SCHOOL CLIMATE SURVEY

SUMMARY OF RESULTS

February 20, 2012

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Table of Contents

Overview 2
Surveys 2
Data Building Procedures 3
Student Demographics 3
Summary of Survey Results 4
Survey Section 1: Equity and Inclusion 4
School Acceptance 4
Equity and Inclusion in the School Curriculum 9
Barriers to Education 11
Equity and Fairness in Applying School Rules and Policies 13
Survey Section 2: Bullying, Harassment, and Discrimination 19
School Anti-Discrimination Policies 19
Frequency of Bullying and Harassment 20
Reporting Bullying and Harassment 36
Survey Section 3: Relationship Climate Profile (RCP) 38
Implications 41
Attachments 42
Attachment A: School Climate Survey 43
Attachment B: SPSS Syntax 57
Attachment C: Point Break Program Evaluation (Feb. 2, 2012) 78

Overview

In January 2012, *High School* had 87 students participate in the Campus Life Point Break program.[1] Point Break is a one-day intervention program developed by Campus Life[2] that is designed to improve the relational climate of participating high schools and improve student Attitudes, Behaviors, and Values (ABVs) in a variety of areas that are important to maintaining a healthy school climate. Schools that participate in the Point Break program receive a School Climate Evaluation, which is provided through a partnership between Campus Life and Biddle Consulting Group, Inc. (BCG).[3]

The School Climate Evaluation is completed by administering a three-part survey to students that evaluates their viewpoints regarding the school's inclusiveness in the education process and content (Section 1), bullying and harassment (Section 2), and relational climate among students (Section 3). This survey was administered to 460 students in December, 2011 during classroom time. In February 2012, BCG completed the analyses and summarized the results in this report.

Surveys

The School Climate Evaluation survey includes 170 multiple-choice questions provided in three sections: (1) equity and inclusive education (56 questions); (2) bullying/harassment, including discrimination and sexual harassment among students (60 questions); and (3) the Relational Climate Profile (RCP), which includes 49 questions measuring the Attitudes, Beliefs, and Values (ABVs) of students on a variety of school-related topics.

The RCP section of the survey has been used in multiple high schools for conducting research related to the Point Break program conducted by Campus Life. The nine ABVs measured by the RCP include:

1. Bullying/teasing
2. Willingness to reach for help
3. Gossiping
4. Openness of expression
5. Judging others
6. Valuing others
7. Having empathy towards others
8. Having a hopeful life outlook
9. Violence/Harassment

[1] See www.pointbreakonline.org for additional information.
[2] Campus Life is a division of Youth for Christ (YFC). Campus Life combines healthy relationships with creative programs to help young people make good choices, establish a solid foundation for life, and positively impact their schools.
[3] BCG is a Human Resource consulting firm that specializes in Equal Employment Opportunity and Affirmative Action research and consulting and personnel test development and validation. BCG assigned several senior/principal level consulting staff members to this project.

A copy of the survey is provided in Attachment A.

Data Building Procedures

Because teenage survey respondents are sometimes more prone to respond randomly than other populations, special care was taken to reduce the survey population by screening out possible random (or intentionally disingenuous) responders. This involved screening out survey records that included response options (A-E) that are not available (or logical) for questions on the survey (e.g., responding with "C" when the only options provided by the survey were "A" or "B"). In addition, the RCP section of the survey included a pair of validity questions that was used for identifying random responders. This process reduced the total number of students who completed the surveys from 460 to 343.

Scantron surveys and Microsoft Excel were used for capturing survey response data and SPSS[4] was used for all data building and analysis work. The SPSS Syntax that was used for the analysis process is provided in Attachment B.

Student Demographics

The student demographics from the 343 valid survey records are provided in the tables below.

Grade Level.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9th Grade	67	19.5	19.5	19.5
	10th Grade	78	22.7	22.7	42.3
	11th Grade	192	56.0	56.0	98.3
	12th Grade	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

Gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	150	43.7	43.7	43.7
	Female	193	56.3	56.3	100.0
	Total	343	100.0	100.0	

[4] Statistical Package for the Social Sciences (IBM Corporation). Versions 14-20 were used.

Ethnicity (1=White, 2=African American, 3=Hispanic, 4=Asian, 5=Amer. Ind.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	221	64.4	65.2	65.2
	2.00	11	3.2	3.2	68.4
	3.00	47	13.7	13.9	82.3
	4.00	48	14.0	14.2	96.5
	5.00	12	3.5	3.5	100.0
	Total	339	98.8	100.0	
Missing	System	4	1.2		
Total		343	100.0		

Religion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		128	37.3	37.3	37.3
	Buddhist	5	1.5	1.5	38.8
	Christian	199	58.0	58.0	96.8
	Hindu	3	.9	.9	97.7
	Jewish	4	1.2	1.2	98.8
	Muslim	4	1.2	1.2	100.0
	Total	343	100.0	100.0	

Summary of Survey Results

The results of the survey are provided below. The narrative of this survey has been differentiated from the tables and table headers by using different font type for each.

Survey Section 1: Equity and Inclusion

School Acceptance

Do students enjoy being at school?

I enjoy being at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	21	6.1	6.1	6.1
	Sometimes	112	32.7	32.7	38.8
	Often	117	34.1	34.1	72.9
	Always or Almost Always	90	26.2	26.2	99.1
	Invalid	3	.9	.9	100.0
	Total	343	100.0	100.0	

Do students feel accepted by other students and adults?

I feel accepted by students in my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Never or Almost Never	18	5.2	5.2	5.8
	Sometimes	65	19.0	19.0	24.8
	Often	127	37.0	37.0	61.8
	Always or Almost Always	127	37.0	37.0	98.8
	Invalid	4	1.2	1.2	100.0
	Total	343	100.0	100.0	

I feel accepted by adults in my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	19	5.5	5.5	5.5
	Sometimes	47	13.7	13.7	19.2
	Often	111	32.4	32.4	51.6
	Always or Almost Always	164	47.8	47.8	99.4
	Invalid	2	.6	.6	100.0
	Total	343	100.0	100.0	

How do students feel about extra help being available when they need it?

Extra help is available at my school when I need it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	23	6.7	6.7	6.7
	Sometimes	37	10.8	10.8	17.5
	Often	102	29.7	29.7	47.2
	Always or Almost Always	178	51.9	51.9	99.1
	Invalid	3	.9	.9	100.0
	Total	343	100.0	100.0	

Do students feel welcome or unwelcome? If they feel unwelcome, what are the primary reasons?

I feel unwelcome or uncomfortable at school because of my gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	314	91.5	91.5	91.5
	Sometimes	21	6.1	6.1	97.7
	Often	1	.3	.3	98.0
	Always or Almost Always	6	1.7	1.7	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of my ethnocultural or racial background.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	291	84.8	84.8	84.8
	Sometimes	32	9.3	9.3	94.2
	Often	10	2.9	2.9	97.1
	Always or Almost Always	8	2.3	2.3	99.4
	Invalid	2	.6	.6	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of my language background (my first language).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	320	93.3	93.3	93.3
	Sometimes	10	2.9	2.9	96.2
	Often	6	1.7	1.7	98.0
	Always or Almost Always	5	1.5	1.5	99.4
	Invalid	2	.6	.6	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of my appearance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Never or Almost Never	189	55.1	55.1	55.4
	Sometimes	115	33.5	33.5	88.9
	Often	26	7.6	7.6	96.5
	Always or Almost Always	11	3.2	3.2	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of my religion or faith.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	290	84.5	84.5	84.5
	Sometimes	34	9.9	9.9	94.5
	Often	10	2.9	2.9	97.4
	Always or Almost Always	8	2.3	2.3	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of a disability I have .

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	319	93.0	93.0	93.0
	Sometimes	18	5.2	5.2	98.3
	Always or Almost Always	5	1.5	1.5	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I feel unwelcome or uncomfortable at school because of my sexual orientation or perceived sexual orientation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	Never or Almost Never	314	91.5	91.5	91.8
	Sometimes	17	5.0	5.0	96.8
	Often	6	1.7	1.7	98.5
	Always or Almost Always	4	1.2	1.2	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

Do students feel like they are welcome in school activities, teams, or clubs?

Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	259	75.5	75.5	75.5
	Yes	84	24.5	24.5	100.0
	Total	343	100.0	100.0	

Why don't students feel welcome to various activities, teams, or clubs?

I do not feel that I am welcome or that I belong because of my gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	2.3	2.3	2.3
	Never or Almost Never	315	91.8	91.8	94.2
	Sometimes	11	3.2	3.2	97.4
	Often	2	.6	.6	98.0
	Always or Almost Always	5	1.5	1.5	99.4
	Invalid	2	.6	.6	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of my ethnocultural or racial background.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	2.3	2.3	2.3
	Never or Almost Never	305	88.9	88.9	91.3
	Sometimes	19	5.5	5.5	96.8
	Often	2	.6	.6	97.4
	Always or Almost Always	7	2.0	2.0	99.4
	Invalid	2	.6	.6	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of my language background (my first language).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	2.9	2.9	2.9
	Never or Almost Never	316	92.1	92.1	95.0
	Sometimes	10	2.9	2.9	98.0
	Often	1	.3	.3	98.3
	Always or Almost Always	5	1.5	1.5	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of my appearance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	2.3	2.3	2.3
	Never or Almost Never	241	70.3	70.3	72.6
	Sometimes	58	16.9	16.9	89.5
	Often	20	5.8	5.8	95.3
	Always or Almost Always	16	4.7	4.7	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of my religion or faith.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	2.9	2.9	2.9
	Never or Almost Never	301	87.8	87.8	90.7
	Sometimes	22	6.4	6.4	97.1
	Often	1	.3	.3	97.4
	Always or Almost Always	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of a disability I have.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	2.9	2.9	2.9
	Never or Almost Never	317	92.4	92.4	95.3
	Sometimes	10	2.9	2.9	98.3
	Always or Almost Always	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

I do not feel that I am welcome or that I belong because of my sexual orientation or perceived sexual orientation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	1.7	1.7	1.7
	Never or Almost Never	312	91.0	91.0	92.7
	Sometimes	15	4.4	4.4	97.1
	Often	4	1.2	1.2	98.3
	Always or Almost Always	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

Equity and Inclusion in the School Curriculum

Are students learning about the experiences or achievements of various groups?

At *High School* how often have you learned about the experiences and/or achievements of women and girls?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	Never or Almost Never	52	15.2	15.2	15.5
	Sometimes	181	52.8	52.8	68.2
	Often	109	31.8	31.8	100.0
	Total	343	100.0	100.0	

At *High School* how often have you learned about the experiences and/or achievements of diverse ethnocultural or racial groups?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	62	18.1	18.1	18.7
	Sometimes	152	44.3	44.3	63.0
	Often	127	37.0	37.0	100.0
	Total	343	100.0	100.0	

At *High School* how often have you learned about the experiences and/or achievements of diverse religious/faith communities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	95	27.7	27.7	28.3
	Sometimes	154	44.9	44.9	73.2
	Often	92	26.8	26.8	100.0
	Total	343	100.0	100.0	

At *High School* how often have you learned about the experiences and/or achievements of people with disabilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	138	40.2	40.2	40.2
	Sometimes	158	46.1	46.1	86.3
	Often	47	13.7	13.7	100.0
	Total	343	100.0	100.0	

At *High School* how often have you learned about the experiences and/or achievements of gay, lesbian, and bisexual people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	249	72.6	72.6	72.6
	Sometimes	68	19.8	19.8	92.4
	Often	26	7.6	7.6	100.0
	Total	343	100.0	100.0	

Barriers to Education

Do students feel that there are barriers that stand in the way of your learning at school?

Do you feel that there are barriers that stand in the way of your learning at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	No	186	54.2	54.2	54.5
	Yes	57	16.6	16.6	71.1
	Not sure	99	28.9	28.9	100.0
	Total	343	100.0	100.0	

If students answered "Yes" (they agree there are education barriers), what are the reasons?

If you answered Yes to #30, do you think that these barriers exist because of your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		247	72.0	72.0	72.0
	No	75	21.9	21.9	93.9
	Yes	7	2.0	2.0	95.9
	Not sure	14	4.1	4.1	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of your ethnocultural or racial background?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		252	73.5	73.5	73.5
	No	69	20.1	20.1	93.6
	Yes	11	3.2	3.2	96.8
	Not sure	11	3.2	3.2	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of your language background (your first language)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		252	73.5	73.5	73.5
	No	80	23.3	23.3	96.8
	Yes	3	.9	.9	97.7
	Not sure	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of your appearance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		251	73.2	73.2	73.2
	No	65	19.0	19.0	92.1
	Yes	14	4.1	4.1	96.2
	Not sure	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of your religion or faith?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		251	73.2	73.2	73.2
	No	75	21.9	21.9	95.0
	Yes	6	1.7	1.7	96.8
	Not sure	11	3.2	3.2	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of a disability you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		252	73.5	73.5	73.5
	No	71	20.7	20.7	94.2
	Yes	10	2.9	2.9	97.1
	Not sure	10	2.9	2.9	100.0
	Total	343	100.0	100.0	

If you answered Yes to #30, do you think that these barriers exist because of your sexual orientation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		245	71.4	71.4	71.4
	No	78	22.7	22.7	94.2
	Yes	7	2.0	2.0	96.2
	Not sure	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

Equity and Fairness in Applying School Rules and Policies

Do students believe that rules have been applied to them in a fair way?

Do you feel that school rules have been applied to you in a fair way?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	5.0	5.0	5.0
	Never or Almost Never	25	7.3	7.3	12.2
	Sometimes	72	21.0	21.0	33.2
	Often	124	36.2	36.2	69.4
	Always or Almost Always	105	30.6	30.6	100.0
	Total	343	100.0	100.0	

If the rules have not been applied in a fair way, what are the reasons?

