hispanic	78.3%	79.3%		
Blank	0.0001%	1.0%		
<b>Urbanicity</b>				
Urban	28.7%	31.8%	9.90 (2)	0.0071
Suburban	48.7%	48.7%		
Rural	22.6%	19.5%		
<b>Region</b>				
Northeast	16.6%	20.8%	60.42 (3)	< 0.0001
Midwest	23.2%	28.8%		
South	35.9%	31.7%		
West	24.3%	18.6%		
<b>Tenure of Household</b>				
Owner	69.1%	68.1%	17.23 (2)	0.0002
Renter	30.9%	31.9%		
<b>County UCR Crimes</b>				
Low	32.9%	32.2%	0.41 (2)	0.81
Medium	33.4%	33.1%		
High	33.8%	34.6%		
<b>County Median Income</b>				
Low	33.5%	33.7%	0.37 (2)	0.83
Medium	33.0%	33.5%		
High	33.5%	32.8%		
<b>Overall</b>	100%	100%		

\*Sex is never blank for respondents. The chi-square test cannot use empty cells, so the chi-square test for sex does not include blank values. All other chi-square tests include blank values.



The chi-square tests for NCVS persons showed significant differences (at the  $\alpha=0.05$  level) for the distributions of all of the variables. All of them except the test for county median income were highly significant. For SCS persons, the distributions for age, race, Hispanic origin, region, and tenure were highly significant. Urbanicity was significant at the  $\alpha=0.05$  level. Sex, county UCR crimes, and county median income were not significant. For the distributions that were shown to be significantly different, we need to determine if the difference is of practical importance. This was done using the nonresponse bias measure below.

*Nonresponse Bias Estimates*

Our estimates of nonresponse are not based on school crime estimates. The estimates of nonresponse bias shown in Tables 9 and 10 are computed by subtracting the third column (percentage of total persons with the characteristic of interest) from the second column (percentage of respondents with the characteristic of interest).

**Table 9: Nonresponse Bias Estimates for NCVS Persons**

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of “%of Total”
<b>Age</b>				
12	14.9%	13.9%	1.0	7.2%
13	15.9%	14.3%	1.6	11.2%
14	14.3%	13.8%	0.5	3.6%
15	14.9%	14.5%	0.4	2.8%
16	14.6%	14.8%	-0.2	1.4%
17	14.8%	14.5%	0.3	2.1%
18	8.8%	10.3%	-1.5	14.6%
<b>Sex</b>				
Male	50.3%	50.8%	-0.5	1.0%
Female	49.7%	49.1%	0.6	1.2%
<b>Race</b>				
White Only	78.4%	77.5%	0.9	1.2%
Black Only	12.5%	13.5%	-1.0	7.4%
Asian Only	3.9%	3.8%	0.1	2.6%
All Others	5.1%	4.8%	0.3	6.2%
<b>Hispanic Origin</b>				
Hispanic	22.1%	20.0%	2.1	10.5%
Non-Hispanic	77.8%	79.7%	-1.9	2.4%
<b>Urbanicity</b>				
Urban	28.2%	27.0%	1.2	4.4%
Suburban	48.6%	49.9%	-1.3	2.6%
Rural	23.3%	23.1%	0.2	0.9%
<b>Region</b>				
Northeast	14.9%	16.8%	-1.9	11.3%
Midwest	24.6%	24.9%	-0.3	1.2%
South	36.15	35.2%	0.95	2.7%
West	24.5%	23.1%	1.4	6.1%
<b>Tenure of Household</b>				
Owner	69.8%	70.9%	-1.1	1.6%
Renter	30.2%	29.1%	1.1	3.8%
<b>County UCR Crimes</b>				
Low	32.5%	33.7%	-1.2	3.6%
Medium	33.5%	33.1%	0.4	1.2%
High	34.0%	33.2%	0.8	2.4%
<b>County Median Income</b>				
Low	34.3%	33.4%	0.9	2.7%
Medium	33.1%	33.6%	-0.5	1.5%
High	32.6%	33.0%	-0.4	1.2%

