

## Technical Notes and Methodology

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### I. Background of the SCS

#### Purpose and sponsorship of the survey

Criminal activity at school poses an obvious threat to the safety of students and can act as a significant barrier to the education process. In order to study the relationship between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its incidence must be collected. Jointly designed by the Department of Education's National Center for Education Statistics and the Department of Justice's Bureau of Justice Statistics, the School Crime Supplement (SCS) was developed to address this data need. Data used to produce this report are available at <http://www.icpsr.umich.edu/>.

#### Sample design and data collection

Created as an occasional supplement to the annual National Crime Victimization Survey (NCVS), the SCS was fielded in 1989, 1995, and 1999. Plans are to field the SCS every other year, starting with the 1999 collection. The NCVS collects data on the incidence of criminal activity at the household and household member level from a nationally representative sample of households (47,000 households in 1989; 49,000 households in 1995; and 43,000 households in 1999). Households were sampled using a stratified, multistage cluster design.<sup>21</sup>

NCVS interviews were conducted with each household member who was 12 years old or older. Any household member between the ages of 12 and 18 was given an SCS interview, once that respondent's NCVS interview was completed. For the 1989 and 1995 SCS, 19-year-old household members also were given an SCS interview. This upper age range was lowered to 18 for the 1999 SCS because it was determined that most 19-year-olds did not meet the SCS eligibility criteria of being currently enrolled in a secondary school. Only those 12- to 18-year-olds who were in primary or secondary education programs leading to a high school diploma, and who had been enrolled sometime during the 6 months prior to the interview, were administered the 1999 SCS questionnaire.<sup>22</sup> Students who were home schooled were not included.<sup>23</sup>

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<sup>21</sup> For more information regarding the sampling approach used in the NCVS, readers should refer to U.S. Department of Justice (1997).

<sup>22</sup> In order to facilitate comparisons between the 1995 SCS and the 1999 SCS for this report, 19-year-old respondents were dropped from the 1995 SCS and the data were re-analyzed. There were 116 19-year-olds in the 1995 SCS, accounting for 1.2 percent of the total eligible sample. Respondents who were over 18 were not eligible for the 1999 SCS.

<sup>23</sup> Readers should be aware that those students who were categorized as "other" on the student grade variable (including those who were home schooled) were interviewed for the SCS survey in both 1995 and 1999. They are included in the previously published report based on the 1995 SCS data (Chandler et al. 1998) and are included in the 1995 SCS data for this report as well. However, they are not included in the 1999 SCS data analysis in this report. In 1995, there were 113 such cases (1.0 percent of the eligible sample). In 1999, there were 56 such respondents who were not included in the analysis.

The SCS questionnaire was designed to record the incidence of crime and criminal activity occurring inside a school, on school grounds, or on a school bus during the 6 months preceding the interview. There were 10,449 SCS interviews completed in 1989, 9,954 in 1995<sup>24</sup> and 8,398 in 1999.

Data were collected by the Department of Commerce's Bureau of the Census. During all three fieldings of the SCS instrument, surveys were conducted between January and June, with one-sixth of the sample being covered each month. Interviews were conducted with the subject student over the telephone or in person. During all 3 years, efforts were made to assure that interviews about student experiences were conducted with the students themselves. However, under certain circumstances, interviews with proxy respondents were accepted. These circumstances included interviews scheduled with a child between the ages of 12 and 13 in which the parents refused to allow an interview with the child, interviews in which the subject child was unavailable during the period of data collection, and interviews in which the child was physically or emotionally unable to answer for him or herself.

Telephone interviews accounted for 5,963 of the 8,398 SCS interviews in 1999, 7,418 of the 9,954 interviews in 1995, and 7,407 of the 10,449 interviews in 1989. Proxy interviews accounted for 659 of the 8,398 interviews in 1999, 363 of the 9,954 interviews in 1995, and 252 of the 10,449 interviews in 1989.

Responses to both the NCVS and SCS are confidential by law. Interviewers are instructed to conduct interviews in privacy unless respondents specifically agree to permit others to be present. Most interviews for the NCVS and SCS are conducted by telephone, and most questions require "yes" or "no" answers, thereby affording respondents a further measure of privacy. By law, identifiable information about respondents may not be disclosed or released to others for any purpose.

The percentage of students whose responses were not ascertained for particular items on the SCS instrument is generally displayed in the figures that illustrate percentage distributions in this report. In some cases, this "Not Ascertained" category pertains to questions in which students were not specifically offered a "Don't Know" response option, but answered the question by saying that they did not know. In other cases, the "Not Ascertained" category indicates cases in which students did not answer the question, either because they were unable to classify their responses within the categories offered or, as a result of their answers to previous questions, they were not asked the question.

## Unit and item response rates

Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. In the 1999 SCS, the household completion rate was 93.8 percent. In the 1989 and 1995 SCS, the household completion rates were 96.5 percent, and 95.1 percent, respectively.<sup>25</sup> For the 1999 SCS, the student completion rate was 77.6 percent. In the 1989 and 1995 SCS, the student completion rates were 86.5 percent and 77.5 percent, respectively. Multiplying the household completion rate times the student completion rate produced an overall SCS response rate of 72.8 percent in 1999, 73.7 percent in 1995, and 83.5 percent in 1989.

The rate at which the respondents provide a valid response to a given item is referred to as its item response rate. Item response rates for items used in this report were generally high. Most items were

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<sup>24</sup> The numbers and percentages for the 1995 SCS completed interviews, completion rates, and response rates in the following discussion include 19-year-old respondents.

<sup>25</sup> It is assumed that the response rate for households with students between the ages of 12 and 19 (for the 1989 and 1995 SCS) and between the ages of 12 and 18 (for the 1999 SCS) is the same as that of all households. The reported unit response rates are unweighted.

answered by over 95 percent of all eligible respondents. The only exception was the household income question, which was answered by approximately 86.0 percent of all households in 1999 and approximately 90.0 percent of all households for both 1995 and 1989. Income and income-related questions typically have relatively low response rates compared to other items due to their sensitive nature.

