

# Student Victimization in U.S. Schools

Results From the 2009 School Crime Supplement  
to the National Crime Victimization Survey





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National Crime Victimization Survey

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## Highlights

This report provides estimates of student criminal victimization as defined by the 2009 School Crime Supplement (SCS) to the 2009 National Crime Victimization Survey (NCVS).<sup>1</sup> The NCVS is the nation's primary source of information on criminal victimization and the victims of crime in the United States. The SCS is a supplement to the NCVS that was created to collect national-level information about students ages 12 through 18 and school characteristics related to school crime. The first three administrations of the SCS were conducted in 1989, 1995, and 1999; since 1999, it has been conducted biennially. The survey is designed to assist policymakers, as well as researchers and practitioners at the federal, state, and local levels, in making informed decisions concerning crime in schools. Criminal victimizations in this report are categorized as "serious violent," "violent," or "theft." Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault and is a subset of violent victimization.<sup>2</sup> Violent victimization includes all serious violent victimizations and simple assault. Theft includes attempted and completed purse snatching, completed pick-pocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. Victims of "any" crime reported at least one of the victimizations above. Nonvictims of any crime reported none of the victimizations above. All findings reported are statistically significant at the .05 level. The test procedure used in this report is Student's t statistic, which tests the difference between two sample estimates. Adjustments for multiple comparisons were not included. Readers should be aware of the limitations of the survey design and the analytical approach used here with regard to causality. Conclusions about causality between school or student characteristics and victimization cannot be made due to the cross-sectional, nonexperimental design of the SCS.

Major findings from the 2009 NCVS and SCS include the following:

- In school year 2008–09, about 3.9 percent of students ages 12 through 18 were the victims of any crime at school (table 1). About 2.8 percent reported being victims of theft, 1.4 percent reported a violent victimization, and 0.3 percent reported a serious violent victimization.<sup>3</sup>
- A larger percentage of males were victims of any crime at school (4.6 percent) than were females (3.2 percent) (table 2).
- A higher percentage of students in grade 9 reported theft victimization (4.9 percent) than did students in grades 7 or 8 (2.1 percent and 2.0 percent, respectively) (table 2). In addition, higher percentages of students in grades 9, 10, and 11 reported theft victimization (4.9 percent, 3.5 percent, and 3.3 percent, respectively) than did students in grades 6 or 12 (1.3 percent and 1.5 percent, respectively).
- Some 39.8 percent of student victims of any crime reported the presence of gangs at school, compared to 19.6 percent of student nonvictims (figure 1 and table 3).

<sup>1</sup> The SCS data are available for download from the Student Surveys link at the National Center for Education Statistics (NCES) Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

<sup>2</sup> Estimates for serious violent victimization are only provided in detail in table 1. Because the percentage of students who experienced this type of criminal victimization was not large enough to present meaningful cross-tabulations, tables 2 through 7 include estimates for serious violent victimization in the estimates for violent victimization.

<sup>3</sup> Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one type of victimization.

- About 33.9 percent of students who reported violent crime victimization reported having been in a physical fight at school, compared to 5.3 percent of students who were not victims of any crime (figure 1 and table 3).
- About 53.2 percent of student victims of theft and 54.2 percent of student victims of violent crime said drugs were available at their school, compared to 29.9 percent of students who were not victims of any crime (figure 1 and table 3).
- Higher percentages of students who reported any criminal victimization at school reported they were also the targets of traditional (63.5 percent) and electronic<sup>4</sup> (19.8 percent) bullying than were student nonvictims (26.6 percent and 5.5 percent, respectively) (figure 2 and table 4).
- Higher percentages of student victims of any crime and theft reported security cameras at their school than did student nonvictims (78.5 percent and 80.9 percent vs. 69.7 percent, respectively) (figure 3 and table 5).
- When asked about safety measures at their school, a higher percentage of students who were victims of theft reported that their schools used security guards or assigned police officers than did student nonvictims of any crime (81.9 percent vs. 67.7 percent) (figure 4 and table 6).
- The percentage of student victims of violent crimes who reported being afraid of attack or harm at school (22.7 percent) was higher than that of student nonvictims of any crime (3.9 percent) (figure 5 and table 7).