**Table 10: Nonresponse Bias Estimates for SCS Persons**

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of “%of Total”
<b>Age</b>				
12	13.7%	13.8%	-0.119	0.9%
13	14.8%	14.8%	-0.009	0.1%
14	15.4%	14.6%	0.755	5.1%
15	15.9%	15.2%	0.715	4.7%
16	15.6%	14.8%	0.792	5.4%
17	15.1%	14.8%	0.295	2.0%
18	8.4%	10.1%	-1.696	16.8%
<b>Sex</b>				
Male	51.4%	51.3%	0.039	0.1%
Female	48.6%	48.6%	-0.026	0.1%
<b>Race</b>				
White Only	76.1%	75.8%	0.332	0.4%
Black Only	14.9%	15.1%	-0.214	1.4%
Asian Only	3.9%	4.0%	-0.094	2.4%
All Others	5.1%	4.9%	0.122	2.5%
<b>Hispanic Origin</b>				
Hispanic	21.7%	21.4%	0.283	1.3%
Non-Hispanic	78.3%	78.4%	-0.142	0.2%
<b>Urbanicity</b>				
Urban	28.7%	29.2%	-0.431	1.5%
Suburban	48.7%	48.7%	-0.011	0.02%
Rural	22.6%	22.2%	0.442	2.0%
<b>Region</b>				
Northeast	16.6%	17.2%	-0.6	3.5%
Midwest	23.2%	24.0%	-0.8	3.3%
South	35.9%	35.3%	0.6	1.7%
West	24.3%	23.5%	0.8	3.4%
<b>Tenure of Household</b>				
Owner	69.1%	68.9%	0.133	0.2%
Renter	30.9%	31.1%	-0.133	0.4%
<b>County UCR Crimes</b>				
Low	32.9%	32.8%	0.1	0.3%
Medium	33.4%	33.3%	0.1	0.3%
High	33.8%	33.9%	-0.1	0.3%
<b>County Median Income</b>				
Low	33.5%	33.5%	0	0.0%
Medium	33.0%	33.1%	-0.1	0.3%
High	33.5%	33.4%	0.1	0.3%

For the NCVS interview, most of the subgroups showed nonresponse bias estimates of about one percent or less. The exceptions are the age 13 and age 18 age groups, Hispanic and non-Hispanic groups, and the northeast region. The Hispanic category shows the most bias at 2.1 percent. While the non-Hispanic subgroup shows a high nonresponse bias estimate, the estimate is only 2.4 percent of the total percentage, so there is not a big impact of nonresponse bias for that subgroup. The age 13 and Hispanic categories showed positive bias, meaning that the response was very good and bias is an issue because of other corresponding categories. For example, response is good in the Hispanic category, but nonresponse among non-Hispanics

causes a large impact of bias in the Hispanic category.

For the SCS interview, most of the subgroups had nonresponse bias estimates that:

- Were less than 0.3 percent, and
- Were less than five percent of the total percentage

The exception was the age 18 category, which had a nonresponse bias estimate of 1.7 percent, which was 16.8 percent of the total percentage.

#### *Person Nonresponse Conclusions*

In the weighting process, the person-noninterview adjustments are applied to cells that are created by region, age, race, and sex. We expect the weighting adjustments to reduce the effect of nonresponse for these categories. However, some of these subgroups showed the most nonresponse bias. The age 18 subgroups showed a lot of bias in the NCVS interview as well as the SCS interview. The age 13 subgroup and the northeast region showed a lot of bias in the NCVS interview but not in the SCS interview.

Given that the SCS has a relatively small sample and some of the subgroups represent a small percentage of the total sample, we can expect some fluctuations. This is one reason why we can observe high nonresponse bias percentages for small subgroups.

Perhaps the most perplexing results concern the northeast region. For the NCVS interviews, the northeast region represents about 17 percent of the total sample and the nonresponse bias estimate for this region is about 11 percent of the total percentage. These results are surprising because all areas of the nation are becoming more and more diverse and census regions represent large geographic areas. We do not understand how there could be enough differences among the regions to cause differences in the response of school crime. We suggest more research into school crime response by region as validation of the results reported here.

The impact of nonresponse is most concerning for the Hispanic category. Because Hispanic origin showed some of the largest bias among the categories in the NCVS interview and it is not used in any of the weight adjustments, we recommend that it be considered as an additional variable for use in the cells of the NCVS person adjustment factor.