If the school rules have not been applied to you fairly, do you think it is because of your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		239	69.7	69.7	69.7
	Never or Almost Never	81	23.6	23.6	93.3
	Sometimes	11	3.2	3.2	96.5
	Often	12	3.5	3.5	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of your ethnocultural or racial background?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		242	70.6	70.6	70.6
	Never or Almost Never	81	23.6	23.6	94.2
	Sometimes	11	3.2	3.2	97.4
	Often	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of your language background (your first language)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		241	70.3	70.3	70.3
	Never or Almost Never	89	25.9	25.9	96.2
	Sometimes	7	2.0	2.0	98.3
	Often	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of your appearance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		241	70.3	70.3	70.3
	Never or Almost Never	72	21.0	21.0	91.3
	Sometimes	19	5.5	5.5	96.8
	Often	11	3.2	3.2	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of your religion or faith?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		240	70.0	70.0	70.0
	Never or Almost Never	87	25.4	25.4	95.3
	Sometimes	9	2.6	2.6	98.0
	Often	7	2.0	2.0	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of a disability you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		241	70.3	70.3	70.3
	Never or Almost Never	89	25.9	25.9	96.2
	Sometimes	8	2.3	2.3	98.5
	Often	5	1.5	1.5	100.0
	Total	343	100.0	100.0	

If the school rules have not been applied to you fairly, do you think it is because of your sexual orientation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		241	70.3	70.3	70.3
	Never or Almost Never	89	25.9	25.9	96.2
	Sometimes	4	1.2	1.2	97.4
	Often	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

Do students feel like they are treated differently by teachers or administrators?

I am treated by my teachers the same as everyone else.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Never or Almost Never	10	2.9	2.9	3.5
	Sometimes	72	21.0	21.0	24.5
	Often	160	46.6	46.6	71.1
	Always or Almost Always	98	28.6	28.6	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

I am treated by my teachers better than others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	1	.3	.3	.9
	Never or Almost Never	118	34.4	34.4	35.3
	Sometimes	173	50.4	50.4	85.7
	Often	35	10.2	10.2	95.9
	Always or Almost Always	14	4.1	4.1	100.0
	Total	343	100.0	100.0	

I am treated by my teachers worse than others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Never or Almost Never	203	59.2	59.2	59.8
	Sometimes	120	35.0	35.0	94.8
	Often	12	3.5	3.5	98.3
	Always or Almost Always	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

I am treated by the administrators the same as everyone else.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Never or Almost Never	28	8.2	8.2	8.5
	Sometimes	40	11.7	11.7	20.1
	Often	109	31.8	31.8	51.9
	Always or Almost Always	162	47.2	47.2	99.1
	Invalid	3	.9	.9	100.0
	Total	343	100.0	100.0	

I am treated by the administrators better than others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Never or Almost Never	220	64.1	64.1	64.4
	Sometimes	83	24.2	24.2	88.6
	Often	27	7.9	7.9	96.5
	Always or Almost Always	12	3.5	3.5	100.0
	Total	343	100.0	100.0	

I am treated by the administrators worse than others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Never or Almost Never	250	72.9	72.9	73.2
	Sometimes	71	20.7	20.7	93.9
	Often	15	4.4	4.4	98.3
	Always or Almost Always	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

Why do students believe they are treated differently than others?

I feel I am treated better or worse than others because of my gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	No	277	80.8	80.8	81.3
	Yes	33	9.6	9.6	91.0
	Not sure	31	9.0	9.0	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of my ethnocultural or racial background.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	No	292	85.1	85.1	85.4
	Yes	22	6.4	6.4	91.8
	Not sure	28	8.2	8.2	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of my language background my first language).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	314	91.5	91.5	91.5
	Yes	8	2.3	2.3	93.9
	Not sure	21	6.1	6.1	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of my appearance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	No	242	70.6	70.6	70.8
	Yes	55	16.0	16.0	86.9
	Not sure	45	13.1	13.1	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of my religion or faith.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	?	1	.3	.3	1.5
	No	302	88.0	88.0	89.5
	Yes	15	4.4	4.4	93.9
	Not sure	21	6.1	6.1	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of a disability I have.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	?	1	.3	.3	1.5
	No	305	88.9	88.9	90.4
	Yes	15	4.4	4.4	94.8
	Not sure	18	5.2	5.2	100.0
	Total	343	100.0	100.0	

I feel I am treated better or worse than others because of my sexual orientation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	310	90.4	90.4	90.4
	Yes	14	4.1	4.1	94.5
	Not sure	19	5.5	5.5	100.0
	Total	343	100.0	100.0	

Survey Section 2: Bullying, Harassment, and Discrimination

School Anti-Discrimination Policies

Are students aware of the school's policies and procedures regarding bullying, harassment, and discrimination?

My *High School* has a policy or procedure for reporting discrimination.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	No	22	6.4	6.4	7.0
	Yes	121	35.3	35.3	42.3
	Not sure	198	57.7	57.7	100.0
	Total	343	100.0	100.0	

If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		50	14.6	14.6	14.6
	?	1	.3	.3	14.9
	No	50	14.6	14.6	29.4
	Yes	59	17.2	17.2	46.6
	Not sure	183	53.4	53.4	100.0
	Total	343	100.0	100.0	

Do you feel that your school responds quickly to reports of discrimination?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	No	61	17.8	17.8	19.0
	Yes	90	26.2	26.2	45.2
	Not sure	188	54.8	54.8	100.0
	Total	343	100.0	100.0	

Frequency of Bullying and Harassment

How frequently does bullying or harassment take place?

During the past four weeks, have you been physically bullied/harassed by other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Not once in 4 weeks	301	87.8	87.8	88.0
	Once or twice in 4 weeks	18	5.2	5.2	93.3
	Every week	9	2.6	2.6	95.9
	Many times a week	5	1.5	1.5	97.4
	Do not know	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you been verbally bullied/harassed by other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	2	.6	.6	.6
	Not once in 4 weeks	210	61.2	61.2	61.8
	Once or twice in 4 weeks	76	22.2	22.2	84.0
	Every week	24	7.0	7.0	91.0
	Many times a week	21	6.1	6.1	97.1
	Do not know	10	2.9	2.9	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you been socially bullied/harassed by other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	2	.6	.6	.9
	Not once in 4 weeks	229	66.8	66.8	67.6
	Once or twice in 4 weeks	73	21.3	21.3	88.9
	Every week	12	3.5	3.5	92.4
	Many times a week	11	3.2	3.2	95.6
	Do not know	15	4.4	4.4	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you been Electronically (Face Book, texting, etc.) bullied/harassed by other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	2	.6	.6	.6
	Not once in 4 weeks	271	79.0	79.0	79.6
	Once or twice in 4 weeks	44	12.8	12.8	92.4
	Every week	7	2.0	2.0	94.5
	Many times a week	8	2.3	2.3	96.8
	Do not know	11	3.2	3.2	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced racial/ethnocultural bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	1	.3	.3	.9
	Not once in 4 weeks	293	85.4	85.4	86.3
	Once or twice in 4 weeks	22	6.4	6.4	92.7
	Every week	6	1.7	1.7	94.5
	Many times a week	9	2.6	2.6	97.1
	Do not know	10	2.9	2.9	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced sexual bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	2	.6	.6	.9
	Not once in 4 weeks	300	87.5	87.5	88.3
	Once or twice in 4 weeks	22	6.4	6.4	94.8
	Every week	7	2.0	2.0	96.8
	Many times a week	5	1.5	1.5	98.3
	Do not know	6	1.7	1.7	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced appearance-based bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	2	.6	.6	1.2
	Not once in 4 weeks	249	72.6	72.6	73.8
	Once or twice in 4 weeks	53	15.5	15.5	89.2
	Every week	14	4.1	4.1	93.3
	Many times a week	14	4.1	4.1	97.4
	Do not know	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced gender-based bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	3	.9	.9	1.2
	Not once in 4 weeks	289	84.3	84.3	85.4
	Once or twice in 4 weeks	30	8.7	8.7	94.2
	Every week	7	2.0	2.0	96.2
	Many times a week	6	1.7	1.7	98.0
	Do not know	7	2.0	2.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced sexual orientation-based bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	?	1	.3	.3	1.5
	Not once in 4 weeks	300	87.5	87.5	88.9
	Once or twice in 4 weeks	19	5.5	5.5	94.5
	Every week	6	1.7	1.7	96.2
	Many times a week	5	1.5	1.5	97.7
	Do not know	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced religion-based bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	2	.6	.6	1.2
	Not once in 4 weeks	306	89.2	89.2	90.4
	Once or twice in 4 weeks	16	4.7	4.7	95.0
	Every week	4	1.2	1.2	96.2
	Many times a week	5	1.5	1.5	97.7
	Do not know	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you experienced disability-based bullying/ harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	2	.6	.6	1.2
	Not once in 4 weeks	315	91.8	91.8	93.0
	Once or twice in 4 weeks	10	2.9	2.9	95.9
	Every week	2	.6	.6	96.5
	Many times a week	4	1.2	1.2	97.7
	Do not know	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being physically bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Not once in 4 weeks	171	49.9	49.9	50.1
	Once or twice in 4 weeks	108	31.5	31.5	81.6
	Every week	22	6.4	6.4	88.0
	Many times a week	23	6.7	6.7	94.8
	Do not know	18	5.2	5.2	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being verbally bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Not once in 4 weeks	105	30.6	30.6	31.8
	Once or twice in 4 weeks	106	30.9	30.9	62.7
	Every week	53	15.5	15.5	78.1
	Many times a week	57	16.6	16.6	94.8
	Do not know	18	5.2	5.2	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being socially bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Not once in 4 weeks	125	36.4	36.4	37.6
	Once or twice in 4 weeks	87	25.4	25.4	63.0
	Every week	50	14.6	14.6	77.6
	Many times a week	50	14.6	14.6	92.1
	Do not know	27	7.9	7.9	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being electronically bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Not once in 4 weeks	138	40.2	40.2	40.8
	Once or twice in 4 weeks	76	22.2	22.2	63.0
	Every week	42	12.2	12.2	75.2
	Many times a week	55	16.0	16.0	91.3
	Do not know	30	8.7	8.7	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of racial/ethnocultural bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Not once in 4 weeks	212	61.8	61.8	62.4
	Once or twice in 4 weeks	64	18.7	18.7	81.0
	Every week	20	5.8	5.8	86.9
	Many times a week	21	6.1	6.1	93.0
	Do not know	24	7.0	7.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of sexual bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	1.5	1.5	1.5
	?	1	.3	.3	1.7
	Not once in 4 weeks	210	61.2	61.2	63.0
	Once or twice in 4 weeks	57	16.6	16.6	79.6
	Every week	27	7.9	7.9	87.5
	Many times a week	19	5.5	5.5	93.0
	Do not know	24	7.0	7.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of appearance-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	2	.6	.6	.9
	Not once in 4 weeks	152	44.3	44.3	45.2
	Once or twice in 4 weeks	78	22.7	22.7	67.9
	Every week	42	12.2	12.2	80.2
	Many times a week	48	14.0	14.0	94.2
	Do not know	20	5.8	5.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of gender-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Not once in 4 weeks	240	70.0	70.0	71.1
	Once or twice in 4 weeks	44	12.8	12.8	84.0
	Every week	19	5.5	5.5	89.5
	Many times a week	13	3.8	3.8	93.3
	Do not know	23	6.7	6.7	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of sexual orientation-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	?	1	.3	.3	.9
	Not once in 4 weeks	203	59.2	59.2	60.1
	Once or twice in 4 weeks	61	17.8	17.8	77.8
	Every week	29	8.5	8.5	86.3
	Many times a week	23	6.7	6.7	93.0
	Do not know	24	7.0	7.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of religion-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	?	1	.3	.3	1.5
	Not once in 4 weeks	235	68.5	68.5	70.0
	Once or twice in 4 weeks	41	12.0	12.0	81.9
	Every week	21	6.1	6.1	88.0
	Many times a week	19	5.5	5.5	93.6
	Do not know	22	6.4	6.4	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you seen or heard about another student being the victim of disability-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	2	.6	.6	.9
	Not once in 4 weeks	244	71.1	71.1	72.0
	Once or twice in 4 weeks	45	13.1	13.1	85.1
	Every week	15	4.4	4.4	89.5
	Many times a week	15	4.4	4.4	93.9
	Do not know	21	6.1	6.1	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, physically bullied/harassed other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	318	92.7	92.7	93.3
	Once or twice in 4 weeks	11	3.2	3.2	96.5
	Every week	4	1.2	1.2	97.7
	Many times a week	1	.3	.3	98.0
	Do not know	7	2.0	2.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, verbally bullied/harassed other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Not once in 4 weeks	274	79.9	79.9	81.0
	Once or twice in 4 weeks	44	12.8	12.8	93.9
	Every week	9	2.6	2.6	96.5
	Many times a week	4	1.2	1.2	97.7
	Do not know	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, socially bullied/harassed other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	291	84.8	84.8	85.4
	Once or twice in 4 weeks	32	9.3	9.3	94.8
	Every week	9	2.6	2.6	97.4
	Many times a week	1	.3	.3	97.7
	Do not know	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, electronically bullied/harassed other students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	308	89.8	89.8	90.4
	Once or twice in 4 weeks	17	5.0	5.0	95.3
	Every week	7	2.0	2.0	97.4
	Many times a week	2	.6	.6	98.0
	Do not know	7	2.0	2.0	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to racial/ethnocultural bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	307	89.5	89.5	90.1
	Once or twice in 4 weeks	14	4.1	4.1	94.2
	Every week	4	1.2	1.2	95.3
	Many times a week	3	.9	.9	96.2
	Do not know	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to sexual bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	Not once in 4 weeks	307	89.5	89.5	90.4
	Once or twice in 4 weeks	11	3.2	3.2	93.6
	Every week	5	1.5	1.5	95.0
	Many times a week	4	1.2	1.2	96.2
	Do not know	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to gender-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	307	89.5	89.5	90.1
	Once or twice in 4 weeks	13	3.8	3.8	93.9
	Every week	6	1.7	1.7	95.6
	Many times a week	2	.6	.6	96.2
	Do not know	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to appearance-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	Not once in 4 weeks	282	82.2	82.2	83.4
	Once or twice in 4 weeks	30	8.7	8.7	92.1
	Every week	10	2.9	2.9	95.0
	Many times a week	4	1.2	1.2	96.2
	Do not know	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to sexual-orientation based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	1.5	1.5	1.5
	Not once in 4 weeks	300	87.5	87.5	88.9
	Once or twice in 4 weeks	14	4.1	4.1	93.0
	Every week	9	2.6	2.6	95.6
	Many times a week	2	.6	.6	96.2
	Do not know	13	3.8	3.8	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to religion-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	2.0	2.0	2.0
	Not once in 4 weeks	306	89.2	89.2	91.3
	Once or twice in 4 weeks	10	2.9	2.9	94.2
	Every week	6	1.7	1.7	95.9
	Many times a week	2	.6	.6	96.5
	Do not know	12	3.5	3.5	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to disability-based bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	Not once in 4 weeks	314	91.5	91.5	92.7
	Once or twice in 4 weeks	6	1.7	1.7	94.5
	Every week	5	1.5	1.5	95.9
	Many times a week	2	.6	.6	96.5
	Do not know	12	3.5	3.5	100.0
	Total	343	100.0	100.0	

During the past four weeks, have you, on your own or as part of a group, subjected other students to racial/ethnocultural bullying/harassment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	Not once in 4 weeks	309	90.1	90.1	91.0
	Once or twice in 4 weeks	11	3.2	3.2	94.2
	Every week	4	1.2	1.2	95.3
	Many times a week	4	1.2	1.2	96.5
	Do not know	12	3.5	3.5	100.0
	Total	343	100.0	100.0	

During the past four weeks how many times have you heard someone call someone gay, fag, lesbian or dyke?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	58	16.9	16.9	17.5
	Once or twice in 4 weeks	66	19.2	19.2	36.7
	Every week	217	63.3	63.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you stayed away from school in order to avoid being bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Not once in 4 weeks	322	93.9	93.9	94.5
	Once or twice in 4 weeks	10	2.9	2.9	97.4
	Every week	9	2.6	2.6	100.0
	Total	343	100.0	100.0	

During the past four weeks how often have you changed your routine at school to avoid being bullied or harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	Not once in 4 weeks	298	86.9	86.9	87.2
	Once or twice in 4 weeks	36	10.5	10.5	97.7
	Every week	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

During the past four weeks, how often have you tried to help another student who was being bullied/harassed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	Not once in 4 weeks	196	57.1	57.1	57.4
	Once or twice in 4 weeks	127	37.0	37.0	94.5
	Every week	19	5.5	5.5	100.0
	Total	343	100.0	100.0	

Where does bullying or harassment typically occur?