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<sup>4</sup> Electronic bullying is victimization by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, or online communities.

## **Acknowledgments**

The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) would not be possible without the continued support for data collection given by the U.S. Department of Education's Office of Safe and Healthy Students, under the sponsorship of Bill Modzeleski.

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## Introduction

Student victimization in schools is a major concern of educators, policymakers, administrators, parents, and students. Understanding the scope of the criminal victimization of students, as well as the factors associated with it, is an essential step in developing solutions to address the issues of school crime and violence.

The National Center for Education Statistics (NCES) collects data on student criminal victimization through its sponsorship of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), administered by the U.S. Department of Justice, Bureau of Justice Statistics (BJS). The SCS survey is designed to assist policymakers, researchers, and practitioners in making informed decisions concerning crime in schools. The purpose of this report is to provide data on student criminal victimization and the characteristics of crime victims and nonvictims from the 2009 SCS data collection.

### Data Source

This report uses data from the 2009 NCVS Basic Screen Questionnaire (NCVS-1), NCVS Crime Incident Report (NCVS-2), and SCS.<sup>1</sup> The NCVS is the nation's primary source of information on criminal victimization and the victims of crime. The NCVS-2 collects data on criminal victimizations that occur at school and in locations other than at school. The SCS collects additional national-level information about the school and student characteristics that may be related to school crime by asking students questions about their experiences with and perceptions of crime and violence occurring inside their school, on school grounds, on the school bus, and going to or from school. The SCS contains questions not included in the NCVS, such as student reports of traditional bullying at school and cyber-bullying anywhere; the presence of weapons, gangs, hate-related words, and graffiti in school, as well as the availability of drugs and alcohol in school; and students' attitudes relating to fear of victimization and avoidance behavior at school.

Created as a supplement to the NCVS and codesigned by NCES and BJS, the SCS has been conducted in 1989, 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011.

Each month, the U.S. Census Bureau selects households for the NCVS using a rotating panel design (see appendix A for additional information on sample design and data collection). Households within the United States are selected into the sample using a stratified, multistage cluster design, and all age-eligible individuals in the households become part of the panel. Once in the panel, respondents are administered the NCVS every 6 months over 3 years to determine whether they have been victimized during the 6 months preceding the interview.<sup>2</sup> The SCS questionnaire is completed after the NCVS by persons in the sample household ages 12 through 18 who are currently enrolled in a primary or secondary education program leading to a high

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<sup>1</sup> The SCS data are available for download from the Student Surveys link at the NCES Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

<sup>2</sup> The NCVS collects data on criminal victimization during the 6 months preceding the interview whereas, since 2007, the SCS has asked students about school characteristics "during this school year." This change in the SCS was made largely based on feedback obtained from students ages 12 through 18 who reviewed the items during cognitive laboratory evaluations conducted by the Census Bureau. These respondents revealed they were not being strict in their interpretation of the 6-month reference period and were responding based on their experiences during the entire school year.

school diploma or who were enrolled sometime during the school year of the interview, and did not exclusively receive their education through homeschooling during the school year.<sup>3</sup>

Of the 8,986 NCVS household members who were between ages 12 and 18 and eligible for the 2009 SCS, a total of 5,023 students completed the NCVS and SCS surveys, of whom 4,326 met the requirements for inclusion in this analysis. Specifically, this report includes only students ages 12 through 18 who were enrolled in 6th through 12th grade at any time during the 2008–09 school year and who did not receive all or part of their education through homeschooling. The household completion rate was 92 percent and the student completion rate was 56 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was 51 percent.

NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low SCS unit response rate, a unit nonresponse bias analysis was performed. Differences were found between the distributions of respondents and nonrespondents across race/ethnicity categories. White students and students of all other races had higher response rates than did Black and Hispanic respondents. The variable was retained for analysis and reporting because student race/ethnicity is a key population characteristic for consideration by readers, although readers should use caution when interpreting the results derived from this variable.