## II. Notes regarding items used in the report

### Differences among the 1989, 1995, and 1999 SCS surveys

Respondents to the SCS were asked two separate sets of questions regarding personal victimization: one set from the NCVS and the other from the SCS questionnaires. The NCVS victimization questions include information on up to seven separate incidents of victimization reported by respondents to the NCVS. These questions covered several different dimensions of victimization including the nature of each incident, where it occurred, what losses resulted, etc. The initial report, based on the 1989 SCS, relied on the National Crime Survey (NCS) items to develop incident rates (Bastian and Taylor 1991). In 1992, the NCS was redesigned and renamed the NCVS. Because of the redesign, subsequent victimization estimates from the 1995 and 1999 SCS cannot be readily compared to the 1989 estimates. For example, the 1995 and 1999 NCVS used a different screening procedure to uncover victimizations than did the 1989 NCVS.

The new screening procedure was meant to elicit a more complete tally of victimization incidents than the one used in the 1989 NCS. For instance, the 1995 and 1999 screener specifically asked whether respondents had been raped or otherwise sexually assaulted, whereas the 1989 screener did not. Therefore, NCVS item based cross-year changes in reported victimization rates, or lack thereof, may only be the result of changes in how the questions were asked and not of actual changes in the incidence of victimization.<sup>26</sup> There were no modifications to the NCVS screener questions between the 1995 and 1999 SCS.

Because NCVS questionnaires were completed before students were given the SCS questionnaires, it is likely that changes to NCVS victimization screening procedures differentially affected responses to the 1989 SCS when compared to the 1995 and 1999 SCS victimization items. While the assumption is not possible to test, it is nonetheless reasonable to expect that by providing a more detailed victimization screening instrument in the 1995 and 1999 NCVS, respondents in these years had better victimization recall than did 1989 SCS respondents.

### Differences between 1995 and 1999 NCVS and SCS items

A second, less detailed set of victimization questions was asked in the SCS. These questions were not modified between 1989 and 1995 and formed the basis of the victimization section in *Students' Reports of School Crime: 1989 and 1995* (Chandler et al. 1998). In both 1989 and 1995, respondents were asked to provide information about victimization incidents on the SCS that included those already reported in the main NCVS questionnaire. Thus, the victimization prevalence rates for those years were based on SCS data alone. However, the SCS victimization questions were changed in 1999 to specifically ask respondents only to provide information about incidents not previously reported in the main NCVS questionnaire. This means that, unlike prior SCS analyses, in 1999 the prevalence of victimization was calculated by including incidents reported by students on both the NCVS and SCS portions of the instrument. This change allows for a more comprehensive picture of victimizations occurring at school.

<sup>26</sup> For more details about this issue, readers should refer to Kinderman, Lynch, and Cantor (1997).

In the SCS portion of the survey, students were first asked whether they had experienced any additional incidents at school besides those they had already reported in the NCVS portion of the interview. Those who responded “yes,” that they had experienced an additional victimization, were then asked a series of follow-up questions intended to categorize the victimization as either a violent or a property victimization (see appendix D for exact question wording).

However, for 105 sample cases, students who responded “yes” to the first question on the SCS were not categorized using the follow-up questions. In other words, they indicated that one or more additional incidents had happened to them at school, but the experience they had was not allocated to either the violent or property categories. This may have occurred because these students were unable to classify their experiences within the categories specified on the instrument or because they were not asked the questions.

Of these 105 students, 5 were found to have already reported one or more victimizations on the NCVS portion of the interview, so they were already included in the count of any and violent or property victimization from that source. The remaining 100 cases, then, were those students who had not reported a victimization on the NCVS but did answer “yes” when they were asked whether any additional incidents had happened to them at school on the SCS. These students were included in the total count for any victimization (since they had, indeed, been victimized at school), but they were not allocated to either the violent or property categories in the analyses presented in this report because they did not answer the appropriate follow-up questions.

If these 100 unallocated cases were removed from the analysis, the 12.2 percent of students who reported any form of victimization in 1999 would drop to 10.9 percent. It is likely that, if these unallocated SCS victimizations could be classified as either violent or property, they would distribute in a fashion similar to those SCS victimizations that were allocated (43 percent violent and 57 percent property); thus the percentages for violent and property victimizations would actually be higher than reported here (4.0 percent and 7.7 percent, respectively).

It is important to note that respondents who report victimizations in the main NCVS questionnaire are asked detailed follow-up questions about the victimization, while those who report incidents in the SCS questionnaire are not. Examples of the detailed NCVS questions are contained in the “Characteristics of School Victimization” section of the report, and include whether the victimizations were reported to police, the reasons why they were not reported, the time of day the victimization occurred, and the location in the school building where the victimization occurred.

Additional changes were made in the 1999 SCS. Prior to this year, in 1989 and 1995, students were asked only how easy or hard it was to obtain alcohol or particular drugs at school. In 1999, for the first time, students were asked about alcohol or drugs at school in two parts. They were first asked whether it was possible to obtain alcohol or certain drugs at school. If it was possible to obtain alcohol or a certain drug, they were then asked about the degree of difficulty in obtaining it.<sup>27</sup>

Moreover, in 1999, the SCS reworded questions about respondents bringing weapons to school. Specifically, students were asked about only guns and knives in the 1999 SCS, while the 1995 SCS asked about other types of weapons as well (such as mace or pepper spray and sticks, clubs or bats). The 1999 SCS also covered topics not previously included, such as the use of hate-related words, the presence of hate-related graffiti, and the prevalence of bullying at school.

For the 1995 SCS, only those students who said that they knew another student who brought a gun to school went on to answer whether they actually saw another student with a gun at school. For the 1999

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<sup>27</sup> See appendix D for exact question wording for 1995 and 1999 SCS instruments.

SCS, all respondents were asked both of these questions. Therefore, in order to facilitate comparisons between the 2 years for this report, those 1999 respondents who reported that they saw another student with a gun were counted only if they had first reported that they knew another student with a gun at school.

## Derived variables

Several variables used in this report were derived by combining information from two or more questions in the 1999 SCS and NCVS questionnaires.

The variable **violent victimization** was derived by combining “yes” responses to the SCS questions concerning violent victimization with the NCVS violent victimizations that occurred at school, on school property, or while the respondent was traveling to or from school in the previous 6 months. The SCS items include questions 19c(1), 19c(2), and 19c(3), which asked students whether they had experienced an assault, a threat of assault, or robbery. The NCVS items were those coded as a violent victimization, based on the type of crime code associated with each victimization. A positive response to any form of violent victimization was coded a violent victimization. Finally, using data from both questionnaires, a dichotomy was created indicating that the respondent had either experienced violent victimization or had not.