Bullying/harassment occurs in classrooms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	1	.3	.3	.3
	Never or Almost Never	134	39.1	39.1	39.4
	Sometimes	142	41.4	41.4	80.8
	Often	47	13.7	13.7	94.5
	Always or Almost Always	19	5.5	5.5	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in hallways.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	Never or Almost Never	102	29.7	29.7	30.9
	Sometimes	122	35.6	35.6	66.5
	Often	86	25.1	25.1	91.5
	Always or Almost Always	28	8.2	8.2	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in school entrances and exits.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	Never or Almost Never	162	47.2	47.2	48.1
	Sometimes	124	36.2	36.2	84.3
	Often	38	11.1	11.1	95.3
	Always or Almost Always	16	4.7	4.7	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in the library.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Never or Almost Never	245	71.4	71.4	72.6
	Sometimes	71	20.7	20.7	93.3
	Often	16	4.7	4.7	98.0
	Always or Almost Always	7	2.0	2.0	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in the gym.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	137	39.9	39.9	40.5
	Sometimes	130	37.9	37.9	78.4
	Often	51	14.9	14.9	93.3
	Always or Almost Always	23	6.7	6.7	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in locker rooms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	Never or Almost Never	98	28.6	28.6	28.9
	Sometimes	125	36.4	36.4	65.3
	Often	81	23.6	23.6	88.9
	Always or Almost Always	38	11.1	11.1	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in the cafeteria.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.3	.3	.3
	?	1	.3	.3	.6
	Never or Almost Never	108	31.5	31.5	32.1
	Sometimes	136	39.7	39.7	71.7
	Often	64	18.7	18.7	90.4
	Always or Almost Always	33	9.6	9.6	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in restrooms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	172	50.1	50.1	50.7
	Sometimes	117	34.1	34.1	84.8
	Often	31	9.0	9.0	93.9
	Always or Almost Always	21	6.1	6.1	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in the parking lot.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or Almost Never	152	44.3	44.3	44.3
	Sometimes	133	38.8	38.8	83.1
	Often	36	10.5	10.5	93.6
	Always or Almost Always	22	6.4	6.4	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in the quad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	?	2	.6	.6	.6
	Never or Almost Never	90	26.2	26.2	26.8
	Sometimes	133	38.8	38.8	65.6
	Often	71	20.7	20.7	86.3
	Always or Almost Always	47	13.7	13.7	100.0
	Total	343	100.0	100.0	

Bullying/harassment occurs in areas off school property.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	79	23.0	23.0	23.6
	Sometimes	110	32.1	32.1	55.7
	Often	79	23.0	23.0	78.7
	Always or Almost Always	72	21.0	21.0	99.7
	Invalid	1	.3	.3	100.0
	Total	343	100.0	100.0	

When and how often are you at risk of being bullied/harassed before school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	260	75.8	75.8	76.4
	Sometimes	61	17.8	17.8	94.2
	Often	10	2.9	2.9	97.1
	Always or Almost Always	10	2.9	2.9	100.0
	Total	343	100.0	100.0	

When and how often are you at risk of being bullied/harassed during classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	.6	.6	.6
	Never or Almost Never	230	67.1	67.1	67.6
	Sometimes	68	19.8	19.8	87.5
	Often	26	7.6	7.6	95.0
	Always or Almost Always	17	5.0	5.0	100.0
	Total	343	100.0	100.0	

When and how often are you at risk of being bullied/harassed between classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	Never or Almost Never	223	65.0	65.0	65.9
	Sometimes	76	22.2	22.2	88.0
	Often	26	7.6	7.6	95.6
	Always or Almost Always	15	4.4	4.4	100.0
	Total	343	100.0	100.0	

When and how often are you at risk of being bullied/harassed during lunch?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	Never or Almost Never	206	60.1	60.1	61.2
	Sometimes	79	23.0	23.0	84.3
	Often	34	9.9	9.9	94.2
	Always or Almost Always	20	5.8	5.8	100.0
	Total	343	100.0	100.0	

Are teachers being bullied?

How often have you experienced/witnessed students bullying/harassing a teacher?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	.9	.9	.9
	?	1	.3	.3	1.2
	Never or Almost Never	189	55.1	55.1	56.3
	Sometimes	106	30.9	30.9	87.2
	Often	36	10.5	10.5	97.7
	Always or Almost Always	8	2.3	2.3	100.0
	Total	343	100.0	100.0	

Reporting Bullying and Harassment

Are you aware of how to report bullying/harassment at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	1.5	1.5	1.5
	?	1	.3	.3	1.7
	No	144	42.0	42.0	43.7
	Yes	193	56.3	56.3	100.0
	Total	343	100.0	100.0	

Do you feel comfortable reporting bullying/harassment to teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	1.7	1.7	1.7
	?	1	.3	.3	2.0
	No	148	43.1	43.1	45.2
	Yes	188	54.8	54.8	100.0
	Total	343	100.0	100.0	

Do you feel comfortable reporting bullying/harassment to administrators?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	1.2	1.2	1.2
	?	1	.3	.3	1.5
	No	159	46.4	46.4	47.8
	Yes	179	52.2	52.2	100.0
	Total	343	100.0	100.0	

Survey Section 3: Relationship Climate Profile (RCP)

The Relational Climate Profile (RCP) includes 49 questions measuring the Attitudes, Beliefs, and Values (ABVs) of students on a variety of school-related topics. Forty-seven of the questions are mapped onto nine Attitudes, Behavior, and Value scales (two of the survey questions are validity questions designed to detect and remove random responders):

1. Bullying/teasing
2. Willingness to reach for help
3. Gossiping
4. Openness of expression
5. Judging others
6. Valuing others
7. Having empathy towards others
8. Having a hopeful life outlook
9. Violence/Harassment

In addition to the nine separate scales, the 47 questions are summed to create a "combined, overall" score for each student. The overall reliability of this combined scale is provided below.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.894	47

A Cronbach's reliability of .892 is exceptionally high. This shows a high degree of internal consistency of the items on the survey.

The descriptive statistics for each RCP survey question is provided in the following table. Note that each question was recoded in the desirable direction. For example, the question "I frequently tease or bully other people" was reverse coded so that higher ratings were given lower values, and vice versa.

RCP Survey Question	Mean	SD
I rarely try to stop my friends from teasing or bullying other people	3.01	1.00
No matter how badly I feel, I know there is always someone there for me	3.32	0.98
I am aware of the harmful effect that gossip can have on others	3.53	0.82
Emotions are important to talk about	3.19	0.91
I frequently tease or bully other people	3.60	0.75
I frequently gossip about other people	3.09	0.93
I can usually judge what someone is like before really getting to know them	2.59	0.95
I value other people who are not like me	3.08	0.89
I do not even bother opening up my feelings to others because they do not really care	2.88	1.03
Most of the time, I can judge what someone is like by what they look like	2.96	0.96
Opening up your feelings to others is just a sure way to get hurt	2.88	1.01
I am comfortable sharing personal information and opinions with others	2.71	0.98
My friends know how much I hurt inside	2.28	1.10
Spending my time listening to other peoples problems is just a waste	3.47	0.86
I am usually too busy to take the time to listen to other peoples problems	3.43	0.84
If other people do not care about my feelings, I should not care about theirs	2.96	1.08
I fulfill a valuable role in my friends lives	3.26	0.86
I express my emotions well	2.71	0.96
I can trust other people by sharing my feelings with them	2.63	1.00
The statement those people are all like that is true about some racial or ethnic groups	3.18	0.98
I am willing to ask for help to deal with my problems	2.63	0.94
I frequently encourage other people outside of my friendship group	3.00	0.84
I feel free to talk to my friends about personal things in my life	2.97	0.99
I rarely try to discourage my friends from gossiping about others	2.77	1.03
I judge others based on how they look	2.95	0.99
I respect others who are not like me	3.29	0.87
My future is bright and full of potential	3.47	0.78
I need to get to know someone before I can respect them	2.22	0.98
People who cannot handle a little teasing or bullying are just weak	2.95	0.99
My best days are behind me	3.31	0.92
I am confident that my friends value my friendship	3.26	0.87
There are other people around me who hurt as badly as I do	3.02	0.95
I am aware of the harmful effect that my teasing or bullying can have on others	3.50	0.83
Besides my close friends, the feelings of other people are not important	3.38	0.85
Helping others with their problems is too hard, I have enough to deal with just by myself	3.38	0.82
I am the only one who understands my problems	2.76	0.99
People who cannot handle gossip are just weak	3.15	0.93
Even if I tried, I cant do much at this school to stop the gossiping that goes on	2.12	1.06
I try to stop my friends from gossiping about others	2.68	0.94
I really dont think gossiping about other people is a big deal	2.97	0.92
The kind of gossiping Ive done this past year really doesnt hurt anyone	2.47	1.08
By changing my own actions, I can reduce gossiping at this school	2.46	1.07
Even if I tried, I cant do much at this school to stop the teasing and bullying that goes on	2.36	1.06
I try to stop my friends from teasing or bullying others	2.97	1.00
I really dont think teasing or bullying other people is a big deal	3.45	0.83
The kind of teasing or bullying Ive done this past year really doesnt hurt anyone	2.66	1.15
By changing my own actions, I can reduce teasing and bulling at this school	2.59	1.05

The descriptive statistics for the nine separate ABV scales are provided below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BULLYING	343	1.44	4.00	2.9776	.49441
WILLING	343	1.00	4.00	2.7797	.60937
GOSSIP	343	1.33	4.00	2.7871	.52200
OPENNESS	343	1.00	4.00	2.8338	.66622
JUDGING	343	1.00	4.00	2.9312	.69074
VALUING	343	1.00	4.00	2.8802	.60161
EMPATHY	343	1.00	4.00	3.2779	.65927
HOPEFULOUTLOOK	343	1.25	4.00	3.2891	.62132
VIOLENCEHARASSMENT	343	1.39	4.00	2.8823	.46102
Total_Score	343	1.78	3.91	2.9457	.39609
Valid N (listwise)	343				

An analysis was conducted to evaluate whether males and females scored significantly differently on the ABV scales. The overall results are shown below (males are coded as "1"; females as "2").

Group Statistics

	GENDER1	N	Mean	Std. Deviation	Std. Error Mean
SCR_BULLY	1.00	150	2.8327	.51968	.04243
	2.00	193	3.0901	.44350	.03192
SCR_WILLING	1.00	150	2.6867	.62704	.05120
	2.00	193	2.8520	.58677	.04224
SCR_GOSSIP	1.00	150	2.7225	.52581	.04293
	2.00	193	2.8372	.51479	.03706
SCR_OPENNESS	1.00	150	2.7784	.64673	.05281
	2.00	193	2.8768	.67952	.04891
SCR_JUDGING	1.00	150	2.8939	.70207	.05732
	2.00	193	2.9603	.68222	.04911
SCR_VALUING	1.00	150	2.7656	.61982	.05061
	2.00	193	2.9693	.57298	.04124
SCR_EMPATHY	1.00	150	3.0749	.74711	.06100
	2.00	193	3.4358	.53272	.03835
SCR_HOPEFULOUTLOOK	1.00	150	3.2339	.64084	.05232
	2.00	193	3.3320	.60390	.04347
SCR_VIOLENCEHARASSMENT	1.00	150	2.7776	.48831	.03987
	2.00	193	2.9637	.42226	.03040
Total_Score	1.00	150	2.8490	.42145	.03441
	2.00	193	3.0209	.35866	.02582

An independent samples t-test was conducted to evaluate whether the mean differences observed between males and females were significantly different. The results are provided below.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BULLYING	2.135	.145	-4.944	341	.000	-.25739	.05206	-.35979	-.15499
			-4.847	292.655	.000	-.25739	.05310	-.36190	-.15288
WILLING	.725	.395	-2.512	341	.012	-.16532	.06582	-.29478	-.03585
			-2.491	309.556	.013	-.16532	.06637	-.29592	-.03472
GOSSIP	.032	.858	-2.028	341	.043	-.11468	.05656	-.22593	-.00343
			-2.022	317.114	.044	-.11468	.05671	-.22626	-.00310
OPENNESS	.418	.518	-1.359	341	.175	-.09841	.07243	-.24087	.04405
			-1.367	327.357	.173	-.09841	.07198	-.24001	.04319
JUDGING	.663	.416	-.883	341	.378	-.06639	.07521	-.21432	.08155
			-.880	315.907	.380	-.06639	.07548	-.21490	.08212
VALUING	.840	.360	-3.152	341	.002	-.20379	.06464	-.33094	-.07664
			-3.121	307.414	.002	-.20379	.06529	-.33225	-.07533
EMPATHY	20.701	.000	-5.218	341	.000	-.36086	.06916	-.49689	-.22483
			-5.008	258.676	.000	-.36086	.07205	-.50275	-.21898
HOPEFULOUTLOOK	.378	.539	-1.454	341	.147	-.09815	.06752	-.23096	.03466
			-1.443	310.769	.150	-.09815	.06803	-.23200	.03570
VIOLENCEHARASSMENT	2.711	.101	-3.780	341	.000	-.18612	.04923	-.28296	-.08928
			-3.712	295.153	.000	-.18612	.05013	-.28479	-.08746
Total_Score	3.712	.055	-4.076	341	.000	-.17184	.04216	-.25477	-.08891
			-3.995	292.119	.000	-.17184	.04302	-.25651	-.08717

Note that females scored significantly higher than males on the Bullying, Willingness to Reach for Help, Valuing Others, Empathy, and on the Overall Violence/Harassment Scale (which consists of Bullying and Gossiping combined). We find it interesting that females significantly outperformed males on each scale where a significant difference was observed,. They also scored significantly higher than males on the Overall RCP score. These differences were especially pronounced on the Empathy scale, where females scored substantially higher.