The mean item weighted response rate for the 2009 NCVS/SCS was greater than 97 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. Household income was the only analysis variable in this report that had a response rate of less than 85 percent (80 percent). When compared across other key population characteristics, it was found that respondents to the household income item differed across race/ethnicity. White students had higher rates of response for the income item than Black and Hispanic students and students of other race/ethnicities; however, when the distributions of respondents to the household income item were compared to the distribution of all those eligible to respond to the household income item, no measurable differences were found. Nonetheless, readers should use caution when interpreting the results derived from this variable. Refer to appendix A for more information on the respondent criteria for inclusion in the report analysis and the bias analyses that were performed.

NCVS and SCS data are also presented by Robers et al. in the 2010 edition of *Indicators of School Crime and Safety*, a report produced annually by NCES and BJS. That report compiles data from multiple sources, including national surveys of students, teachers, and principals, as well as universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. *Indicators* provides a first look at the SCS data and makes trend comparisons of SCS findings.

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<sup>3</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, can complete the SCS as long as they have attended school at any time during the school year of the interview. Students who receive all of their education through homeschooling are not included past the screening questions and those who receive part of their education through homeschooling are not included in this report, since many of the questions in the SCS are not relevant to their situation.

This report supplements Indicators by detailing characteristics of school crime, victims of crime, and the relationship between criminal victimization and bullying.

## Definitions

In this report, the definition of criminal victimization<sup>4</sup> is derived from the NCVS “type of crime” variable. Criminal victimizations are categorized as “serious violent,” “violent,” or “theft.” Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault and is a subset of violent crimes. Violent victimization includes all serious violent crimes and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. Victims of “any” crime reported at least one of the victimizations above. Nonvictims of any crime reported none of the victimizations above.

Readers should note that the NCVS counts each incident of crime against an individual as a criminal victimization. However, the estimates in this report are based on the prevalence, or percentage, of students who experience victimizations. For example, if a respondent reports two unique victimizations, such as an assault and a theft, during the previous 6 months, this student would be counted once in the overall prevalence (any) estimate, because any victimization constitutes at least one violent victimization or theft. For many of the findings discussed in this report, the baseline comparison is that of victims of specific crimes to that of nonvictims. Measuring student victimization in this way provides the percentages of students who are directly affected by victimization, rather than the number of victimizations that occur at school. Estimates for serious violent victimization are only provided in detail in table 1. Because the percentage of students who experienced this type of victimization was not large enough to present meaningful cross-tabulations, tables 2 through 7 include estimates for serious violent victimization in the estimates for violent victimization.

For the purposes of this report, victimization at school refers to incidents that occurred inside the school building, on school property, on the school bus, or on the way to or from school. Some characteristics (such as school sector, security measures, and grade level) are drawn from student responses to the 2009 SCS, while others (such as sex, race/ethnicity, and household income) are drawn from NCVS-1 variables appended to the SCS data file. Estimates of victimizations that occurred inside the school building, on school property, on the school bus, or on the way to or from school are obtained from the NCVS-2. See appendixes C and D for selected questions from the NCVS-1 and NCVS-2 instruments and appendix E for the SCS instrument.

## Study Considerations

Readers should note that limitations inherent to victimization surveys such as the SCS and NCVS could have some effect on the estimates of victimization reported here (see Cantor and Lynch 2000). First, 15 percent of SCS interviews were new to the NCVS panel in 2009. Because there is no prior interview for new respondents to use as a point of reference when reporting victimization, their reports may include victimizations that occurred before the desired reference period. To the extent that these earlier victimizations are included, rates are overreported. Second, respondent recall of a victimization event may be inaccurate. People may

<sup>4</sup> For ease of presentation, the terms criminal victimization and victimization are used interchangeably throughout this report.

forget the event entirely or recall the characteristics of the event inaccurately. This could lead to misclassification of victimizations.

Additional caution should be considered when examining the other variables used in this report. Because all variables of interest in the SCS and NCVS are self-reported, information about the respondent and his or her school may be inaccurate due to errors in recall, falsification, or exaggeration. Finally, readers should be aware of the limitations of the survey design and the analytical approach used here with regard to causality. Conclusions about causality between school or student characteristics and victimization cannot be made due to the cross-sectional, nonexperimental design of the SCS. Furthermore, certain characteristics discussed in this report (e.g., gang presence, security guards, and hallway monitors) may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal inferences should be made between the variables of interest and victimization when reading these results.