The variable **property victimization** was derived by combining “yes” responses to the SCS question concerning property victimization (question 19c(4)), which asked students if an item had been stolen from their desk or locker at school, with the NCVS property victimizations that occurred at school, on school property, or while the respondent was traveling to or from school in the previous 6 months. Again, a dichotomy was created indicating that the respondent had either experienced property victimization or had not.

The variable **any victimization** was derived by combining the students’ reported violent and property victimizations in the previous 6 months. If the student responded “yes” to either 19a or 19b on the SCS or reported a violent or property victimization at school on the NCVS, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted only once under any victimization. A dichotomy was then created that indicated the respondent had either experienced victimization or had not.

The dichotomous variable **brought any weapon at school** was derived by combining students’ affirmative responses to carrying a gun, knife, or other weapon to school for protection in the previous 6 months (questions 27a through 27c in the SCS questionnaire). If a respondent said “yes” to any of these three questions, he or she was counted as bringing any weapon to school, and compared to those respondents who either answered “no” or did not answer.

The dichotomous item **drug availability** also was derived. Students were asked whether it was possible to obtain marijuana, crack, cocaine, uppers/downers, LSD, PCP, heroin, or other illegal drugs at school (questions 17a items (b) through (i) in the SCS questionnaire). If the students reported that any of these were possible to obtain, they were counted as believing drugs were available, and compared to those respondents who either answered “no” or did not answer.

The final derived variable, **student’s race/ethnicity**, was a combination of two variables (both from the NCVS but included on the SCS files). The first question asked the race of the student and the second asked whether or not the student was of Hispanic origin. Respondents who answered “yes” to the second question were counted as Hispanic. Students who said they were White or Black, but not of Hispanic origin were counted as White, non-Hispanic or Black, non-Hispanic. Those of other racial/ethnic groups who were not Hispanic were counted as Other, non-Hispanic.

### III. Weighting and statistical analysis procedures

#### Weighting

The purpose of the SCS data is to make inferences about the 12- to 18-year-old student population. Before such inferences can be drawn, it is important to adjust or weight the sample of students to assure that they are similar to the entire population in this age group. The weights used in this report are a combination of household-level and person-level adjustment factors. In the NCVS, adjustments were made to account for both household and person non-interviews. Additional factors were then applied to reduce the variance of the estimate by correcting for the differences between the sample distribution of age, race, and sex, and known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons on the file.

A special weighting adjustment was then performed for the SCS respondents. A non-interview adjustment factor was computed to adjust for SCS interview non-response. This non-interview factor was then applied to the NCVS person-level weight for each SCS respondent. In addition, the SCS weight was adjusted to account for the time respondents have been in the sample, which includes those respondents who are both incoming to the sample and continuing in the sample. Incoming respondents have not been interviewed previously for the NCVS, while continuing respondents have received at least one iteration of the interview.

#### Standard errors

The sample of students selected for each SCS is just one of many possible samples that could have been selected. It is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples. This type of variability is called sampling error, or the standard error, because it arises from using a sample of students rather than all students.

The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent. Standard errors for the percentage estimates are presented in the appendix tables.

Standard errors are typically developed assuming that the sample is drawn purely at random. The sample for the SCS was not a simple random sample, however. Calculation of the standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. To estimate the statistics and standard errors, this report used the Taylor series approximation method using PSU and strata variables available from the data set.<sup>28</sup>

Another way in which standard errors can be calculated is by using generalized variance function (gvf) constant parameters. The gvf represents the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.<sup>29</sup> The three constant parameters (a, b, and c) derived from the curve fitting process are provided below for those who prefer to use this alternative method of calculating standard errors:

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<sup>28</sup> Further information about the Taylor series approximation method can be found in Wolter (1985).

<sup>29</sup> A more detailed description of the generalized variance function constant parameters developed for the NCVS and SCS can be found in U.S. Department of Justice (1997).

Year	a	b	c
1989	0.00001559	3,108	0.000
1995 <sup>30</sup>	-0.00006269	2,278	1.804
1999	-0.00026646	2,579	2.826

To adjust the standard errors associated with percentages, the following formula is used:

$$\text{standard error of } p = \sqrt{\frac{bp(1.0-p)}{y} + \frac{cp(\sqrt{p}-p)}{\sqrt{y}}}$$

where  $p$  is the percentage of interest expressed as a proportion and  $y$  is the size of the population to which the percentage applies. Once the standard error of the proportion is estimated, it needs to be multiplied by 100 to make it applicable to the percentage.

To calculate the adjusted standard errors associated with population counts, the following applies:

$$\text{standard error of } x = \sqrt{ax^2 + bx + cx^{3/2}}$$

where  $x$  is the estimated number of students who experienced a given event (e.g., violent victimization).

## Statistical tests

For the most part, statistical tests done for this report rely on Student's  $t$  tests, which are designed to determine if estimates are statistically different from one another. The only exception occurred when student characteristic variables had more than two categories and all of the categories could be rank ordered. These variables were students' grade and household income. When comparing these variables to the variables indicating the substantive topics in this report, trend tests (weighted logistic regressions) were used to estimate strength and direction.

Differences discussed in this report are significant at the 95 percent confidence interval or higher. Where a lack of difference is noted, the significance of the difference is below this threshold. Differences between pairs of estimated percentages were tested using the Student's  $t$  statistic. This  $t$  statistic can be used to test the likelihood that the differences between the two estimates are larger than would be expected simply due to sampling error.

To compare the difference between two independent percentage estimates, Student's  $t$  is calculated as:

$$t = \frac{p_1 - p_2}{\sqrt{se_1^2 + se_2^2}}$$

where  $p_1$  and  $p_2$  are the estimated percentages to be compared and  $se_1$  and  $se_2$  are their corresponding adjusted standard errors.

As the number of comparisons on the same set of data increases, the likelihood that the  $t$  value for one or more of the comparisons will exceed 1.96 simply due to sampling error increases. For a single comparison, there is a 5 percent chance that the  $t$  value will exceed 1.96 due to sampling error. For five tests, the risk of getting at least one  $t$  value over 1.96 due to sampling error increases to 23 percent. To compensate for the

<sup>30</sup> The parameters for 1995 remain the same whether 19-year-olds are included in the eligible sample or not, since the smaller sample size produces a smaller base "y" that is part of the standard error formula.

problem when making multiple comparisons on the same set of data, Bonferroni adjustments are made.