Implications

The results of this study provide useful information to *High School* staff regarding the students' school environment. This information is crucial to ensure that the students benefit as much as possible from the education system offered by the school. We suggest repeating this survey process annually after instituting interventions where improvements are desired in the various factors measured by this survey.

The results of this study may also serve as a useful background regarding the Point Break program, which has previously demonstrated a significant impact in the Gossip, Empathy, and Overall Score measured by the RCP. (This report has been provided in Attachment C). Point Break may be one effective tool (in addition to others) to specifically improve the areas noted in this report (e.g., Empathy).

Attachments

Attachment A: School Climate Survey

SCHOOL CLIMATE SURVEY

A Survey for Students in Grades 9 to 12 About:
• Equity and Inclusive Education
• Bullying/Harassment
• Attitudes, Beliefs, and Values

Thank you for agreeing to complete this survey. We believe all schools need to be safe and welcoming places so that students can feel comfortable enough to learn and socialize. We would like to know to what degree our students feel safe and comfortable at your high school.

The purpose of this school climate survey is to find out about three closely related issues – (1) equity and inclusive education; (2) bullying/harassment, including discrimination and harassment, among students; and (3) your attitudes, beliefs, and values on a variety of school-related topics.

Equity and inclusive education is a fundamental belief in our high school. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

When students exhibit discriminatory behaviors (including bullying and harassment) towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviors that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable participating in school events and on school teams and clubs, and whether you are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/ harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents. In the third section, you will be asked about your attitudes, beliefs, and values on a variety of school-related topics.

This information will be reviewed by parents, teachers, students and administrators to help promote and sustain a school climate of respect, safety, tolerance, and belonging for all students.

Forms That Bullying/Harassment Might Take

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviors. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviors such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviors are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.

Physical

- pushing, tripping, hitting
- damaging or stealing someone's property

Verbal

- name-calling, hurtful teasing
- insulting, humiliating, or threatening someone

Social

- excluding someone from "the group" or from an activity
- gossiping or spreading rumours about someone
- making someone look foolish
- making sure others don't associate with someone
- displaying images or materials that are offensive or disrespectful

Electronic

- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone or hurt their feelings, single them out, embarrass them, or make them look bad, or spread rumors or reveal secrets about them

Racial/ethnocultural

- treating someone badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone's race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically disrespectful term
- telling racist jokes

Sexual

- touching, grabbing, or pinching someone in a sexual way
- spreading sexual rumors about someone
- making sexual comments or jokes about someone's body
- directing unwanted sexual attention or advances towards someone
- making remarks or teasing someone because of their sexual orientation (e.g., calling someone “gay,” “fag,” “lesbian,” “dyke,”) or their position on sexual issues (abstinence)

Gender Role–based

- treating someone badly because of their gender identity
- making hurtful comments or making a joke about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a “sissy” because he has a hobby you think only girls should have

Religion-based

- treating someone badly because of their religion
- saying negative things about someone’s religion
- making jokes about someone’s religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumors about someone because of a disability you think that person *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighborhood they live in
- spreading rumors about someone based on stereotypes about being “poor”
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

Because all of your responses are confidential, we do not want you to put your name on this survey; but we do want to know something about the students who complete this survey. Please use your Scantron Form to answer the following questions using ONLY response fields 1 through 170 on side one:

1. What grade are you in? (a) 9 (b) 10 (c) 11 (d) 12

2. Are you a boy or girl? (a) Male (b) Female

What is your ethnicity? (Leave #3 blank if your selection is in #4)

3. (a) American Indian/Alaska native (b) Asian Indian (c) African American (d) Chinese (e) Filipino

4. (a) Hispanic (b) Japanese (c) Korean (d) Other Asian (e) White Non-Hispanic

What is your religion? (Leave #5 blank if your answer is None or Other)

5. (a) Buddhist (b) Christian (c) Hindu (d) Jewish (e) Muslim

Section 1: Equity and Inclusion

How do you feel about your school?	**(a)** Never/Almost Never	**(b)** Sometimes	**(c)** Often	**(d)** Always/Almost Always
6. I enjoy being at school.	(a)	(b)	(c)	(d)
7. I feel accepted by students in my school.	(a)	(b)	(c)	(d)
8. I feel accepted by adults in my school.	(a)	(b)	(c)	(d)
9. Extra help is available at my school when I need it.	(a)	(b)	(c)	(d)

I feel unwelcome or uncomfortable at school because of . . .	**(a)** Never/Almost Never	**(b)** Sometimes	**(c)** Often	**(d)** Always/Almost Always
10. My gender	(a)	(b)	(c)	(d)
11. My ethnocultural or racial background	(a)	(b)	(c)	(d)
12. My language background (my first language)	(a)	(b)	(c)	(d)
13. My appearance	(a)	(b)	(c)	(d)
14. My religion or faith	(a)	(b)	(c)	(d)
15. A disability I have	(a)	(b)	(c)	(d)
16. My sexual orientation or perceived sexual orientation	(a)	(b)	(c)	(d)

	(a) No	(b) Yes
17. Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?		

If you do not feel that you are welcome or that you belong, do you think it is because of any of the following?	(a) Never/Almost Never	(b) Sometimes	(c) Often	(d) Always/Almost Always
18. My gender	(a)	(b)	(c)	(d)
19. My ethnocultural or racial background	(a)	(b)	(c)	(d)
20. My language background (my first language)	(a)	(b)	(c)	(d)
21. My appearance	(a)	(b)	(c)	(d)
22. My religion or faith	(a)	(b)	(c)	(d)
23. A disability I have	(a)	(b)	(c)	(d)
24. My sexual orientation or perceived sexual orientation	(a)	(b)	(c)	(d)

Through the teaching at our school, how often have you learned about the experiences and/or achievements of:	(a) Never/Almost Never	(b) Sometimes	(c) Often
25. women and girls	(a)	(b)	(c)
26. diverse ethnocultural or racial groups	(a)	(b)	(c)
27. diverse religious/faith communities	(a)	(b)	(c)
28. people with disabilities	(a)	(b)	(c)
29. gay, lesbian, and bisexual people	(a)	(b)	(c)

	(a) No	(b) Yes	(c) Not Sure
30. Do you feel that there are barriers that stand in the way of your learning at school?	(a)	(b)	(c)

If you answered Yes to #30, do you think that these barriers exist because of any of the following? (If you answered no, leave 31-37 blank).

31. My gender	(a)	(b)	(c)
32. My ethnocultural or racial background	(a)	(b)	(c)
33. My language background (my first language)	(a)	(b)	(c)
34. My appearance	(a)	(b)	(c)
35. My religion or faith	(a)	(b)	(c)
36. A disability I have	(a)	(b)	(c)
37. My sexual orientation	(a)	(b)	(c)

	(a) Never/Almost Never	(b) Sometimes	(c) Often	(d) Always/Almost Always
38. Do you feel that school rules have been applied to you in a fair way?	(a)	(b)	(c)	(d)

If the school rules have *not* been applied to you fairly, do you think it is because of any of the following? (If you selected C or D on #38, leave 39-45 blank)

	(a) No	(b) Yes	(c) Not Sure
39. My gender	(a)	(b)	(c)
40. My ethnocultural or racial background	(a)	(b)	(c)
41. My language background (my first language)	(a)	(b)	(c)
42. My appearance	(a)	(b)	(c)
43. My religion or faith	(a)	(b)	(c)
44. A disability I have	(a)	(b)	(c)
45. My sexual orientation	(a)	(b)	(c)

How would you describe the way you are treated by your teachers?	**(a)** Never/Almost Never	**(b)** Sometimes	**(c)** Often	**(d)** Always/Almost Always
46. The same as everyone else	(a)	(b)	(c)	(d)
47. Better than others	(a)	(b)	(c)	(d)
48. Worse than others	(a)	(b)	(c)	(d)
How would you describe the way you are treated by the administrators?				
49. The same as everyone else	(a)	(b)	(c)	(d)
50. Better than others	(a)	(b)	(c)	(d)
51. Worse than others	(a)	(b)	(c)	(d)

If you feel that you are treated better or worse than others, do you think it is because of any of the following?	**(a)** No	**(b)** Yes	**(c)** Not Sure
52. My gender	(a)	(b)	(c)
53. My ethnocultural or racial background	(a)	(b)	(c)
54. My language background (my first language)	(a)	(b)	(c)
55. My appearance	(a)	(b)	(c)
56. My religion or faith	(a)	(b)	(c)
57. A disability I have	(a)	(b)	(c)
58. My sexual orientation	(a)	(b)	(c)
School antidiscrimination policy:			
59. Our school has a policy or procedure for reporting discrimination.	(a)	(b)	(c)
60. If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?	(a)	(b)	(c)
61. Do you feel that your school responds quickly to reports of discrimination?	(a)	(b)	(c)

Section 2: Bullying / Harassment

During the past four weeks, have you been bullied/harassed by other students in any of the following ways...	**(a)** Not once in 4 weeks	**(b)** Once or twice in 4 weeks	**(c)** Every Week	**(d)** Many times a week	**(e)** Don't know
62. Physically?	(a)	(b)	(c)	(d)	(e)
63. Verbally?	(a)	(b)	(c)	(d)	(e)
64. Socially?	(a)	(b)	(c)	(d)	(e)
65. Electronically (Facebook, texting, etc.)?	(a)	(b)	(c)	(d)	(e)
During the past four weeks, have <u>you</u> experienced any of the following types of bullying/ harassment...					
66. Racial/ethnocultural?	(a)	(b)	(c)	(d)	(e)
67. Sexual?	(a)	(b)	(c)	(d)	(e)
68. Appearance-based?	(a)	(b)	(c)	(d)	(e)
69. Gender-based?	(a)	(b)	(c)	(d)	(e)
70. Sexual orientation-based?	(a)	(b)	(c)	(d)	(e)
71. Religion-based?	(a)	(b)	(c)	(d)	(e)
72. Disability-based?	(a)	(b)	(c)	(d)	(e)
During the past four weeks, how often have you seen or heard about another student being bullied/harassed in any of the following ways...					
73. Physically?	(a)	(b)	(c)	(d)	(e)
74. Verbally?	(a)	(b)	(c)	(d)	(e)
75. Socially?	(a)	(b)	(c)	(d)	(e)
76. Electronically?	(a)	(b)	(c)	(d)	(e)

During the past four weeks, how often have you seen or heard about another student being the victim of bullying/harassment of any of the following types...	**(a)** Not once in 4 weeks	**(b)** Once or twice in 4 weeks	**(c)** Every Week	**(d)** Many times a week	**(e)** Don't know
77. Racial/ethnocultural?	(a)	(b)	(c)	(d)	(e)
78. Sexual?	(a)	(b)	(c)	(d)	(e)
79. Appearance-based?	(a)	(b)	(c)	(d)	(e)
80. Gender-based?	(a)	(b)	(c)	(d)	(e)
81. Sexual orientation-based?	(a)	(b)	(c)	(d)	(e)
82. Religion-based?	(a)	(b)	(c)	(d)	(e)
83. Disability-based?	(a)	(b)	(c)	(d)	(e)
During the past four weeks, have you, on your own or as part of a group, bullied/harassed other students in any of the following ways...					
84. Physically?	(a)	(b)	(c)	(d)	(e)
85. Verbally?	(a)	(b)	(c)	(d)	(e)
86. Socially?	(a)	(b)	(c)	(d)	(e)
87. Electronically?	(a)	(b)	(c)	(d)	(e)
During the past four weeks, have you, on your own or as part of a group, subjected other students to any of the following types of bullying/harassment...					
88. Racial/ethnocultural?	(a)	(b)	(c)	(d)	(e)
89. Sexual?	(a)	(b)	(c)	(d)	(e)
90. Gender-based?	(a)	(b)	(c)	(d)	(e)
91. Appearance-based?	(a)	(b)	(c)	(d)	(e)
92. Sexual orientation-based?	(a)	(b)	(c)	(d)	(e)
93. Religion-based?	(a)	(b)	(c)	(d)	(e)
94. Disability-based?	(a)	(b)	(c)	(d)	(e)
95. Racial/ethnocultural?	(a)	(b)	(c)	(d)	(e)

	(a) Not once in 4 weeks	(b) Once or twice in 4 weeks	(c) Every week
96. During the past four weeks how many times have you heard someone call someone gay, fag, lesbian or dyke?	(a)	(b)	(c)
97. During the past four weeks, how often have you stayed away from school in order to avoid being bullied/harassed?	(a)	(b)	(c)
98. During the past four weeks how often have you changed your routine at school to avoid being bullied or harassed?	(a)	(b)	(c)
99. During the past four weeks, how often have you tried to help another student who was being bullied/harassed?	(a)	(b)	(c)

Where and *how often* does bullying/ harassment occur?

	(a) Never/Almost Never	(b) Sometimes	(c) Often	(d) Always/Almost Always
100. Classrooms	(a)	(b)	(c)	(d)
101. Hallways	(a)	(b)	(c)	(d)
102. School entrances and exits	(a)	(b)	(c)	(d)
103. Library	(a)	(b)	(c)	(d)
104. Gym	(a)	(b)	(c)	(d)
105. Locker rooms	(a)	(b)	(c)	(d)
106. Cafeteria	(a)	(b)	(c)	(d)
107. Restrooms	(a)	(b)	(c)	(d)
108. Parking lot	(a)	(b)	(c)	(d)
109. Quad	(a)	(b)	(c)	(d)
110. Areas off school property	(a)	(b)	(c)	(d)

When and *how often* are you at risk of being bullied/harassed?