### **Understanding Statistical Significance**

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The test procedure used in this report is Student's t statistic, which tests the difference between two sample estimates (see appendix A-10 for a fuller discussion). Multiple comparison adjustments have not been made in the analyses presented in this report, which may cause an increase in the number of significant findings that are reported. For example, when using a .05 alpha level, 5 percent of findings would be expected to be statistically significant by chance. The standard error is calculated for each estimate provided in order to determine the margin of error for the estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors.

### **How This Report Is Organized**

The results of this report are presented in six sections. The first two sections discuss the prevalence and type of student criminal victimization at school and selected characteristics of victims, including their demographic characteristics and school sector. The third section explores crime victim and nonvictim reports of school conditions, such as the presence of gangs and weapons and the availability of drugs. The fourth section examines criminal victimization and student reports of bullying and cyber-bullying at school. The fifth section examines criminal victimization and student reports of security measures taken at school to secure school buildings and the use of designated personnel and the enforcement of administrative procedures at school to ensure student safety. The sixth section examines fear and avoidance behaviors of crime victims and nonvictims, such as skipping class or avoiding specific places at school.

## **Victimization at School**

In their analysis of data from the 1995, 1999, 2001, 2003, and 2005 administrations of the SCS, Robers et al. (2010) found a decrease in the percentage of students ages 12 through 18 reporting



criminal victimization at school in the 6 months prior to the survey. While 9.5 percent of students reported being victims of any crime at school in 1995, about 4.3 percent reported being victims of any crime at school in 2005. In 1995, about 7.1 percent of students reported being victims of theft, compared to 3.1 percent in 2005. Three percent of students reported being victims of violent crime in 1995, compared to 1.2 percent in 2005. In both 1995 and 2005, less than 1 percent of students reported a serious violent victimization. However, between 2005 and 2007, there were no measurable changes in the percentage of students reporting any type of criminal victimization. This report supplements the findings of Robers et al. (2010) by providing the most recent data from the 2009 SCS and detailing the relationship between reports of school crime and characteristics of students and schools.

In school year 2008–09, about 3.9 percent of students were victims of any crime at school, 2.8 percent were victims of theft, 1.4 percent were victims of a violent crime, and 0.3 percent were victims of a serious violent crime (table 1).<sup>5,6</sup> Furthermore, 1.1 percent of students reported being victims of a simple assault at school (classified as a violent crime, but not a serious violent crime). Subsequent sections of this report elaborate on the relationships among characteristics of student victims and nonvictims of violent crime and theft at school as well as student victim status and student reports of school conditions, security measures at school, and fear and avoidance behaviors.

Table 1. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: School year 2008–09

Type of victimization	Percent of students
None	96.1
Any	3.9
Theft	2.8
Personal larceny	#
Other theft	2.8
Violent	1.4
Simple assault	1.1
Serious violent	0.3
Rape and sexual assault	#
Robbery	0.2!
Aggravated assault	0.1!

# Rounds to zero.

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes serious violent crimes and simple assault. "Serious violent" includes rape, sexual assault, robbery, and aggravated assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

<sup>5</sup> Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization.

<sup>6</sup> Estimates for serious violent victimization are only provided in detail in table 1. Because the percentage of students who experienced this type of victimization was not large enough to present meaningful cross-tabulations, tables 2 through 7 include estimates for serious violent victimization in the estimates for violent victimization.

## Characteristics of Student Victims of Crime at School

Victimization at school may be associated with student characteristics (including sex, race/ethnicity, grade level, and household income) or school characteristics (for example, whether a school is public or private). The relationships between these characteristics and student victimization are examined below.