Bonferroni adjustments essentially deflate the alpha value needed to obtain a given confidence interval. Bonferroni adjustment factors are determined by establishing the number of comparisons that could be made for a given set of data. The alpha value for a given level of confidence is then divided by the number of possible comparisons. The resulting alpha level is then compared to the table of  $t$  statistics to find the  $t$  value associated with that alpha level.

The effect of modifying the comparisons to account for standard errors and Bonferroni adjustments is to occasionally make apparent differences statistically not significant. This helps explain why differences of roughly the same magnitude are statistically significant in some instances while not in others.

## Logistic regression

In order to test for differences in student responses by ordinal variables such as grade level and household income, weighted logistic regression models were developed in several stages. The variables indicating substantive topics of interest were dichotomized such that students who gave an affirmative response to the indicator being tested (e.g., responding "yes" to knowing another student who brought a gun to school) were coded as ones and all other students were coded as zeros.

The logistic regression models took the following form:

$$Y_i = \beta_1 + \beta_2 X_i + u_i$$

where  $Y_i$  is the dependent variable and  $X_i$  is the independent variable ( $\beta_1$  is the intercept term and  $u_i$  is the residual term). To assure that particular categories of the independent variable were not given undue weight, the entire equation was weighted by the inverse of the estimated variance of the independent variable in the model as follows:

$$\frac{Y_i}{\hat{\sigma}_i^2} = \frac{\beta_1}{\hat{\sigma}_i^2} + \frac{\beta_2 X_i}{\hat{\sigma}_i^2} + \frac{u_i}{\hat{\sigma}_i^2}$$

where  $\hat{\sigma}_i^2$  represents the estimated variance term.

# Appendix B

## References

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## Glossary of Terms

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**At school (NCVS)**—Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to and from school.

**At school (SCS)**—In the school building, on the school grounds, or on a school bus.

**Bullying**—Behavior including being picked on or trying to make student do things the student did not want to do (such as give money).

**Hate-related graffiti**—Hate words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

**Hate-related words**—Derogatory language having to do with race, religion, Hispanic origin, disability, gender, or sexual orientation.

**Prevalence**—The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person or against his or her property. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

**Property victimization (NCVS)**—Theft of property from a student's desk, locker, or other locations at school or personal larcenies (such as purse snatching or pick-pocketing).

**Property victimization (SCS)**—Theft of property from a student's desk or locker.

**Rural**—A place not located inside a Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

**Suburban**—A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city.

**Urban**—The largest city (or grouping of cities) in a MSA.

**Violent victimization (NCVS)**—Rape, sexual assault, robbery, or assault (includes attempts and threats).

**Violent victimization (SCS)**—Robbery, assault, or threats to assault.

# Appendix D

## 1995 and 1999 SCS Questionnaires

<p>We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.</p>		<p><b>NOTICE</b> - Your report to the Census Bureau is <b>confidential</b> by law (U.S. Code 42, Sections 3789g and 3735). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purposes.</p> <p>Form <b>SCS-1</b> 10-20-99</p> <p>U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS ACTING AS COLLECTING AGENT FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p>	
Sample	<p><b>Control number</b></p> <p>PSU                      Segment                      CK   Serial</p>		
J			
<p><b>A. Field representative code</b></p> <p>001</p>		<p><b>B. Respondent</b></p> <p>Line No.                      Age                      Name</p> <p>002                      003</p>	
<p><b>C. Type of SCS Interview</b></p> <p>004    <input type="checkbox"/> Personal - Self  <input type="checkbox"/> Telephone - Self  <input type="checkbox"/> Personal - Proxy  <input type="checkbox"/> Telephone - Proxy  <input type="checkbox"/> Noninterview - <i>FILL ITEM D</i></p> <p>    } <i>SKIP to INTRO 1</i></p>		<p><b>D. Reason for SCS noninterview</b></p> <p>005    <input type="checkbox"/> NCVS noninterview  SCS noninterview  <input type="checkbox"/> Refused  <input type="checkbox"/> Not available  <input type="checkbox"/> Physically or mentally unable and no proxy available</p>	
<p>FIELD REPRESENTATIVE - Read introduction</p> <p><b>INTRO 1 - Now I have some additional questions about things you experienced at school. These answers will be kept confidential, by law.</b></p>			
<p><b>E. SCREEN QUESTIONS FOR SUPPLEMENT</b></p>			
<p><b>1. Did you attend school at any time during the last six months, that is, any time since _____ 1st?</b></p>		<p>006    <input type="checkbox"/> Yes  <input type="checkbox"/> No - <i>END INTERVIEW</i></p>	
<p><b>2. What grade are you in school?</b></p>		<p>007    <input type="checkbox"/> Sixth  <input type="checkbox"/> Seventh  <input type="checkbox"/> Eighth  <input type="checkbox"/> Ninth  <input type="checkbox"/> Tenth  <input type="checkbox"/> Eleventh  <input type="checkbox"/> Twelfth  <input type="checkbox"/> Other - Specify _____  <input type="checkbox"/> College/GED/Other noneligible - <i>END INTERVIEW</i></p>	
<p><b>3. In what month did your current school year begin?</b></p>		<p>008    <input type="checkbox"/> August  <input type="checkbox"/> September  <input type="checkbox"/> Other - Specify _____</p>	
<p><b>4. Did you attend school for all of the last six months?</b></p>		<p>009    <input type="checkbox"/> Yes - Skip to 6a  <input type="checkbox"/> No</p>	
<p><b>5. How many months were you in school during the last six months?</b></p>		<p>010    <input type="checkbox"/> One month  <input type="checkbox"/> Two months  <input type="checkbox"/> Three months  <input type="checkbox"/> Four months  <input type="checkbox"/> Five months</p>	
<p><b>F. ENVIRONMENTAL QUESTIONS</b></p>			
<p><b>6a. What is the name of your school? Please provide the complete name of the school.</b></p>		<p>_____</p> <p>_____</p> <p>_____</p> <p>011</p>	
<p><b>6b. In what city, county, and state is your school located?</b></p>		<p>_____ City</p> <p>_____ County</p> <p>_____ State</p> <p>012</p> <p>013</p>	
<p>FIELD REPRESENTATIVE - Probe, if necessary</p>			