	(a) Never/Almost Never	(b) Sometimes	(c) Often	(d) Always/Almost Always
111. Before school	(a)	(b)	(c)	(d)
112. During classes	(a)	(b)	(c)	(d)
113. Between classes	(a)	(b)	(c)	(d)
114. During lunch	(a)	(b)	(c)	(d)
115. After school	(a)	(b)	(c)	(d)
116. During extracurricular activities	(a)	(b)	(c)	(d)
117. How often have you experienced bullying/harassment from a teacher?	(a)	(b)	(c)	(d)
118. How often have you experienced/witnessed students bullying/harassing a teacher?	(a)	(b)	(c)	(d)

	(a) No	(b) Yes
119. Are you aware of how to report bullying/harassment at school?		
120. Do you feel comfortable reporting bullying/harassment to teachers?	(a) No	(b) Yes
121. Do you feel comfortable reporting bullying/harassment to administrators?	(a) No	(b) Yes

Section 3: Attitudes, Beliefs, and Values

Please indicate the extent to which you agree/disagree with each of the following statements	(a) Strongly Disagree	(b) Somewhat Disagree	(c) Somewhat Agree	(d) Strongly Agree
122. I rarely try to stop my friends from bullying/teasing other people.	(a)	(b)	(c)	(d)
123. No matter how badly I feel, I know that there is someone always there for me.	(a)	(b)	(c)	(d)
124. I am aware of the harmful effect that gossiping can have on others.	(a)	(b)	(c)	(d)
125. Emotions are important to talk about.	(a)	(b)	(c)	(d)
126. I prefer cats over dogs.	(a)	(b)	(c)	(d)
127. I frequently tease/bully other people.	(a)	(b)	(c)	(d)
128. I frequently gossip about other people.	(a)	(b)	(c)	(d)
129. I can usually judge what someone's like before really getting to know them.	(a)	(b)	(c)	(d)
130. I value other people who are not like me.	(a)	(b)	(c)	(d)
131. I don't even bother opening up my feelings to others because I don't really care.	(a)	(b)	(c)	(d)
132. Most of the time, I can judge what someone's like by what they look like.	(a)	(b)	(c)	(d)
133. Opening up your feelings to others is just a sure way to get hurt.	(a)	(b)	(c)	(d)
134. I am comfortable sharing personal information and opinions with others.	(a)	(b)	(c)	(d)
135. My friends know how much I hurt inside.	(a)	(b)	(c)	(d)
136. Spending my time listening to other people's problems is just a waste.	(a)	(b)	(c)	(d)
137. I'm usually too busy to take the time to listen to other people's problems.	(a)	(b)	(c)	(d)
138. If other people don't care about my feelings, I shouldn't care about theirs.	(a)	(b)	(c)	(d)
139. I fulfill a valuable role in my friends' lives.	(a)	(b)	(c)	(d)
140. I express my emotions well.	(a)	(b)	(c)	(d)
141. I can trust other people by sharing my feelings with them.	(a)	(b)	(c)	(d)
142. The statement "Those people are all like that" is true about some racial/ethnic groups.	(a)	(b)	(c)	(d)
143. I am willing to ask for help to deal with my problems.	(a)	(b)	(c)	(d)
144. I frequently encourage other people outside of my friendship group.	(a)	(b)	(c)	(d)
145. I feel free to talk to my friends about personal things in my life				

		(a) Strongly Disagree	(b) Somewhat Disagree	(c) Somewhat Agree	(d) Strongly Agree
146.	I rarely try to discourage my friends from gossiping about others.	(a)	(b)	(c)	(d)
147.	I judge others based on how they look.	(a)	(b)	(c)	(d)
148.	I respect others who are not like me.	(a)	(b)	(c)	(d)
149.	My future is bright and full of potential.	(a)	(b)	(c)	(d)
150.	I need to get to know someone before I can respect them.	(a)	(b)	(c)	(d)
151.	People who can't handle a little teasing/bullying are just weak.	(a)	(b)	(c)	(d)
152.	My best days are behind me.	(a)	(b)	(c)	(d)
153.	I prefer dogs over cats.	(a)	(b)	(c)	(d)
154.	I am confident that my friends value my friendship.	(a)	(b)	(c)	(d)
155.	There are other people around me who hurt as badly as I do.	(a)	(b)	(c)	(d)
156.	I am aware of the harmful effect that my teasing/bullying can have on others.	(a)	(b)	(c)	(d)
157.	Besides my close friends, the feelings of other people are not important.	(a)	(b)	(c)	(d)
158.	Helping others with their problems is too hard; I have enough to deal with just by myself.	(a)	(b)	(c)	(d)
159.	I am the only one who understands my problems.	(a)	(b)	(c)	(d)
160.	People who can't handle gossip are just weak.	(a)	(b)	(c)	(d)
161.	Even if I tried, I can't do much at this school to stop the gossiping that goes on.	(a)	(b)	(c)	(d)
162.	I try to stop my friends from gossiping about others.	(a)	(b)	(c)	(d)
163.	I really don't think that gossiping about other people is a big deal.	(a)	(b)	(c)	(d)
164.	The kind of gossiping I've done this past year really doesn't hurt anyone.	(a)	(b)	(c)	(d)
165.	By changing my own actions, I can reduce gossiping at this school.	(a)	(b)	(c)	(d)
166.	Even if I tried, I can't do much at this school to stop the teasing and bullying that goes on.	(a)	(b)	(c)	(d)
167.	I try to stop my friends from teasing or bullying others.	(a)	(b)	(c)	(d)
168.	I really don't think that teasing or bullying other people is a big deal.	(a)	(b)	(c)	(d)
169.	The kind of teasing or bullying I've done this past year really doesn't hurt anyone.	(a)	(b)	(c)	(d)
170.	By changing my own actions, I can reduce teasing and bullying at this school	(a)	(b)	(c)	(d)