### Sex

In school year 2008–09, a larger percentage of male students than female students were the victim of any crime at school (4.6 percent vs. 3.2 percent) (table 2). A higher percentage of males than females reported being the victim of theft (3.4 percent vs. 2.1 percent), but there was no measurable difference between the percentages of male and female students who reported being the victim of violent crime (1.6 percent and 1.1 percent, respectively). A higher percentage of both male and female students reported a theft victimization than a violent victimization: 3.4 percent of males reported a theft victimization versus 1.6 percent who reported a violent victimization, and 2.1 percent of females reported a theft victimization versus 1.1 percent who reported a violent victimization.

### Race/Ethnicity<sup>7</sup>

No measurable differences were found among the percentages of White, Black, Hispanic students, and students of all other races who reported being the victims of any crime, theft, or violent crime at school in school year 2008–09 (table 2). Among both White and Hispanic students, a higher percentage of students were victims of theft than of violent crime (2.9 percent vs. 1.2 percent for White students; and 3.0 percent vs. 1.3 percent for Hispanic students).

### Grade Level

In school year 2008–09, a higher percentage of students in grade 9 reported theft victimization (4.9 percent) than did students in grades 7 or 8 (2.1 percent and 2.0 percent, respectively) (table 2). In addition, higher percentages of students in grades 9, 10, and 11 reported theft victimization (4.9 percent, 3.5 percent, and 3.3 percent, respectively) than did students in grades 6 or 12 (1.3 percent and 1.5 percent, respectively). No measurable differences were found between the percentages of students in grades 6–11 who were victims of violent crime.

### Household Income<sup>8</sup>

No measurable differences were found among household income levels and the percentages of students who reported being victims of any crime, theft, or violent crime at school in school year 2008–09 (table 2).

<sup>7</sup> Respondents who identified themselves as being of Hispanic or Latino origin were classified as “Hispanic or Latino,” regardless of their race. “Black, not Hispanic or Latino” includes African Americans. “All other races, not Hispanic or Latino” includes American Indians or Alaska Natives, Asians, Native Hawaiians or Other Pacific Islanders, and respondents of two or more races (1 percent of all respondents). For ease of presentation here and for the remainder of the report, White, not Hispanic or Latino students are referred to as White students; Black, not Hispanic or Latino students are referred to as Black students; and Hispanic or Latino students are referred to as Hispanic students.

<sup>8</sup> The household income categories presented in this report are a recoding of the 14 categories offered in the NCVS-1 Basic Screen Questionnaire. Adjacent categories were collapsed to be consistent with other NCES products produced from this dataset (see the table library at the NCES Crime and Safety Surveys portal at <http://nces.ed.gov/programs/crime>). Readers should use caution when interpreting the results of analysis from these collapsed categories. As with all categorical data, these results may differ from those produced using different category breakdowns.

Table 2. Number and percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by type of victimization and selected student and school characteristics: School year 2008–09

Student and school characteristic	Total number of students	Victimization			
		None	Type of victimization		
			Any	Theft	Violent
Total	25,383,000	96.1	3.9	2.8	1.4
Sex					
Male	12,884,000	95.4	4.6	3.4	1.6
Female	12,499,000	96.8	3.2	2.1	1.1
Race/ethnicity					
White, not Hispanic or Latino	15,166,000	96.1	3.9	2.9	1.2
Black, not Hispanic or Latino	3,847,000	95.6	4.4	2.5	2.3
Hispanic or Latino	4,747,000	96.1	3.9	3.0	1.3!
All other races, not Hispanic or Latino <sup>1</sup>	1,622,000	97.9	2.1!	‡	‡
Grade					
6th	2,330,000	96.3	3.7	1.3!	2.6!
7th	3,801,000	96.2	3.4	2.1	1.2!
8th	3,906,000	96.2	3.8	2.0	2.0
9th	3,832,000	94.7	5.3	4.9	0.9!
10th	4,006,000	95.8	4.2	3.5	1.0!
11th	3,673,000	95.3	4.7	3.3	1.5!
12th	3,834,000	98.0	2.0	1.5	‡
Household income					
Less than \$7,500	634,000	94.1	5.9!	4.2!	‡
\$7,500–14,999	885,000	95.5	4.5!	‡	‡
\$15,000–24,999	1,901,000	97.5	2.5!	‡	1.5!
\$25,000–34,999	2,175,000	97.4	2.6!	2.6!	‡
\$35,000–49,999	2,969,000	95.5	4.5	3.6	1.2!
\$50,000 or more	11,666,000	96.0	4.0	2.9	1.1
Student-reported school type					
Public	23,267,000	95.9	4.1	2.9	1.4
Private	2,085,000	98.2	1.8!	‡	‡