F. ENVIRONMENTAL QUESTIONS - Continued	
7a. Is your school public or private?	014 <input type="checkbox"/> Public <input type="checkbox"/> Private - SKIP to 7c
7b. Is this your regularly assigned school or a school that you or your family chose?	015 <input type="checkbox"/> Assigned <input type="checkbox"/> Chosen <input type="checkbox"/> Assigned school is school of choice } SKIP to 8
7c. Is the school church-related?	016 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 8 <input type="checkbox"/> Don't know
7d. Is the school Catholic?	017 <input type="checkbox"/> Yes, Catholic <input type="checkbox"/> No, other religion
8. What grades are taught in your school? Pre-K or Kindergarten 00 01 02 03 04 05 06 07 08 09 10 11 H.S. Senior 12 Post-graduate 13 All ungraded 20 All Special Education 30	Grades: 018 <input type="text"/> (lowest) TO 019 <input type="text"/> (highest)
9. How do you get to school most of the time?  FIELD REPRESENTATIVE - If multiple modes are used, code the mode in which the student spends the most time.	020 <input type="checkbox"/> Walk <input type="checkbox"/> School bus <input type="checkbox"/> Public bus, subway, train <input type="checkbox"/> Car <input type="checkbox"/> Bicycle, motorbike, or motorcycle <input type="checkbox"/> Some other way - Specify 2
10. How long does it take you to get from your home to school most of the time?	021 <input type="checkbox"/> Less than 15 minutes <input type="checkbox"/> 15 - 29 minutes <input type="checkbox"/> 30 - 44 minutes <input type="checkbox"/> 45 - 59 minutes <input type="checkbox"/> 60 minutes or longer
11. How do you get home from school most of the time?  FIELD REPRESENTATIVE - If multiple modes are used, code the mode in which the student spends the most time.  If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.	022 <input type="checkbox"/> Walk <input type="checkbox"/> School bus <input type="checkbox"/> Public bus, subway, train <input type="checkbox"/> Car <input type="checkbox"/> Bicycle, motorbike, or motorcycle <input type="checkbox"/> Some other way - Specify 2
12a. Are most students at your school allowed to leave the school grounds to eat lunch?	023 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
12b. How often do you leave school grounds to eat lunch? (READ CATEGORIES)	024 <input type="checkbox"/> Never <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Once or twice a week <input type="checkbox"/> Almost every day
13. In the past six months, have you participated in any extra-curricular school activities?	025 <input type="checkbox"/> Yes <input type="checkbox"/> No
14. Do you spend most of the school day in the same classroom?	026 <input type="checkbox"/> Yes <input type="checkbox"/> No

F. ENVIRONMENTAL QUESTIONS - Continued						
<p>15. Does your school take any particular measures to ensure the safety of students? For example, does the school have:</p>						
		Yes	No			
a. Security guards?	027	<input type="checkbox"/>	<input type="checkbox"/>			
b. Other school staff supervising the hallway?	028	<input type="checkbox"/>	<input type="checkbox"/>			
c. Metal detectors?	029	<input type="checkbox"/>	<input type="checkbox"/>			
d. Locked doors during the day?	030	<input type="checkbox"/>	<input type="checkbox"/>			
e. A requirement that visitors sign in?	031	<input type="checkbox"/>	<input type="checkbox"/>			
f. Locker checks?	032	<input type="checkbox"/>	<input type="checkbox"/>			
<p>16. I am going to read a list of statements that could describe a school. Thinking about your school over the past six months, would you strongly agree, agree, disagree, or strongly disagree with the following...</p>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	
a. Everyone knows what the school rules are	033	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. The school rules are fair	034	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. The punishment for breaking school rules is the same no matter who you are	035	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. The school rules are strictly enforced	036	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. If a school rule is broken, students know what kind of punishment will follow	037	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>17. Have you attended any drug education classes in your school during the last six months, that is, since _____ 1st?</p>						
	038	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know				
<p>18. The following question refers to the availability of drugs and alcohol in school. Tell me if you don't know what any of these items are. How easy or hard is it for someone to get the following things at your school? FIELD REPRESENTATIVE - For each item ask, Is it easy, hard, or impossible to get _____ at your school?</p>						
		Easy	Hard	Impossible	DK	DK drug
a. Alcoholic beverages	039	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Marijuana	040	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Crack	041	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other forms of cocaine	042	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uppers/downers	043	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. LSD	044	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. PCP	045	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Heroin	046	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other illegal drugs	047	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. Are there any street gangs at your school?</p>						
	048	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know				
G. VICTIMIZATION						
<p>FIELD REPRESENTATIVE - Read Introduction INTRO 2 - The following questions are about crimes that may have happened to you at school. By "at school" we mean in the school building, on the school grounds, or on a school bus. Be sure to include any crimes you may have told me about earlier in this interview.</p>						
<p>20a. During the past six months, that is, since _____ 1st, did anyone take money or things DIRECTLY FROM YOU by force, weapons, or threats at school?</p>						
	049	<input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 21a				
<p>20b. How many times did this happen during the last six months?</p>						
	050	<input type="text"/> <input type="text"/>		Number of times		
<p>20c. How many of these times was your total loss worth more than \$10?</p>						
	051	<input type="text"/> <input type="text"/>		Number of times		
		<input type="checkbox"/> None				

G. VICTIMIZATION - Continued	
21a. During the last six months, did anyone steal something from your desk, locker, or some other place at school, (other than any incidents just mentioned)?	052 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 22a
21b. How many times did this happen during the last six months?	053 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Number of times
21c. How many of these times was your total loss worth more than \$10?	054 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Number of times <input type="checkbox"/> None
22a. (Other than the incidents just mentioned,) did anyone physically attack you at school during the last six months?	055 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 22e
22b. How many times did this happen?	056 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Number of times
22c. Did you go to a doctor as a result of (this/any of these) attack(s)?	057 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 22e
<b>CHECK ITEM A</b> <i>If attacked only once in 22b, SKIP to question 22e.</i>	
22d. How many times did you receive injuries in any of these attacks at school that led to a visit to the doctor?	058 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Number of times
22e. (1) If 22b is one time, ASK - Was that incident an attack or just a fight?  FIELD REPRESENTATIVE - If just a fight, enter 001 in the box for number of fights. If an attack, mark box 0.  (2) If 22b is more than one, ASK - How many of these (fill in number from 22b) attacks were just fights?	059 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Number of fights <input type="checkbox"/> Incident(s) was/were an attack
H. AVOIDANCE	
23a. Did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?  (READ CATEGORIES)	
1. The shortest route to school?	060 <input type="checkbox"/> Yes <input type="checkbox"/> No
2. The entrance into the school?	061 <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Any hallways or stairs in school?	062 <input type="checkbox"/> Yes <input type="checkbox"/> No
4. Parts of the school cafeteria?	063 <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Any school restrooms?	064 <input type="checkbox"/> Yes <input type="checkbox"/> No
6. Other places inside the school building?	065 <input type="checkbox"/> Yes <input type="checkbox"/> No
7. School parking lot?	066 <input type="checkbox"/> Yes <input type="checkbox"/> No
8. Other places on school grounds?	067 <input type="checkbox"/> Yes <input type="checkbox"/> No
23b. Did you AVOID extra-curricular activities at your school because you thought someone might attack or harm you?	068 <input type="checkbox"/> Yes <input type="checkbox"/> No
24. How often are you afraid that someone will attack or harm you at school?  (READ CATEGORIES)	069 <input type="checkbox"/> Never <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
25. How often are you afraid that someone will attack or harm you on the way to and from school?  (READ CATEGORIES)	070 <input type="checkbox"/> Never <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time