Attachment B: SPSS Syntax

```
DEFINE ROOT()
"t:\"
!ENDDEFINE.

DEFINE DAT()
ROOT+"\DAN\YFC\Climate Survey 2012 Forward\"
!ENDDEFINE.

DEFINE DATEMP()
DAT+"PBTemp\"
!ENDDEFINE.

SET MPRINT=ON.
SET MPRINT=OFF.

*****************************************************.
/*** READ IN EXCEL FILE.

GET DATA /TYPE=XLS
  /FILE=DAT+'Point Break January 2012 Data.xls'
  /SHEET=name 'Raw'
  /CELLRANGE=full
  /READNAMES=ON
  /ASSUMEDSTRWIDTH=32767.
SAVE OUTFILE = DAT + "CSFREQ1.SAV".
*****************************************************.


/************************************.
/*** SELECTING LEGITIMATE RECORDS.

GET FILE DAT + "CSFREQ1.SAV".

RECODE I2 ("C", "D", "E" = 1) ("A", "B" = 0) INTO PROB2.
RECODE I17 ("C", "D", "E" = 1) ("A", "B" = 0) INTO PROB17.
RECODE I25 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB25.
RECODE I26 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB26.
RECODE I27 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB27.
RECODE I28 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB28.
RECODE I29 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB29.
RECODE I30 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB30.
RECODE I31 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB31.
RECODE I32 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB32.
RECODE I33 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB33.
RECODE I34 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB34.
RECODE I35 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB35.
RECODE I36 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB36.
RECODE I37 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB37.
RECODE I39 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB39.
RECODE I40 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB40.
RECODE I41 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB41.
RECODE I42 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB42.
RECODE I43 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB43.
RECODE I44 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB44.
RECODE I45 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB45.
RECODE I52 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB52.
RECODE I53 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB53.
RECODE I54 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB54.
RECODE I55 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB55.
RECODE I56 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB56.
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RECODE I57 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB57.
RECODE I58 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB58.
RECODE I59 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB59.
RECODE I60 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB60.
RECODE I61 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB61.
RECODE I96 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB96.
RECODE I97 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB97.
RECODE I98 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB98.
RECODE I99 ("D", "E" = 1) ("A", "B", "C" = 0) INTO PROB99.
RECODE I119 ("C", "D", "E" = 1) ("A", "B" = 0) INTO PROB119.
RECODE I120 ("C", "D", "E" = 1) ("A", "B" = 0) INTO PROB120.
RECODE I121 ("C", "D", "E" = 1) ("A", "B" = 0) INTO PROB121.

RECODE I126 ("A", "B" = 1) ("C", "D" = 0) INTO PROB126.
RECODE I153 ("A", "B" = 0) ("C", "D" = 1) INTO PROB153.
COMPUTE CONSISTENT = (PROB126 = PROB153).

COMPUTE SUMPROBCASES = SUM(PROB2, PROB17, PROB25, PROB26, PROB27, PROB28, PROB29, PROB30,
PROB31, PROB32, PROB33, PROB34, PROB35, PROB36, PROB37, PROB39, PROB40, PROB41, PROB42, PROB43,
PROB44, PROB45, PROB52, PROB53, PROB54, PROB55, PROB56, PROB57, PROB58, PROB59, PROB60, PROB61,
PROB96, PROB97, PROB98, PROB99, PROB119, PROB120, PROB121).
FREQ SUMPROBCASES.
EXE.

FREQ CONSISTENT.

CRO TAB SUMPROBCASES BY CONSISTENT.

/****selecting out all the cases that will not be used.

SELECT IF (SUMPROBCASES = 0) OR (SUMPROBCASES = 1).
SELECT IF (CONSISTENT = 1).
EXE.

CRO TAB SUMPROBCASES BY CONSISTENT.

/***IDENTIFYING AND REMOVING THE PROBLEMATIC ITEMS FOR EACH CASE.
CRO TAB PROB2 BY I2.
IF (PROB2 = 1) I2 = "".
CRO TAB PROB2 BY I2.

IF PROB2 = 1 I2="".
IF PROB17 = 1 I17="".
IF PROB25 = 1 I25="".
IF PROB26 = 1 I26="".
IF PROB27 = 1 I27="".
IF PROB28 = 1 I28="".
IF PROB29 = 1 I29="".
IF PROB30 = 1 I30="".
IF PROB31 = 1 I31="".
IF PROB32 = 1 I32="".
IF PROB33 = 1 I33="".
IF PROB34 = 1 I34="".
IF PROB35 = 1 I35="".
IF PROB36 = 1 I36="".
IF PROB37 = 1 I37="".
IF PROB39 = 1 I39="".
IF PROB40 = 1 I40="".
IF PROB41 = 1 I41="".
IF PROB42 = 1 I42="".
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IF PROB43 = 1 I43="".
IF PROB44 = 1 I44="".
IF PROB45 = 1 I45="".
IF PROB52 = 1 I52="".
IF PROB53 = 1 I53="".
IF PROB54 = 1 I54="".
IF PROB55 = 1 I55="".
IF PROB56 = 1 I56="".
IF PROB57 = 1 I57="".
IF PROB58 = 1 I58="".
IF PROB59 = 1 I59="".
IF PROB60 = 1 I60="".
IF PROB61 = 1 I61="".
IF PROB96 = 1 I96="".
IF PROB97 = 1 I97="".
IF PROB98 = 1 I98="".
IF PROB99 = 1 I99="".
IF PROB119 = 1 I119="".
IF PROB120 = 1 I120="".
IF PROB121 = 1 I121="".
EXE.

SELECT IF (CONSISTENT = 1).
EXE.

/************************************.
/*** RECODING LETTER ANSWERS INTO DIGITS.

RECODE I122 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q2_BULLYING.
RECODE I123 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q3_WILLINGTOREACHFORHELP.
RECODE I124 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q4_GOSSIP.
RECODE I125 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q5_OPENNESSOFEXPRESSION.
RECODE I127 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q7_BULLYING.
RECODE I128 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q8_GOSSIP.
RECODE I129 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q9_JUDGINGOTHERS.
RECODE I130 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q10_VALUINGOTHERS.
RECODE I131 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q11_OPENNESSOFEXPRESSION.
RECODE I132 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q12_JUDGINGOTHERS.
RECODE I133 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q13_OPENNESSOFEXPRESSION.
RECODE I134 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q14_OPENNESSOFEXPRESSION.
RECODE I135 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q15_WILLINGTOREACHFORHELP.
RECODE I136 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q17_EMPATHY.
RECODE I137 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q18_EMPATHY.
RECODE I138 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q19_EMPATHY.
RECODE I139 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q20_HOPEFULOUTLOOK.
RECODE I140 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q21_OPENNESSOFEXPRESSION.
RECODE I141 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q22_OPENNESSOFEXPRESSION.
RECODE I142 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q23_JUDGINGOTHERS.
RECODE I143 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q24_WILLINGTOREACHFORHELP.
RECODE I144 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q25_VALUINGOTHERS.
RECODE I145 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q26_OPENNESSOFEXPRESSION.
RECODE I146 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q27_GOSSIP.
RECODE I147 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q28_JUDGINGOTHERS.
RECODE I148 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q29_VALUINGOTHERS.
RECODE I149 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q30_HOPEFULOUTLOOK.
RECODE I150 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q31_VALUINGOTHERS.
RECODE I151 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q32_BULLYING.
RECODE I152 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q33_HOPEFULOUTLOOK.
RECODE I154 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q35_HOPEFULOUTLOOK.
RECODE I155 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q36_WILLINGTOREACHFORHELP.
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RECODE I156 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q37_BULLYING.
RECODE I157 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q38_EMPATHY.
RECODE I158 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q39_EMPATHY.
RECODE I159 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q40_WILLINGTOREACHFORHELP.
RECODE I160 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q41_GOSSIP.
recode I161 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q42_GOSSIP.
recode I162 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q43_GOSSIP.
recode I163 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q44_GOSSIP.
recode I164 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q45_GOSSIP.
recode I165 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q46_GOSSIP.
recode I166 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q47_BULLYING.
recode I167 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q48_BULLYING.
recode I168 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q49_BULLYING.
recode I169 ("A"=4) ("B"=3) ("C"=2) ("D"=1) INTO Q50_BULLYING.
recode I170 ("D"=4) ("C"=3) ("B"=2) ("A"=1) INTO Q51_BULLYING.
EXE.

/**********************************.
/****GIVING VARIABLES LABELS.

VARIABLE LABELS Q2_BULLYING 'RE_CODED-I rarely try to stop my friends from teasing or bullying other people'.
VARIABLE LABELS Q3_WILLINGTOREACHFORHELP 'RE_CODED-No matter how badly I feel, I know there is always
someone there for me'.
VARIABLE LABELS Q4_GOSSIP 'RE_CODED-I am aware of the harmful effect that gossip can have on others'.
VARIABLE LABELS Q5_OPENNESSOFEXPRESSION 'RE_CODED-Emotions are important to talk about'.
VARIABLE LABELS Q7_BULLYING 'RE_CODED-I frequently tease or bully other people'.
VARIABLE LABELS Q8_GOSSIP 'RE_CODED-I frequently gossip about other people'.
VARIABLE LABELS Q9_JUDGINGOTHERS 'RE_CODED-I can usually judge what someone is like before really getting
to know them'.
VARIABLE LABELS Q10_VALUINGOTHERS 'RE_CODED-I value other people who are not like me'.
VARIABLE LABELS Q11_OPENNESSOFEXPRESSION 'RE_CODED-I do not even bother opening up my feelings to
others because they do not really care'.
VARIABLE LABELS Q12_JUDGINGOTHERS 'RE_CODED-Most of the time, I can judge what someone is like by what
they look like'.
VARIABLE LABELS Q13_OPENNESSOFEXPRESSION 'RE_CODED-Opening up your feelings to others is just a sure
way to get hurt'.
VARIABLE LABELS Q14_OPENNESSOFEXPRESSION 'RE_CODED-I am comfortable sharing personal information and
opinions with others'.
VARIABLE LABELS Q15_WILLINGTOREACHFORHELP 'RE_CODED-My friends know how much I hurt inside'.
VARIABLE LABELS Q17_EMPATHY 'RE_CODED-Spending my time listening to other peoples problems is just a waste'.
VARIABLE LABELS Q18_EMPATHY 'RE_CODED-I am usually too busy to take the time to listen to other peoples
problems'.
VARIABLE LABELS Q19_EMPATHY 'RE_CODED-If other people do not care about my feelings, I should not care about
theirs'.
VARIABLE LABELS Q20_HOPEFULOUTLOOK 'RE_CODED-I fulfill a valuable role in my friends lives'.
VARIABLE LABELS Q21_OPENNESSOFEXPRESSION 'RE_CODED-I express my emotions well'.
VARIABLE LABELS Q22_OPENNESSOFEXPRESSION 'RE_CODED-I can trust other people by sharing my feelings with
them'.
VARIABLE LABELS Q23_JUDGINGOTHERS 'RE_CODED-The statement those people are all like that is true about
some racial or ethnic groups'.
VARIABLE LABELS Q24_WILLINGTOREACHFORHELP 'RE_CODED-I am willing to ask for help to deal with my
problems'.
VARIABLE LABELS Q25_VALUINGOTHERS 'RE_CODED-I frequently encourage other people outside of my friendship
group'.
VARIABLE LABELS Q26_OPENNESSOFEXPRESSION 'RE_CODED-I feel free to talk to my friends about personal
things in my life'.
VARIABLE LABELS Q27_GOSSIP 'RE_CODED-I rarely try to discourage my friends from gossiping about others'.
VARIABLE LABELS Q28_JUDGINGOTHERS 'RE_CODED-I judge others based on how they look'.
VARIABLE LABELS Q29_VALUINGOTHERS 'RE_CODED-I respect others who are not like me'.
VARIABLE LABELS Q30_HOPEFULOUTLOOK 'RE_CODED-My future is bright and full of potential'.
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VARIABLE LABELS Q31_VALUINGOTHERS 'RE_CODED-I need to get to know someone before I can respect them'.
VARIABLE LABELS Q32_BULLYING 'RE_CODED-People who cannot handle a little teasing or bullying are just weak'.
VARIABLE LABELS Q33_HOPEFULOUTLOOK 'RE_CODED-My best days are behind me'.
VARIABLE LABELS Q35_HOPEFULOUTLOOK 'RE_CODED-I am confident that my friends value my friendship'.
VARIABLE LABELS Q36_WILLINGTOREACHFORHELP 'RE_CODED-There are other people around me who hurt as badly as I do'.
VARIABLE LABELS Q37_BULLYING 'RE_CODED-I am aware of the harmful effect that my teasing or bullying can have on others'.
VARIABLE LABELS Q38_EMPATHY 'RE_CODED-Besides my close friends, the feelings of other people are not important'.
VARIABLE LABELS Q39_EMPATHY 'RE_CODED-Helping others with their problems is too hard, I have enough to deal with just by myself'.
VARIABLE LABELS Q40_WILLINGTOREACHFORHELP 'RE_CODED-I am the only one who understands my problems'.
VARIABLE LABELS Q41_GOSSIP 'RE_CODED-People who cannot handle gossip are just weak'.
VARIABLE LABELS Q42_GOSSIP 'RE_CODED-Even if I tried, I cant do much at this school to stop the gossiping that goes on'.
VARIABLE LABELS Q43_GOSSIP 'RE_CODED-I try to stop my friends from gossiping about others'.
VARIABLE LABELS Q44_GOSSIP 'RE_CODED-I really dont think gossiping about other people is a big deal'.
VARIABLE LABELS Q45_GOSSIP 'RE_CODED-The kind of gossiping Ive done this past year really doesnt hurt anyone'.
VARIABLE LABELS Q46_GOSSIP 'RE_CODED-By changing my own actions, I can reduce gossiping at this school'.
VARIABLE LABELS Q47_BULLYING 'RE_CODED-Even if I tried, I cant do much at this school to stop the teasing and bullying that goes on'.
VARIABLE LABELS Q48_BULLYING 'RE_CODED-I try to stop my friends from teasing or bullying others'.
VARIABLE LABELS Q49_BULLYING 'RE_CODED-I really dont think teasing or bullying other people is a big deal'.
VARIABLE LABELS Q50_BULLYING 'RE_CODED-The kind of teasing or bullying Ive done this past year really doesnt hurt anyone'.
VARIABLE LABELS Q51_BULLYING 'RE_CODED-By changing my own actions, I can reduce teasing and bulling at this school'.


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/****COMPUTING ALPHA FOR BULLYING SUBSCALE.

RELIABILITY
  /VARIABLES=Q2_BULLYING Q7_BULLYING Q32_BULLYING Q37_BULLYING Q47_BULLYING
  Q48_BULLYING Q49_BULLYING Q50_BULLYING Q51_BULLYING
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/****COMPUTING ALPHA FOR WILLING TO REACH FOR HELP SUBSCALE.

RELIABILITY
  /VARIABLES=Q3_WILLINGTOREACHFORHELP Q15_WILLINGTOREACHFORHELP
  Q24_WILLINGTOREACHFORHELP Q36_WILLINGTOREACHFORHELP
  Q40_WILLINGTOREACHFORHELP
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/****COMPUTING ALPHA FOR GOSSIP SUBSCALE.

RELIABILITY
  /VARIABLES=Q4_GOSSIP Q8_GOSSIP Q27_GOSSIP Q41_GOSSIP Q42_GOSSIP Q43_GOSSIP
  Q44_GOSSIP Q45_GOSSIP Q46_GOSSIP
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .
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/****COMPUTING ALPHA FOR OPENNESS OF EXPRESSION SUBSCALE.

RELIABILITY
  /VARIABLES=Q5_OPENNESSOFEXPRESSION Q11_OPENNESSOFEXPRESSION
  Q13_OPENNESSOFEXPRESSION Q14_OPENNESSOFEXPRESSION Q21_OPENNESSOFEXPRESSION
  Q22_OPENNESSOFEXPRESSION Q26_OPENNESSOFEXPRESSION
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/****COMPUTING ALPHA FOR JUDGING OTHERS SUBSCALE.

RELIABILITY
  /VARIABLES=Q9_JUDGINGOTHERS Q12_JUDGINGOTHERS Q23_JUDGINGOTHERS
  Q28_JUDGINGOTHERS
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/****COMPUTING ALPHA FOR VALUING OTHERS SUBSCALE.

RELIABILITY
  /VARIABLES=Q10_VALUINGOTHERS Q25_VALUINGOTHERS Q29_VALUINGOTHERS
  Q31_VALUINGOTHERS
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/****COMPUTING ALPHA FOR EMPATHY SUBSCALE.

RELIABILITY
  /VARIABLES=Q17_EMPATHY Q18_EMPATHY Q19_EMPATHY Q38_EMPATHY Q39_EMPATHY
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR .

/***COMPUTING ALPHA FOR HOPEFUL OUTLOOK SUBSCALE.

RELIABILITY
  /VARIABLES=Q20_HOPEFULOUTLOOK, Q30_HOPEFULOUTLOOK, Q33_HOPEFULOUTLOOK,
Q35_HOPEFULOUTLOOK
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR.

/***COMPUTING ALPHA FOR VIOLENCE/HARASSMENT SUBSCALE.

RELIABILITY
  /VARIABLES=Q2_BULLYING, Q7_BULLYING, Q32_BULLYING, Q37_BULLYING, Q47_BULLYING, Q48_BULLYING,
Q49_BULLYING, Q50_BULLYING, Q51_BULLYING, Q4_GOSSIP, Q8_GOSSIP, Q27_GOSSIP, Q41_GOSSIP,
Q42_GOSSIP, Q43_GOSSIP,
  Q44_GOSSIP, Q45_GOSSIP, Q46_GOSSIP
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR.

/***COMPUTING ALPHA FOR TOTAL SCORE.

RELIABILITY
  /VARIABLES=Q2_BULLYING,Q3_WILLINGTOREACHFORHELP,Q4_GOSSIP,Q5_OPENNESSOFEXPRESSION,
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Q7_BULLYING,Q8_GOSSIP,Q9_JUDGINGOTHERS,Q10_VALUINGOTHERS,Q11_OPENNESSOFEXPRESSION,Q12_
JUDGINGOTHERS,

Q13_OPENNESSOFEXPRESSION,Q14_OPENNESSOFEXPRESSION,Q15_WILLINGTOREACHFORHELP,Q17_EMP
ATHY,Q18_EMPATHY,

Q19_EMPATHY,Q20_HOPEFULOUTLOOK,Q21_OPENNESSOFEXPRESSION,Q22_OPENNESSOFEXPRESSION,Q2
3_JUDGINGOTHERS,

Q24_WILLINGTOREACHFORHELP,Q25_VALUINGOTHERS,Q26_OPENNESSOFEXPRESSION,Q27_GOSSIP,Q28_J
UDGINGOTHERS,

Q29_VALUINGOTHERS,Q30_HOPEFULOUTLOOK,Q31_VALUINGOTHERS,Q32_BULLYING,Q33_HOPEFULOUTLOO
K,
   Q35_HOPEFULOUTLOOK,Q36_WILLINGTOREACHFORHELP,Q37_BULLYING,Q38_EMPATHY,Q39_EMPATHY,

Q40_WILLINGTOREACHFORHELP,Q41_GOSSIP,Q42_GOSSIP,Q43_GOSSIP,Q44_GOSSIP,Q45_GOSSIP,Q46_GOS
SIP,
   Q47_BULLYING,Q48_BULLYING,Q49_BULLYING,Q50_BULLYING,Q51_BULLYING
  /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL CORR.


**********************************************************************
/****COMPUTING THE AVERAGE SCORES FOR EACH SUBSCALE.
/***BULLYING SUBSCALE.

COMPUTE SCR_BULLY=MEAN(Q2_BULLYING, Q7_BULLYING, Q32_BULLYING, Q37_BULLYING, Q47_BULLYING,
Q48_BULLYING, Q49_BULLYING, Q50_BULLYING, Q51_BULLYING).
EXE.

/****WILLING TO REACH FOR HELP SUBSCALE.

COMPUTE SCR_WILLING=MEAN(Q3_WILLINGTOREACHFORHELP, Q15_WILLINGTOREACHFORHELP,
Q24_WILLINGTOREACHFORHELP, Q36_WILLINGTOREACHFORHELP, Q40_WILLINGTOREACHFORHELP).
EXE.

/****GOSSIP SUBSCALE.

COMPUTE SCR_GOSSIP=MEAN(Q4_GOSSIP, Q8_GOSSIP, Q27_GOSSIP, Q41_GOSSIP, Q42_GOSSIP,
Q43_GOSSIP,
  Q44_GOSSIP, Q45_GOSSIP, Q46_GOSSIP).
EXE.

/****OPENNESS OF EXPRESSION SUBSCALE.

COMPUTE SCR_OPENNESS=MEAN(Q5_OPENNESSOFEXPRESSION, Q11_OPENNESSOFEXPRESSION,
  Q13_OPENNESSOFEXPRESSION, Q14_OPENNESSOFEXPRESSION, Q21_OPENNESSOFEXPRESSION,
  Q22_OPENNESSOFEXPRESSION, Q26_OPENNESSOFEXPRESSION).
EXE.

/****JUDGING OTHERS SUBSCALE.

COMPUTE SCR_JUDGING=MEAN(Q9_JUDGINGOTHERS, Q12_JUDGINGOTHERS, Q23_JUDGINGOTHERS,
  Q28_JUDGINGOTHERS).
EXE.

/****VALUING OTHERS SUBSCALE.
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COMPUTE SCR_VALUING=MEAN(Q10_VALUINGOTHERS, Q25_VALUINGOTHERS, Q29_VALUINGOTHERS,
  Q31_VALUINGOTHERS).
EXE.

/****EMPATHY SUBSCALE.

COMPUTE SCR_EMPATHY=MEAN(Q17_EMPATHY, Q18_EMPATHY, Q19_EMPATHY, Q38_EMPATHY,
Q39_EMPATHY).
EXE.

/***HOPEFUL OUTLOOK SUBSCALE.

COMPUTE SCR_HOPEFULOUTLOOK=MEAN(Q20_HOPEFULOUTLOOK, Q30_HOPEFULOUTLOOK,
Q33_HOPEFULOUTLOOK, Q35_HOPEFULOUTLOOK).
EXE.

/***VIOLENCE/HARASSMENT SUBSCALE.

COMPUTE SCR_VIOLENCEHARASSMENT=MEAN(Q2_BULLYING, Q7_BULLYING, Q32_BULLYING,
Q37_BULLYING, Q47_BULLYING, Q48_BULLYING, Q49_BULLYING, Q50_BULLYING, Q51_BULLYING, Q4_GOSSIP,
Q8_GOSSIP, Q27_GOSSIP, Q41_GOSSIP, Q42_GOSSIP, Q43_GOSSIP,
Q44_GOSSIP, Q45_GOSSIP, Q46_GOSSIP).
EXE.

/**COMPUTE TOTAL SCORE

COMPUTE
Total_Score=MEAN(Q2_BULLYING,Q3_WILLINGTOREACHFORHELP,Q4_GOSSIP,Q5_OPENNESSOFEXPRESSION,

Q7_BULLYING,Q8_GOSSIP,Q9_JUDGINGOTHERS,Q10_VALUINGOTHERS,Q11_OPENNESSOFEXPRESSION,Q12_
JUDGINGOTHERS,

Q13_OPENNESSOFEXPRESSION,Q14_OPENNESSOFEXPRESSION,Q15_WILLINGTOREACHFORHELP,Q17_EMP
ATHY,Q18_EMPATHY,

Q19_EMPATHY,Q20_HOPEFULOUTLOOK,Q21_OPENNESSOFEXPRESSION,Q22_OPENNESSOFEXPRESSION,Q2
3_JUDGINGOTHERS,

Q24_WILLINGTOREACHFORHELP,Q25_VALUINGOTHERS,Q26_OPENNESSOFEXPRESSION,Q27_GOSSIP,Q28_J
UDGINGOTHERS,

Q29_VALUINGOTHERS,Q30_HOPEFULOUTLOOK,Q31_VALUINGOTHERS,Q32_BULLYING,Q33_HOPEFULOUTLOO
K,
   Q35_HOPEFULOUTLOOK,Q36_WILLINGTOREACHFORHELP,Q37_BULLYING,Q38_EMPATHY,Q39_EMPATHY,

Q40_WILLINGTOREACHFORHELP,Q41_GOSSIP,Q42_GOSSIP,Q43_GOSSIP,Q44_GOSSIP,Q45_GOSSIP,Q46_GOS
SIP,
   Q47_BULLYING,Q48_BULLYING,Q49_BULLYING,Q50_BULLYING,Q51_BULLYING).
EXECUTE.


/****DESCRIPTIVES AND CORRELATIONS.

DESC SCR_BULLY SCR_WILLING SCR_GOSSIP SCR_OPENNESS SCR_JUDGING SCR_VALUING SCR_EMPATHY
SCR_HOPEFULOUTLOOK SCR_VIOLENCEHARASSMENT Total_Score.


CORR SCR_BULLY SCR_WILLING SCR_GOSSIP SCR_OPENNESS SCR_JUDGING SCR_VALUING SCR_EMPATHY
SCR_HOPEFULOUTLOOK SCR_VIOLENCEHARASSMENT Total_Score.
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/***RECODING GENDER.

RECODE I2 ("A"=1) ("B"=2) INTO GENDER1.
EXE.


/*****Between-subjects ANOVA WITH THE BULLY DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_BULLY BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GENDER1 (BONFERRONI TUKEY LSD)
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE WILLINGNESS TO REACH FOR HELP DIMENSION AS THE DV AND
GENDER AS THE IV.

GLM SCR_WILLING BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE GOSSIPING DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_GOSSIP BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE OPENNESS OF EXPRESSION DIMENSION AS THE DV AND GENDER AS
THE IV.

GLM SCR_OPENNESS BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE JUDGING OTHERS DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_JUDGING BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE VALUING OTHERS DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_VALUING BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE EMPATHY DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_EMPATHY BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.
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/*****Between-subjects ANOVA WITH THE HOPEFUL OUTLOOK DIMENSION AS THE DV AND GENDER AS THE IV.

GLM SCR_HOPEFULOUTLOOK BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

/*****Between-subjects ANOVA WITH THE VIOLENCE/HARASSMENT DIMENSION AS THE DV AND GENDER AS THE
IV.

GLM SCR_VIOLENCEHARASSMENT BY GENDER1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
        /DESIGN = GENDER1.

************************************************************************************************

/****RECODING GRADE LEVEL.

RECODE I1 ("A"=1) ("B"=2) ("C"=3) ("D"=4) INTO GRADELEVEL1.
EXE.

/***BETWEEN-SUBJECTS ANOVA WITH THE BULLYING DIMENSION AS THE DV AND GRADE LEVEL AS THE IV.

GLM SCR_BULLY BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.


/***BETWEEN-SUBJECTS ANOVA WITH THE WILLING TO REACH FOR HELP DIMENSION AS THE DV AND GRADE
LEVEL AS THE IV.

GLM SCR_WILLING BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.


/***BETWEEN-SUBJECTS ANOVA WITH THE GOSSIPING DIMENSION AS THE DV AND GRADE LEVEL AS THE IV.

GLM SCR_GOSSIP BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.


/***BETWEEN-SUBJECTS ANOVA WITH THE OPENNESS OF EXPRESSION DIMENSION AS THE DV AND GRADE
LEVEL AS THE IV.

GLM SCR_OPENNESS BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.
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/***BETWEEN-SUBJECTS ANOVA WITH THE JUDGING OTHERS DIMENSION AS THE DV AND GRADE LEVEL AS
THE IV.

GLM SCR_JUDGING BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.

/***BETWEEN-SUBJECTS ANOVA WITH THE VALUING OTHERS DIMENSION AS THE DV AND GRADE LEVEL AS
THE IV.

GLM SCR_VALUING BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.

/***BETWEEN-SUBJECTS ANOVA WITH THE EMPATHY DIMENSION AS THE DV AND GRADE LEVEL AS THE IV.

GLM SCR_EMPATHY BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.

/***BETWEEN-SUBJECTS ANOVA WITH THE HOPEFUL OUTLOOK DIMENSION AS THE DV AND GRADE LEVEL AS
THE IV.

GLM SCR_HOPEFULOUTLOOK BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.

/***BETWEEN-SUBJECTS ANOVA WITH THE VIOLENCE/HARASSMENT DIMENSION AS THE DV AND GRADE
LEVEL AS THE IV.

GLM SCR_VIOLENCEHARASSMENT BY GRADELEVEL1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC GRADELEVEL1(BONFERRONI TUKEY LSD)
        /DESIGN = GRADELEVEL1.

*************************************************************************************************

/***RECODING RELIGION.

RECODE I5 ("A"=1) ("B"=2) ("C"=3) ("D"=4) ("E"=5) INTO RELIGION1.
EXE.

/***BETWEEN-SUBJECTS ANOVA WITH THE BULLYING DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_BULLY BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.
```

```
/***BETWEEN-SUBJECTS ANOVA WITH THE WILLINGNESS TO GET HELP DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_WILLING BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE GOSSIPING DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_GOSSIP BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE OPENNESS OF EXPRESSION DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_OPENNESS BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE JUDGING OTHERS DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_JUDGING BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE VALUING OTHERS DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_VALUING BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE EMPATHY DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_EMPATHY BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

/***BETWEEN-SUBJECTS ANOVA WITH THE HOPEFUL OUTLOOK DIMENSION AS THE DV AND RELIGION AS THE IV.

GLM SCR_HOPEFULOUTLOOK BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.
```

```
/***BETWEEN-SUBJECTS ANOVA WITH THE VIOLENCE/HARASSMENT DIMENSION AS THE DV AND RELIGION AS
THE IV.

GLM SCR_VIOLENCEHARASSMENT BY RELIGION1
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC RELIGION1(BONFERRONI TUKEY LSD)
        /DESIGN = RELIGION1.

*************************************************************************************************************
/***RECODING ETHNICITY INTO ONE VARIABLE.

RECODE I3 ("A"=5) ("B"=4) ("C"=2) ("D"=4) ("E"=4) INTO ALLETHNICITY.
EXE.
RECODE I4 ("A"=3) ("B"=4) ("C"=4) ("D"=4) ("E"=1) INTO ALLETHNICITY.
EXE.
VARIABLE LABELS ALLETHNICITY '1=White, 2=African American, 3=Hispanic, 4=Asian, 5=Amer. Ind.'.
exe.

/***BETWEEN-SUBJECTS ANOVA WITH THE BULLYING DIMENSION AS THE DV AND ETHNICITY AS THE IV.

GLM SCR_BULLY BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE WILLINGNESS TO REACH FOR HELP DIMENSION AS THE DV AND
ETHNICITY AS THE IV.

GLM SCR_WILLING BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE GOSSIPING DIMENSION AS THE DV AND ETHNICITY AS THE IV.

GLM SCR_GOSSIP BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE OPENNESS OF EXPRESSION DIMENSION AS THE DV AND
ETHNICITY AS THE IV.

GLM SCR_OPENNESS BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE JUDGING OTHERS DIMENSION AS THE DV AND ETHNICITY AS THE
IV.

GLM SCR_JUDGING BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
```

```
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE VALUING OTHERS DIMENSION AS THE DV AND ETHNICITY AS THE
IV.

GLM SCR_VALUING BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE EMPATHY DIMENSION AS THE DV AND ETHNICITY AS THE IV.

GLM SCR_EMPATHY BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE HOPEFUL OUTLOOK DIMENSION AS THE DV AND ETHNICITY AS
THE IV.

GLM SCR_HOPEFULOUTLOOK BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.

/***BETWEEN-SUBJECTS ANOVA WITH THE VIOLENCE/HARASSMENT DIMENSION AS THE DV AND ETHNICITY
AS THE IV.

GLM SCR_VIOLENCEHARASSMENT BY ALLETHNICITY
        /METHOD = SSTYPE(3)
        /PRINT = DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
    /POSTHOC ALLETHNICITY(BONFERRONI TUKEY LSD)
        /DESIGN = ALLETHNICITY.


*******************************************************************************************
/**CUSTOM TABLES.

VAR LAB I1 "Grade Level."
 /I2 "Gender."
 /I3 "Ethnicity_1."
 /I4 "Ethnicity_2."
 /I5 "Religion."
 /I6 "I enjoy being at school."
 /I7 "I feel accepted by students in my school."
 /I8 "I feel accepted by adults in my school."
 /I9 "Extra help is available at my school when I need it."
 /I10 " I feel unwelcome or uncomfortable at school because of my gender."
 /I11 "I feel unwelcome or uncomfortable at school because of my ethnocultural or racial background."
 /I12 "I feel unwelcome or uncomfortable at school because of my language background (my first language)."
 /I13 "I feel unwelcome or uncomfortable at school because of my appearance."
 /I14 "I feel unwelcome or uncomfortable at school because of my religion or faith."
 /I15 "I feel unwelcome or uncomfortable at school because of a disability I have ."
 /I16 "I feel unwelcome or uncomfortable at school because of my sexual orientation or perceived sexual orientation."
 /I17 "Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you
are welcome or that you belong?."
```