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> Respondents who identified themselves as being of Hispanic or Latino origin were classified as "Hispanic or Latino," regardless of their race. "Black, not Hispanic or Latino" includes African Americans. "All other races, not Hispanic or Latino" includes American Indians or Alaska Natives, Asians, Native Hawaiians or Other Pacific Islanders, and respondents of two or more races (1 percent of all respondents).

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one type of victimization. Detail does not sum to total number of students because of rounding, missing data ("household income"), or because response category "don't know" is not shown ("student-reported school sector"). Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

### School Sector (Public/Private)

The percentage of public school students who reported being victims of any crime (4.1 percent) was higher than that of private school students (1.8 percent) in school year 2008–09 (table 2).

## Victimization and School Conditions

In assessing the prevalence of school crime, it is also important to consider how certain conditions at school may be associated with student criminal victimization. The 2009 SCS

asked respondents about gangs, guns, fights, drugs,<sup>9</sup> alcohol, and hate-related graffiti at school. Specifically, students were asked whether there were gangs at school, whether they had seen another student with a gun at school, whether they had engaged in a physical fight at school, whether drugs or alcohol were available at school, and whether they had seen any hate-related graffiti at school.

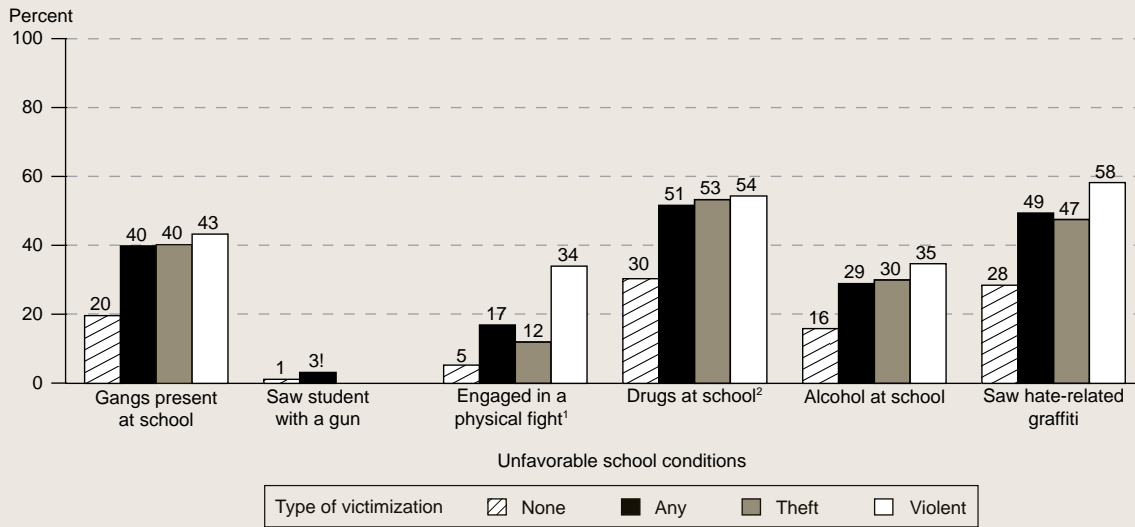
The findings show that there were measurable differences between victims and nonvictims of crime at school among various unfavorable school conditions in school year 2008–09. Student victims of crime reported higher percentages of unfavorable school conditions than did student nonvictims in almost all cases.