I. WEAPONS	
26. During the last six months how often did you bring something to school to protect yourself from being attacked or harmed? <i>(READ CATEGORIES)</i>	071 <input type="checkbox"/> Never - SKIP to 27b <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
27a. Did you bring any of the following to school to protect yourself from being attacked?	Yes No
1. Mace or pepper spray	072 <input type="checkbox"/> <input type="checkbox"/>
2. Stick, club, or bat	073 <input type="checkbox"/> <input type="checkbox"/>
3. Knife	074 <input type="checkbox"/> <input type="checkbox"/>
4. Gun	075 <input type="checkbox"/> <input type="checkbox"/>
5. Something else	076 <input type="checkbox"/> <input type="checkbox"/>
27b. Do you know any other students who have brought a gun to your school in the last six months?	077 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to Intro 3
27c. Have you actually seen another student with a gun at school in the last six months?	078 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
J. GANGS	
FIELD REPRESENTATIVE - Read Introduction INTRO 3 - We'd like to know a little more about any gangs at or around your school. You may know these as street gangs, fighting gangs, crews, or something else. For this survey, we are interested in gangs that may or may not be involved in violent or illegal activity.	
28. Do any of the students at your school belong to a street gang?	079 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
29. What about gangs that don't have members attending your school ... have any of those gangs come around your school in the past six months?	080 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<b>CHECK ITEM B</b> Is Item 28 or Item 29 marked "Yes"?	<input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to Check Item C
30. How do you know street gangs exist? Do gangs or gang members: <i>(READ CATEGORIES)</i>	Yes No Don't know
a. Have a name?	081 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. Have a recognized leader?	082 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c. Have their own territory or turf?	083 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d. Tag or mark turf with graffiti?	084 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e. Commit violent acts?	085 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
f. Spend time with other members of the gang?	086 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
g. Wear clothing or other items to identify their gang membership?	087 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
h. Have tatoos?	088 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
31. How often have street gangs been involved in fights, attacks or violence at your school in the past six months? <i>(READ CATEGORIES 1-5)</i>	089 <input type="checkbox"/> Never <input type="checkbox"/> Once or twice in the six months <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Once or twice a week, or <input type="checkbox"/> Almost every day? <input type="checkbox"/> Don't know
32. Have street gangs been involved in the sale of drugs at your school in the past six months?	090 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
33. Have any street gang members brought guns to your school in the past six months?	091 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

<b>J. GANGS - Continued</b>	
<b>CHECK ITEM C</b>	<p>Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?</p> <p><i>If not sure or if a telephone interview, ask -</i></p> <p><b>Was an adult member of the household or family present during at least part of the questions?</b></p>
	<p><b>092</b></p> <p><input type="checkbox"/> Personal interview - No adult present</p> <p><input type="checkbox"/> Personal interview - Adult present</p> <p><input type="checkbox"/> Telephone interview - No adult present</p> <p><input type="checkbox"/> Telephone interview - Adult present</p> <p><input type="checkbox"/> Telephone interview - Don't Know</p>
<b>CHECK ITEM D</b>	<p>Is this the last household member to be interviewed?</p> <p><input type="checkbox"/> Yes - <i>END SUPPLEMENT</i></p> <p><input type="checkbox"/> No - <i>Interview next household member</i></p>
<b>NOTES</b>	

<b>ASK OF ALL PERSONS 12-18.</b>			
<p>We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.</p>			
Sample	Control number		
J	PSU	Segment	CK, Serial
A. FR code		B. Respondent	
Line No.		Age	
001	002	003	Name
<p>FIELD REPRESENTATIVE - Complete an SCS-1 form for all persons 12 - 18 in all interviewed households even when that person is a Type Z noninterview. Do NOT complete an SCS for persons 12 - 18 if the household is a Type A.</p>			
<p>C. Type of SCS Interview</p> <p>004 <input type="checkbox"/> Personal - Self  <input type="checkbox"/> Telephone - Self  <input type="checkbox"/> Personal - Proxy  <input type="checkbox"/> Telephone - Proxy  <input type="checkbox"/> Noninterview - FILL ITEM D</p> <p style="text-align: right;">} SKIP to INTRO 1</p>			
<p>D. Reason for SCS noninterview</p> <p>005 <input type="checkbox"/> Type Z noninterview on NCVS</p> <p><input type="checkbox"/> SCS noninterview  <input type="checkbox"/> Refused  <input type="checkbox"/> Not available  <input type="checkbox"/> Physically or mentally unable and no proxy available</p>			
<p>FIELD REPRESENTATIVE - Read introduction</p> <p><b>INTRO 1 - Now I have some additional questions about things you experienced at school. These answers will be kept confidential, by law.</b></p>			
E. SCREEN QUESTIONS FOR SUPPLEMENT			
1a. Did you attend school at any time during the last 6 months, that is, any time since _____ 1st?		006	<input type="checkbox"/> Yes <input type="checkbox"/> No - END INTERVIEW
1b. Was all of that home schooling?		007	<input type="checkbox"/> Yes - END INTERVIEW <input type="checkbox"/> No
2. What grade are you in school?		008	<input type="checkbox"/> Sixth <input type="checkbox"/> Seventh <input type="checkbox"/> Eighth <input type="checkbox"/> Ninth <input type="checkbox"/> Tenth <input type="checkbox"/> Eleventh <input type="checkbox"/> Twelfth <input type="checkbox"/> Other - Specify _____ <input type="checkbox"/> College/GED/Other noneligible - END INTERVIEW
3. In what month did your current school year begin?		009	<input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> Other - Specify _____
4. Did you attend school for all of the last 6 months?		010	<input type="checkbox"/> Yes - SKIP to 6a <input type="checkbox"/> No
5. How many months were you in school during the last 6 months?		011	<input type="checkbox"/> One month <input type="checkbox"/> Two months <input type="checkbox"/> Three months <input type="checkbox"/> Four months <input type="checkbox"/> Five months
F. ENVIRONMENTAL QUESTIONS			
6a. What is the name of your school? Please provide the complete name of the school.		_____	
		_____	
		_____	
		_____	
		_____	
6b. In what city, county, and state is your school located?		_____ City	
FIELD REPRESENTATIVE - Probe, if necessary		_____ County	
		_____ State	