/I18 "I do not feel that I am welcome or that I belong because of my gender."
/I19 "I do not feel that I am welcome or that I belong because of my ethnocultural or racial background."
/I20 "I do not feel that I am welcome or that I belong because of my language background (my first language)."
/I21 "I do not feel that I am welcome or that I belong because of my appearance."
/I22 "I do not feel that I am welcome or that I belong because of my religion or faith."
/I23 "I do not feel that I am welcome or that I belong because of a disability I have."
/I24 "I do not feel that I am welcome or that I belong because of my sexual orientation or perceived sexual orientation."
/I25 "At High School how often have you learned about the experiences and/or achievements of women and girls?"
/I26 "At High School how often have you learned about the experiences and/or achievements of diverse ethnocultural or racial groups?"
/I27 "At High School how often have you learned about the experiences and/or achievements of diverse religious/faith communities?"
/I28 "At High School how often have you learned about the experiences and/or achievements of people with disabilities?"
/I29 "At High School how often have you learned about the experiences and/or achievements of gay, lesbian, and bisexual people?"
/I30 "Do you feel that there are barriers that stand in the way of your learning at school?"
/I31 "If you answered Yes to #30, do you think that these barriers exist because of your gender?"
/I32 "If you answered Yes to #30, do you think that these barriers exist because of your ethnocultural or racial background?"
/I33 "If you answered Yes to #30, do you think that these barriers exist because of your language background (your first language)?"
/I34 "If you answered Yes to #30, do you think that these barriers exist because of your appearance?"
/I35 "If you answered Yes to #30, do you think that these barriers exist because of your religion or faith?"
/I36 " If you answered Yes to #30, do you think that these barriers exist because of a disability you have?"
/I37 "If you answered Yes to #30, do you think that these barriers exist because of your sexual orientation?"
/I38 "Do you feel that school rules have been applied to you in a fair way?"
/I39 "If the school rules have not been applied to you fairly, do you think it is because of your gender?"
/I40 "If the school rules have not been applied to you fairly, do you think it is because of your ethnocultural or racial background?"
/I41 "If the school rules have not been applied to you fairly, do you think it is because of your language background (your first language)?"
/I42 "If the school rules have not been applied to you fairly, do you think it is because of your appearance?"
/I43 "If the school rules have not been applied to you fairly, do you think it is because of your religion or faith?"
/I44 "If the school rules have not been applied to you fairly, do you think it is because of a disability you have?"
/I45 "If the school rules have not been applied to you fairly, do you think it is because of your sexual orientation?"
/I46 "I am treated by my teachers the same as everyone else."
/I47 "I am treated by my teachers better than others."
/I48 "I am treated by my teachers worse than others."
/I49 "I am treated by the administrators the same as everyone else."
/I50 "I am treated by the administrators better than others."
/I51 "I am treated by the administrators worse than others."
/I52 "I feel I am treated better or worse than others because of my gender."
/I53 "I feel I am treated better or worse than others because of my ethnocultural or racial background."
/I54 "I feel I am treated better or worse than others because of my language background my first language)."
/I55 "I feel I am treated better or worse than others because of my appearance."
/I56 "I feel I am treated better or worse than others because of my religion or faith."
/I57 "I feel I am treated better or worse than others because of a disability I have."
/I58 "I feel I am treated better or worse than others because of my sexual orientation."
/I59 "My High School has a policy or procedure for reporting discrimination."
/I60 "If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?"
/I61 "Do you feel that your school responds quickly to reports of discrimination?"
/I62 "During the past four weeks, have you been physically bullied/harassed by other students?"
/I63 "During the past four weeks, have you been verbally bullied/harassed by other students?"
/I64 "During the past four weeks, have you been socially bullied/harassed by other students?"
/I65 "During the past four weeks, have you been Electronically (Face Book, texting, etc.) bullied/harassed by other students?"
/I66 "During the past four weeks, have you experienced racial/ethnocultural bullying/ harassment?"
/I67 "During the past four weeks, have you experienced sexual bullying/ harassment?"
/I68 "During the past four weeks, have you experienced appearance-based bullying/ harassment?"
/I69 "During the past four weeks, have you experienced gender-based bullying/ harassment?"