Specifically, a higher percentage of student victims of any crime reported the presence of gangs at school than did student nonvictims (39.8 percent vs. 19.6 percent) (figure 1 and table 3). Furthermore, higher percentages of student victims of theft (40.2 percent) and violence (43.2 percent) reported the presence of gangs at school than did student nonvictims (19.6 percent). Higher percentages of student victims of any crime (16.9 percent) and violent crime (33.9 percent) reported having engaged in a physical fight at school than did student nonvictims (5.3 percent). The availability of drugs at school was reported by 51.5 percent of student victims of any crime, 53.2 percent of victims of theft, and 54.2 percent of victims of violent crime, compared to 29.9 percent of student nonvictims. Reported alcohol availability at school was higher among student victims of any crime (28.9 percent), theft (29.9 percent), and violent crime (34.6 percent) than among student nonvictims (15.8 percent). Higher percentages of student victims of any crime (49.3 percent), theft (47.4 percent), and violent crime (58.1 percent) also reported having seen hate-related graffiti at school than did student nonvictims (28.4 percent).

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<sup>9</sup> Students were asked whether marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

**Figure 1. Percentage of students ages 12 through 18 who reported unfavorable school conditions, by reports of criminal victimization at school: School year 2008–09**



! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

<sup>1</sup> Includes students who reported being involved in one or more physical fights at school.

<sup>2</sup> Includes students who reported that marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

**Table 3. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of school conditions and type of victimization: School year 2008–09**

Type of victimization	Gangs present at school	Saw student with a gun	Engaged in physical fight <sup>1</sup>	Drugs at school <sup>2</sup>	Alcohol at school	Saw hate-related graffiti
Total	20.4	1.3	5.8	30.7	16.3	29.2
None	19.6	1.2	5.3	29.9	15.8	28.4
Victimization						
Any	39.8	3.2!	16.9	51.5	28.9	49.3
Theft	40.2	‡	12.0	53.2	29.9	47.4
Violent	43.2	‡	33.9	54.2	34.6	58.1

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value

<sup>1</sup> Includes students who reported being involved in one or more physical fights at school.

<sup>2</sup> Includes students who reported that marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

## Victimization and Bullying at School

Student bullying and cyber-bullying are areas of concern for school authorities, as bullying<sup>10</sup> behavior may be associated with more significant events of criminal victimization and offending behavior (Nansel et al. 2001). The 2009 SCS asked students whether they were bullied by traditional means at school<sup>11</sup> or by electronic means anywhere<sup>12</sup> (cyber-bullied) in the 2008–09 school year.

The findings show that in school year 2008–09, a higher percentage of students who reported being the victim of any crime at school also reported being bullied by traditional means at school than did student nonvictims (63.5 percent vs. 26.6 percent) (figure 2 and table 4). Furthermore, 52.3 percent of student victims of theft and 92.5 percent of victims of violence also reported traditional bullying at school, compared to 26.6 percent of student nonvictims.

About 19.8 percent of students who reported being the victim of any crime also reported being bullied by electronic means anywhere, compared to 5.5 percent of student nonvictims (figure 2 and table 4). Similarly, 16.8 percent of student victims of theft and 28.1 percent of victims of violence reported bullying by electronic means anywhere, compared to 5.5 percent of student nonvictims.