F. ENVIRONMENTAL QUESTIONS - Continued	
7a. Is your school public or private?	016 <input type="checkbox"/> Public <input type="checkbox"/> Private - SKIP to 7c
7b. Is this your regularly assigned school or a school that you or your family chose?	017 <input type="checkbox"/> Assigned <input type="checkbox"/> Chosen <input type="checkbox"/> Assigned school is school of choice } SKIP to 8
7c. Is the school church-related?	018 <input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 8 <input type="checkbox"/> Don't know
7d. Is the school Catholic?	019 <input type="checkbox"/> Yes, Catholic <input type="checkbox"/> No, other religion
8. What grades are taught in your school? Pre-K or Kindergarten 00 01 02 03 04 05 06 07 08 09 10 11 12 H.S. Senior 13 Post-graduate 20 All ungraded 30 All Special Education	Grades: 020 <input type="text"/> (lowest) TO 021 <input type="text"/> (highest)
9. How do you get to school most of the time? <i>FIELD REPRESENTATIVE - If multiple modes are used, code the mode in which the student spends the most time.</i>	022 <input type="checkbox"/> Walk <input type="checkbox"/> School bus <input type="checkbox"/> Public bus, subway, train <input type="checkbox"/> Car <input type="checkbox"/> Bicycle, motorbike, or motorcycle <input type="checkbox"/> Some other way - Specify <u>      </u>
10. How long does it take you to get from your home to school most of the time?	023 <input type="checkbox"/> Less than 15 minutes <input type="checkbox"/> 15 - 29 minutes <input type="checkbox"/> 30 - 44 minutes <input type="checkbox"/> 45 - 59 minutes <input type="checkbox"/> 60 minutes or longer
11. How do you get home from school most of the time? <i>FIELD REPRESENTATIVE - If multiple modes are used, code the mode in which the student spends the most time.</i>  <i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i>	024 <input type="checkbox"/> Walk <input type="checkbox"/> School bus <input type="checkbox"/> Public bus, subway, train <input type="checkbox"/> Car <input type="checkbox"/> Bicycle, motorbike, or motorcycle <input type="checkbox"/> Some other way - Specify <u>      </u>
12a. Are most students at your school allowed to leave the school grounds to eat lunch?	025 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
12b. How often do you leave school grounds to eat lunch? <i>(READ CATEGORIES)</i>	026 <input type="checkbox"/> Never <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Once or twice a week <input type="checkbox"/> Almost every day
13. In the last 6 months, have you participated in any extra-curricular school activities?	027 <input type="checkbox"/> Yes <input type="checkbox"/> No

F. ENVIRONMENTAL QUESTIONS - Continued						
<b>14. Does your school take any particular measures to ensure the safety of students?</b> For example, does the school have:						
a. Security guards and/or assigned police officers?	028	Yes	No			
b. Other school staff or other adults supervising the hallway?	029					
c. Metal detectors?	030					
d. Locked entrance or exit doors during the day?	031					
e. A requirement that visitors sign in?	032					
f. Locker checks?	033					
<b>15. I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...</b>						
a. Everyone knows what the school rules are	034	Strongly Agree	Agree	Disagree	Strongly Disagree	
b. The school rules are fair	035					
c. The punishment for breaking school rules is the same no matter who you are	036					
d. The school rules are strictly enforced	037					
e. If a school rule is broken, students know what kind of punishment will follow	038					
<b>16. Have you attended any drug education classes in your school during the last 6 months, that is, since _____ 1st?</b>						
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know				
<b>17a. The following question refers to the availability of drugs and alcohol at your school.</b> Tell me if you don't know what any of these items are. FIELD REPRESENTATIVE - For each item ask, Is it possible to get _____ at your school?						
a. Alcoholic beverages	040	Yes	No	DK	DK drug	
b. Marijuana	041					
c. Crack	042					
d. Other forms of cocaine	043					
e. Uppers/downers	044					
f. LSD	045					
g. PCP	046					
h. Heroin	047					
i. Other illegal drugs - If "Yes" is marked, ASK - What drugs?	048					
FIELD REPRESENTATIVE - Refer to Drug Stang Cards (SCS-2a and SCS-2b). Reclassify the "other illegal drugs" to one of the categories a-h if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category i, otherwise, mark the "Yes" box in category i and enter the "other illegal drug(s)" mentioned in the Specify space.						
<b>17b. FIELD REPRESENTATIVE - For each YES response in 17a ask the drug, otherwise check NA</b> Would you say _____ (is/are) easy, fairly easy, fairly hard, or hard to get at your school?						
a. Alcoholic beverages	049	Easy	Fairly Easy	Fairly Hard	Hard	NA
b. Marijuana	050					
c. Crack	051					
d. Other forms of cocaine	052					
e. Uppers/downers	053					
f. LSD	054					
g. PCP	055					
h. Heroin	056					
i. Other illegal drugs	057					
<b>18. Are there any street gangs at your school?</b>						
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know				