## 8. Item Nonresponse Estimates

We computed nonresponse statistics for the following items from the SCS:

- Question #17a – Is it possible to get alcoholic beverages or drugs at your school?
- Question #19a – During this school year, has any student bullied you?
- Question #19b – Thinking about all the ways in which you were bullied, how often did all those things happen?
- Question #19c – Where did the bullying occur?
- Question #19e – What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?
- Question #20a – During this school year has another student cyberbullied you?
- Question #21b – Were any of the hate-related words related to your race, religion, etc.?
- Question #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?
- Question #24 – How often are you afraid that someone will attack or harm you on a school bus on the way to and from school?

**Table 11: Item Response Rates**

Item	Total Persons in Universe	Response Rate
Question #17a	5,857	99.1%
Question #19a	5,857	98.9%
Question #19b	1,634	100.0%
Question #19c	1,634	98.2%
Question #19e	462	99.7%
Question #20a	5,857	98.7%
Question #21b	510	100.0%
Question #23a	5,857	98.8%
Question #24	5,857	98.6%

Due to the skip pattern on the SCS questionnaire, the different items apply to different subgroups of the sample persons. For example, when respondents were asked question 19a (has any student bullied you), and the answer was “yes,” they also had to answer question 19b (how often?). If the answer for 19a was “no,” they got to skip 19b.

### *Item Nonresponse Conclusions*

As shown in Table 11, the response rate for all of the items are either 100 percent or nearly 100 percent. We do not have evidence that there is a nonresponse problem for items.

## 9. Recommendations

We make the following recommendations for the future:

- Based on the nonresponse differences between the Hispanic and non-Hispanic subgroups, we recommend that we consider using Hispanic origin as one of the noninterview adjustment cells when producing NCVS estimates.
- We recommend more research to determine whether or not school crime actually varies by census region.

## 10. Limitations

1. *Using past data to assign subgroup variables to non-respondents* - Due to in-movers and out-movers, it is possible for subgroup variables that we get from past data to be out of date. However, we do not believe our results need to be 100% accurate in order to show major differences between respondents and non-respondents. We assume that the demographics of neighborhoods do not change very much in three years, and therefore, our estimates should be pretty good overall.
2. *Determining the universe* - By defining the overall universe as all persons age 12-18, we only approximate the persons in the original NCVS sample that would be in scope for SCS. The information that determines whether or not an NCVS interview is in scope for SCS (shown in section 3) is collected at the beginning of the SCS interview. Therefore, we did not know exactly how many of the NCVS non-interviews would have been in scope for SCS. We did have age available from NCVS data, so we used that variable (when filled) to approximate NCVS non-interviews that were in scope for SCS.
3. *Variances* - In some nonresponse bias studies, variances are computed for the nonresponse bias estimates. We did not compute variances in this study.
4. *Dependence in the Data* - Housing units are sampled for NCVS, and then persons within the sample housing units are interviewed for NCVS and SCS. This means that the sample persons are clustered within housing units, so the persons are not completely independent. The chi-square test assumes independence, so this clustering should be considered when examining the chi-square test results.

## 11. Who to Contact with Questions

Direct any questions about this document to:

- Joseph Burcham at 763-4278, or

- Stephen Ash at 763-4294

12. Miscellaneous

This memorandum is stored in the directory “M:\ADC-LEDSP\VEB\NCVS\\_Final Memos” with the name “2012-xx NCVS 2011 SCS NR Bias Report v1.0.doc”.

13. References

[1] Guideline 3.2.9, *Standards and Guidelines for Statistical Surveys* (2006), Office of Management and Budget.

[2] Memorandum for Cheryl R. Landman from Ruth Ann Killion, Subject: Nonresponse Bias Plan for the 2011 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), November 24, 2010.

[3] National Center for Education Statistics., “Indicators of School Crime and Safety: 2007,” December 2007.

[3] Memorandum for Cheryl R. Landman from Ruth Ann Killion, Subject: Data Request for the School Crime Supplement (SCS) Nonresponse Bias Study, August 22, 2011.