/I70 "During the past four weeks, have you experienced sexual orientation-based bullying/ harassment?"
/I71 "During the past four weeks, have you experienced religion-based bullying/ harassment?"
/I72 "During the past four weeks, have you experienced disability-based bullying/ harassment?"
/I73 "During the past four weeks, how often have you seen or heard about another student being physically bullied/harassed?"
/I74 "During the past four weeks, how often have you seen or heard about another student being verbally bullied/harassed?"
/I75 "During the past four weeks, how often have you seen or heard about another student being socially bullied/harassed?"
/I76 "During the past four weeks, how often have you seen or heard about another student being electronically bullied/harassed?"
/I77 "During the past four weeks, how often have you seen or heard about another student being the victim of racial/ethnocultural bullying/harassment?"
/I78 "During the past four weeks, how often have you seen or heard about another student being the victim of sexual bullying/harassment?"
/I79 "During the past four weeks, how often have you seen or heard about another student being the victim of appearance-based bullying/harassment?"
/I80 "During the past four weeks, how often have you seen or heard about another student being the victim of gender-based bullying/harassment?"
/I81 "During the past four weeks, how often have you seen or heard about another student being the victim of sexual orientation-based bullying/harassment?"
/I82 "During the past four weeks, how often have you seen or heard about another student being the victim of religion-based bullying/harassment?"
/I83 "During the past four weeks, how often have you seen or heard about another student being the victim of disability-based bullying/harassment?"
/I84 "During the past four weeks, have you, on your own or as part of a group, physically bullied/harassed other students?"
/I85 "During the past four weeks, have you, on your own or as part of a group, verbally bullied/harassed other students?"
/I86 "During the past four weeks, have you, on your own or as part of a group, socially bullied/harassed other students?"
/I87 "During the past four weeks, have you, on your own or as part of a group, electronically bullied/harassed other students?"
/I88 "During the past four weeks, have you, on your own or as part of a group, subjected other students to racial/ethnocultural bullying/harassment?"
/I89 "During the past four weeks, have you, on your own or as part of a group, subjected other students to sexual bullying/harassment?"
/I90 "During the past four weeks, have you, on your own or as part of a group, subjected other students to gender-based bullying/harassment?"
/I91 "During the past four weeks, have you, on your own or as part of a group, subjected other students to appearance-based bullying/harassment?"
/I92 "During the past four weeks, have you, on your own or as part of a group, subjected other students to sexual-orientation based bullying/harassment?"
/I93 "During the past four weeks, have you, on your own or as part of a group, subjected other students to religion-based bullying/harassment?"
/I94 "During the past four weeks, have you, on your own or as part of a group, subjected other students to disability-based bullying/harassment?"
/I95 "During the past four weeks, have you, on your own or as part of a group, subjected other students to racial/ethnocultural bullying/harassment?"
/I96 "During the past four weeks how many times have you heard someone call someone gay, fag, lesbian or dyke?"
/I97 "During the past four weeks, how often have you stayed away from school in order to avoid being bullied/harassed?"
/I98 "During the past four weeks how often have you changed your routine at school to avoid being bullied or harassed?"
/I99 "During the past four weeks, how often have you tried to help another student who was being bullied/harassed?"
/I100 "Bullying/harassment occurs in classrooms."
/I101 "Bullying/harassment occurs in hallways."
/I102 "Bullying/harassment occurs in school entrances and exits."
/I103 "Bullying/harassment occurs in the library."
/I104 "Bullying/harassment occurs in the gym."
/I105 "Bullying/harassment occurs in locker rooms."
/I106 "Bullying/harassment occurs in the cafeteria."
/I107 "Bullying/harassment occurs in restrooms."
/I108 "Bullying/harassment occurs in the parking lot."

/I109 "Bullying/harassment occurs in the quad."
/I110 "Bullying/harassment occurs in areas off school property."
/I111 "When and how often are you at risk of being bullied/harassed before school?"
/I112 "When and how often are you at risk of being bullied/harassed during classes?"
/I113 "When and how often are you at risk of being bullied/harassed between classes?"
/I114 "When and how often are you at risk of being bullied/harassed during lunch?"
/I115 "When and how often are you at risk of being bullied/harassed after school?"
/I116 "When and how often are you at risk of being bullied/harassed during extracurricular activities?"
/I117 "How often have you experienced bullying/harassment from a teacher?"
/I118 "How often have you experienced/witnessed students bullying/harassing a teacher?"
/I119 "Are you aware of how to report bullying/harassment at school? "
/I120 "Do you feel comfortable reporting bullying/harassment to teachers?"
/I121 "Do you feel comfortable reporting bullying/harassment to administrators?"
/I122 "I rarely try to stop my friends from bullying/teasing other people."
/I123 "No matter how badly I feel, I know that there is someone always there for me."
/I124 " I am aware of the harmful effect that gossiping can have on others."
/I125 "Emotions are important to talk about."
/I127 "I frequently tease/bully other people."
/I128 "I frequently gossip about other people."
/I129 "I can usually judge what someone's like before really getting to know them."
/I130 "I value other people who are not like me."
/I131 "I don't even bother opening up my feelings to others because I don't really care."
/I132 "Most of the time, I can judge what someone's like by what they look like."
/I133 "Opening up your feelings to others is just a sure way to get hurt."
/I134 "I am comfortable sharing personal information and opinions with others."
/I135 "My friends know how much I hurt inside."
/I136 "Spending my time listening to other people's problems is just a waste."
/I137 "I'm usually too busy to take the time to listen to other people's problems."
/I138 "If other people don't care about my feelings, I shouldn't care about theirs."
/I139 "I fulfill a valuable role in my friends' lives."
/I140 "I express my emotions well."
/I141 "I can trust other people by sharing my feelings with them."
/I142 "The statement "Those people are all like that" is true about some racial/ethnic groups."
/I143 "I am willing to ask for help to deal with my problems."
/I144 "I frequently encourage other people outside of my friendship group."
/I145 "I feel free to talk to my friends about personal things in my life."
/I146 "I rarely try to discourage my friends from gossiping about others."
/I147 "I judge others based on how they look."
/I148 "I respect others who are not like me."
/I149 "My future is bright and full of potential."
/I150 "I need to get to know someone before I can respect them."
/I151 "People who can't handle a little teasing/bullying are just weak."
/I152 "My best days are behind me."
/I154 "I am confident that my friends value my friendship."
/I155 "There are other people around me who hurt as badly as I do."
/I156 "I am aware of the harmful effect that my teasing/bullying can have on others."
/I157 "Besides my close friends, the feelings of other people are not important."
/I158 "Helping others with their problems is too hard; I have enough to deal with just by myself."
/I159 "I am the only one who understands my problems."
/I160 "People who can't handle gossip are just weak."
/I161 "Even if I tried, I can't do much at this school to stop the gossiping that goes on."
/I162 "I try to stop my friends from gossiping about others."
/I163 "I really don't think that gossiping about other people is a big deal."
/I164 "The kind of gossiping I've done this past year really doesn't hurt anyone."
/I165 "By changing my own actions, I can reduce gossiping at this school."
/I166 "Even if I tried, I can't do much at this school to stop the teasing and bullying that goes on."
/I167 "I try to stop my friends from teasing or bullying others."
/I168 "I really don't think that teasing or bullying other people is a big deal."
/I169 "The kind of teasing or bullying I've done this past year really doesn't hurt anyone. "
/I170 "By changing my own actions, I can reduce teasing and bullying at this school.".

```
/*****************************************************************************.
ADD VALUE LABELS I1 'A' '9th Grade' 'B' '10th Grade' 'C' '11th Grade' 'D' '12th Grade'.
ADD VALUE LABELS I2 'A' 'Male' 'B' 'Female'.
ADD VALUE LABELS I3 'A' 'American Indian or Alaskan Native' 'B' 'Asian Indian' 'C' 'African American' 'D' 'Chinese' 'E'
'Filipino'.
ADD VALUE LABELS I4 'A' 'Hispanic' 'B' 'Japanese' 'C' 'Korean' 'D' 'Other Asian' 'E' 'White Non-Hispanic'.
ADD VALUE LABELS I5 'A' 'Buddhist' 'B' 'Christian' 'C' 'Hindu' 'D' 'Jewish' 'E' 'Muslim'.
ADD VALUE LABELS I6 to I16 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often' 'D' 'Always or Almost Always' 'E'
'Invalid'.
ADD VALUE LABELS I17 'A' 'No' 'B' 'Yes'.
ADD VALUE LABELS I18 to I24 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often' 'D' 'Always or Almost Always' 'E'
'Invalid'.
ADD VALUE LABELS I25 to I29 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often'.
ADD VALUE LABELS I30 to I37 'A' 'No' 'B' 'Yes' 'C' 'Not sure'.
ADD VALUE LABELS I38 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often' 'D' 'Always or Almost Always' 'E' 'Invalid'.
ADD VALUE LABELS I39 to I45 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often'.
ADD VALUE LABELS I46 to I51 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often' 'D' 'Always or Almost Always' 'E'
'Invalid'.
ADD VALUE LABELS I52 to I61 'A' 'No' 'B' 'Yes' 'C' 'Not sure'.
ADD VALUE LABELS I62 to I95 'A' 'Not once in 4 weeks' 'B' 'Once or twice in 4 weeks' 'C' 'Every week' 'D' 'Many times a
week' 'E' 'Do not know'.
ADD VALUE LABELS I96 to I99 'A' 'Not once in 4 weeks' 'B' 'Once or twice in 4 weeks' 'C' 'Every week'.
ADD VALUE LABELS I100 to I118 'A' 'Never or Almost Never' 'B' 'Sometimes' 'C' 'Often' 'D' 'Always or Almost Always' 'E'
'Invalid'.
ADD VALUE LABELS I119 to I121 'A' 'No' 'B' 'Yes'.
exe.
***

* Custom Tables.
CTABLES
  /VLABELS VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13 I14 I15 I16 I17 I18 I19 I20
  I21 I22 I23 I24 I25 I26 I27 I28 I29 I30 I30 I31 I32 I33 I34 I35 I36 I37 I38
  I39 I40 I41 I42 I43 I44 I45 I46 I47 I48 I49 I50 I51 I52 I53 I54 I55 I56 I57
  I58 I59 I60 I61 I62 I63 I64 I65 I66 I67 I68 I69 I70 I71 I72 I73 I74 I75 I76
  I77 I78 I79 I80 I81 I82 I83 I84 I85 I86 I87 I88 I89 I90 I91 I92 I93 I94 I95
  I96 I97 I98 I99 I100 I101 I102 I103 I104 I105 I106 I107 I108 I109 I110 I111
  I112 I113 I114 I115 I116 I117 I118 I119 I120 I121 I122 I123 I124 I125 I126
  I127 I128 I129 I130 I131 I132 I133 I134 I135 I136 I137 I138 I139 I140 I141
  I142 I143 I144 I145 I146 I147 I148 I149 I150 I151 I152 I153 I154 I155 I156
  I157 I158 I159 I160 I161 I162 I163 I164 I165 I166 I167 I168 I169 I170 ALLETHNICITY
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  PCT40.1] + I11 [ROWPCT.COUNT PCT40.1] + I12 [ROWPCT.COUNT PCT40.1] + I13
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  I156 I157 I158 I159 I160 I161 I162 I163 I164 I165 I166 I167 I168 I169 I170 ALLETHNICITY
  ORDER=A KEY=VALUE EMPTY=EXCLUDE.

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  I112 I113 I114 I115 I116 I117 I118 I119 I120 I121 ALLETHNICITY
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  /ORDER=  ANALYSIS.
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  /STATISTICS=MEAN
  /ORDER=  ANALYSIS.

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  Q5_OPENNESSOFEXPRESSION Q7_BULLYING Q8_GOSSIP Q9_JUDGINGOTHERS
  Q10_VALUINGOTHERS Q11_OPENNESSOFEXPRESSION Q12_JUDGINGOTHERS
  Q13_OPENNESSOFEXPRESSION Q14_OPENNESSOFEXPRESSION Q15_WILLINGTOREACHFORHELP
  Q17_EMPATHY Q18_EMPATHY Q19_EMPATHY Q20_HOPEFULOUTLOOK
  Q21_OPENNESSOFEXPRESSION Q22_OPENNESSOFEXPRESSION Q23_JUDGINGOTHERS
  Q24_WILLINGTOREACHFORHELP Q25_VALUINGOTHERS Q26_OPENNESSOFEXPRESSION
  Q27_GOSSIP Q28_JUDGINGOTHERS Q29_VALUINGOTHERS Q30_HOPEFULOUTLOOK
  Q31_VALUINGOTHERS Q32_BULLYING Q33_HOPEFULOUTLOOK Q35_HOPEFULOUTLOOK
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  Q51_BULLYING  /MISSING LISTWISE /ANALYSIS Q2_BULLYING
  Q3_WILLINGTOREACHFORHELP Q4_GOSSIP Q5_OPENNESSOFEXPRESSION Q7_BULLYING
  Q8_GOSSIP Q9_JUDGINGOTHERS Q10_VALUINGOTHERS Q11_OPENNESSOFEXPRESSION
  Q12_JUDGINGOTHERS Q13_OPENNESSOFEXPRESSION Q14_OPENNESSOFEXPRESSION
  Q15_WILLINGTOREACHFORHELP Q17_EMPATHY Q18_EMPATHY Q19_EMPATHY
  Q20_HOPEFULOUTLOOK Q21_OPENNESSOFEXPRESSION Q22_OPENNESSOFEXPRESSION
  Q23_JUDGINGOTHERS Q24_WILLINGTOREACHFORHELP Q25_VALUINGOTHERS
  Q26_OPENNESSOFEXPRESSION Q27_GOSSIP Q28_JUDGINGOTHERS Q29_VALUINGOTHERS
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  Q35_HOPEFULOUTLOOK Q36_WILLINGTOREACHFORHELP Q37_BULLYING Q38_EMPATHY
  Q39_EMPATHY Q40_WILLINGTOREACHFORHELP Q41_GOSSIP Q42_GOSSIP Q43_GOSSIP
  Q44_GOSSIP Q45_GOSSIP Q46_GOSSIP Q47_BULLYING Q48_BULLYING Q49_BULLYING
  Q50_BULLYING Q51_BULLYING
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  /PLOT EIGEN ROTATION
  /CRITERIA MINEIGEN(1) ITERATE(50)
  /EXTRACTION PC
  /CRITERIA ITERATE(50)
  /ROTATION VARIMAX
  /SAVE REG(ALL)
  /METHOD=CORRELATION .
T-TEST
  GROUPS = GENDER1(1 2)
  /MISSING = ANALYSIS
  /VARIABLES = SCR_BULLY SCR_WILLING SCR_GOSSIP SCR_OPENNESS SCR_JUDGING
  SCR_VALUING SCR_EMPATHY SCR_HOPEFULOUTLOOK SCR_VIOLENCEHARASSMENT
  Total_Score
  /CRITERIA = CI(.95).
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Attachment C: Point Break Program Evaluation (Feb. 2, 2012)