<b>G. VICTIMIZATION, BULLYING AND HATE CRIME</b>																
<b>CHECK ITEM A</b>	<p>Were any NCVS-2 incident reports completed for this respondent?</p> <p><input type="checkbox"/> Yes - Ask 19a  <input type="checkbox"/> No - SKIP to 19b</p>															
<p><b>19a.</b> In the first part of this interview, you told me about crimes that happened to you in the last 6 months, whether in school or not in school. Here, the focus is on crimes that happened to you at school. By "at school," we mean in the school building, on school grounds, or on a school bus. Besides the incident(s) that you already told me about, did anyone attack, threaten to attack, or take something directly from you by force or threats, or steal something from your desk or locker at school in the last 6 months, that is, since _____ 1st?</p>	<p><b>059</b> <input type="checkbox"/> Yes - SKIP to 19c  <input type="checkbox"/> No - SKIP to 20</p>															
<p><b>19b.</b> In the first part of this interview, we asked you about crimes that happened in the last 6 months, whether in school or not in school. Here, the focus is on crimes that happened to you at school. By "at school," we mean in the school building, on school grounds, or on a school bus. Did anyone attack, threaten to attack, or take something directly from you by force or threats, or steal something from your desk or locker at school in the last 6 months, that is, since _____ 1st?</p>	<p><b>060</b> <input type="checkbox"/> Yes - SKIP to 19c  <input type="checkbox"/> No - SKIP to 20</p>															
<p><b>19c.</b> What happened? Did someone -</p> <p><b>1. Attack you?</b> .....</p> <p><b>2. Threaten to attack you?</b> .....</p> <p><b>3. Take something directly from you by force or threats?</b> .....</p> <p style="text-align: center;"><b>OR</b></p> <p><b>4. Steal something from your desk or locker at school?</b> .....</p> <p><small>FIELD REPRESENTATIVE -If "Yes" is marked in 19a or 19b, there must be at least one "Yes" box marked in 19c. If all "No" boxes are marked, go back and verify that 19a OR 19b is marked correctly. Reask 19a OR 19b, and 19c if necessary.</small></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td><b>061</b> <input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><b>062</b> <input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><b>063</b> <input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><b>064</b> <input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	<b>061</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>062</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>063</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>064</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No														
<b>061</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
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<b>063</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
<b>064</b> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
<p><b>20.</b> (Besides anything that happened in the incidents you just told me about), during the last 6 months, has anyone called you a derogatory or bad name at school having to do with race, religion, Hispanic origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p><b>065</b> <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>															
<p><b>21.</b> During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p><b>066</b> <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>															
<p><b>22.</b> During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? You may include incidents you reported before.</p>	<p><b>067</b> <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>															

H. AVOIDANCE		
<p>23a. During the last 6 months, that is, since _____ 1st, did you <b>STAY AWAY</b> from any of the following places because you thought someone might attack or harm you there? (READ CATEGORIES)</p>		
1. The shortest route to school? .....	068	Yes No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The entrance into the school? .....	069	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Any hallways or stairs in school? .....	070	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Parts of the school cafeteria? .....	071	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Any school restrooms? .....	072	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Other places inside the school building? .....	073	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. School parking lot? .....	074	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Other places on school grounds? .....	075	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
23b. Did you <b>AVOID</b> extra-curricular activities at your school because you thought someone might attack or harm you?	076	<input type="checkbox"/> Yes <input type="checkbox"/> No
23c. Did you <b>AVOID</b> any classes because you thought someone might attack or harm you?	077	<input type="checkbox"/> Yes <input type="checkbox"/> No
23d. Did you stay home from school because you thought someone might attack or harm you at school, or going to or from school?	078	<input type="checkbox"/> Yes <input type="checkbox"/> No
24. How often are you afraid that someone will attack or harm you at school? (READ CATEGORIES)	079	<input type="checkbox"/> Never <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
25. How often are you afraid that someone will attack or harm you on the way to and from school? (READ CATEGORIES)	080	<input type="checkbox"/> Never <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
26. Besides the times you are at school, or going to or from school, how often are you afraid that someone will attack or harm you? (READ CATEGORIES)	081	<input type="checkbox"/> Never <input type="checkbox"/> Almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
I. WEAPONS		
27a. Some people bring guns, knives or objects that can be used as weapons to school for protection. During the last 6 months, that is, since _____ 1st, did you ever bring a gun to school or onto school grounds?	082	<input type="checkbox"/> Yes <input type="checkbox"/> No
27b. During the last 6 months, that is, since _____ 1st, did you ever bring a knife to school or onto school grounds? Include only knives brought as weapons.	083	<input type="checkbox"/> Yes <input type="checkbox"/> No
27c. During the last 6 months, that is, since _____ 1st, did you ever bring some other weapon to school or onto school grounds?	084	<input type="checkbox"/> Yes <input type="checkbox"/> No
28a. Do you know any (other) students who have brought a gun to your school in the last 6 months?	085	<input type="checkbox"/> Yes <input type="checkbox"/> No
28b. Have you actually seen another student with a gun at school in the last 6 months?	086	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

<b>J. GANGS</b>	
FIELD REPRESENTATIVE – <i>Read Introduction</i>	
<b>INTRO 2</b> – We'd like to know a little more about any gangs at or around your school. You may know these as street gangs, fighting gangs, crews, or something else. For this survey, we are interested in any gangs that may or may not be involved in violent or illegal activity.	
<b>29. Do any of the students at your school belong to a gang?</b>	<b>087</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<b>30. What about gangs that don't have members attending your school ... have any of those gangs come around your school in the last 6 months?</b>	<b>088</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<b>CHECK ITEM B</b> <i>Is either Item 29 OR Item 30 marked "Yes?"</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No – <i>SKIP to Check Item C</i>
<b>31. How often have gangs been involved in fights, attacks or other violence at your school in the last 6 months?</b> <i>(READ CATEGORIES 1-5)</i>	<b>089</b> <input type="checkbox"/> Never <input type="checkbox"/> Once or twice in the last 6 months <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Once or twice a week, or <input type="checkbox"/> Almost every day <input type="checkbox"/> Don't know
<b>32. Have gangs been involved in the sale of drugs at your school in the last 6 months?</b>	<b>090</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<b>CHECK ITEM C</b> Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions? <i>If not sure or if a telephone interview, ask –</i> <b>Was an adult member of the household or family present during at least part of these questions?</b>	<b>091</b> <input type="checkbox"/> Personal interview – No adult present <input type="checkbox"/> Personal interview – Adult present <input type="checkbox"/> Telephone interview – No adult present <input type="checkbox"/> Telephone interview – Adult present <input type="checkbox"/> Telephone interview – Don't know
<b>CHECK ITEM D</b> Is this the last household member to be interviewed?	<input type="checkbox"/> Yes – <i>END SUPPLEMENT</i> <input type="checkbox"/> No – <i>Interview next household member</i>
NOTES	