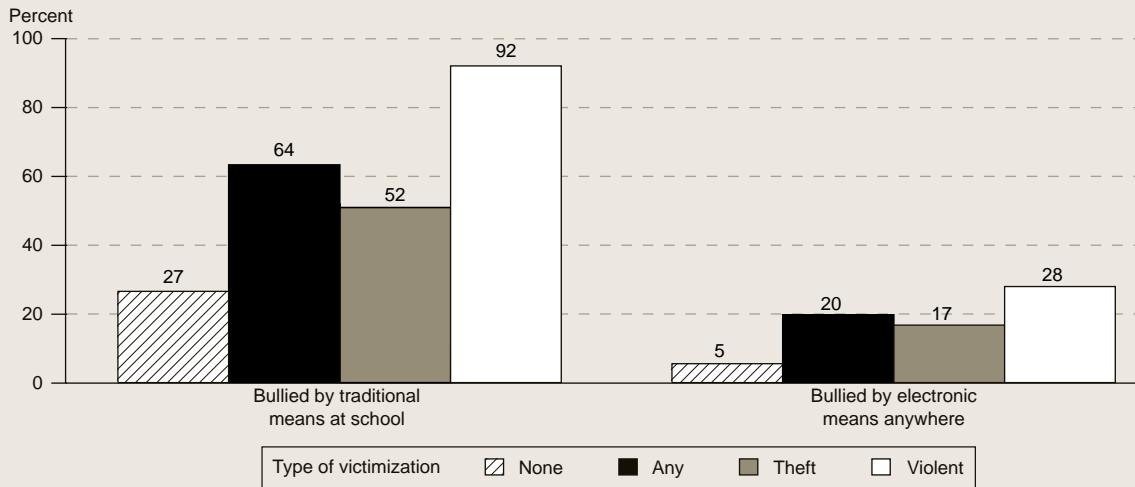
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<sup>10</sup> Readers may suspect that students who report bullying in the form of more overt physical attacks may be reporting many of the same instances in their reports of criminal victimization; meaning that any relationship between the percentages of bullied students who are also victims of crime may be an artifact of double counting the bullying event as a criminal victimization. However, these two concepts are addressed quite differently during data collection for the NCVS and SCS. For example, in the NCVS, detailed information from a screener questionnaire and incident report are used to determine whether a crime has been committed and the type of crime. In the SCS, students self-determine bullying based on reports of several types of behavior. Although it is possible that students include victimizations that they reported previously in the NCVS screener and incident reports when responding to the SCS bullying items, it is not possible to make this distinction given the SCS questionnaire wording. As a result, they are reported as distinct events in this report.

<sup>11</sup> Traditional bullying includes bullying by a peer that occurred at school. Students were asked whether another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed or shoved them; forced them to do something they did not want to do; excluded them from activities; or destroyed their property. Students who indicated they were bullied in one or more of these ways were considered “bullied by traditional means at school.”

<sup>12</sup> Electronic bullying includes bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities. Students who indicated they were bullied in one or more of these ways were considered “bullied by electronic means anywhere.”

**Figure 2. Percentage of students ages 12 through 18 who reported being bullied by traditional means at school or by electronic means anywhere, by reports of criminal victimization at school: School year 2008–09**



NOTE: "Traditional bullying" is victimization by a peer that occurred at school. Students were asked whether another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed or shoved them; forced them to do something they did not want to do; excluded them from activities; or destroyed their property. "Electronic bullying" is victimization by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, online gaming, text messaging, and online communities. "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

**Table 4. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of being bullied by traditional means at school or by electronic means anywhere and type of victimization: School year 2008–09**

Type of victimization	Bullied by traditional means at school	Bullied by electronic means anywhere
Total	28.0	6.0
None	26.6	5.5
Victimization		
Any	63.5	19.8
Theft	52.3	16.8
Violent	92.5	28.1

NOTE: "Traditional bullying" is victimization by a peer that occurred at school. Students were asked whether another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; forced them to do something they did not want to do; excluded them from activities; or destroyed their property. "Electronic bullying" is victimization by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities. "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

## Victimization and Security Measures at School

School authorities are faced with the important task of deciding which security measures to implement, including hiring law enforcement officers, using metal detectors or security cameras, locking entrances and exits during the school day, and using staff supervision in hallways. An analysis of the 2008 School Survey on Crime and Safety (SSOCS), a principal-based survey of U.S. public schools, grades K–12, found that 55 percent of schools used security cameras to monitor the school, 90 percent of schools controlled access to buildings during school hours, and 5 percent of schools used random metal detector checks on students (Robers et al. 2010).

The 2009 SCS asked students whether their schools used certain security measures. Among all students, 70.0 percent reported the use of security cameras, 64.3 percent reported the use of locked entrance or exit doors during the day, 53.8 percent reported the use of locker checks, and 10.6 percent reported the use of metal detectors in school year 2008–09 (table 5). Higher percentages of student victims of any crime and theft reported security cameras at their school than did student nonvictims (78.5 percent and 80.9 percent vs. 69.7 percent, respectively) (figure 3 and table 5). Among the remaining security measures, an analysis of the data found there were no measurable differences between the percentages of victims of any crime, theft, or violent crime and student nonvictims.

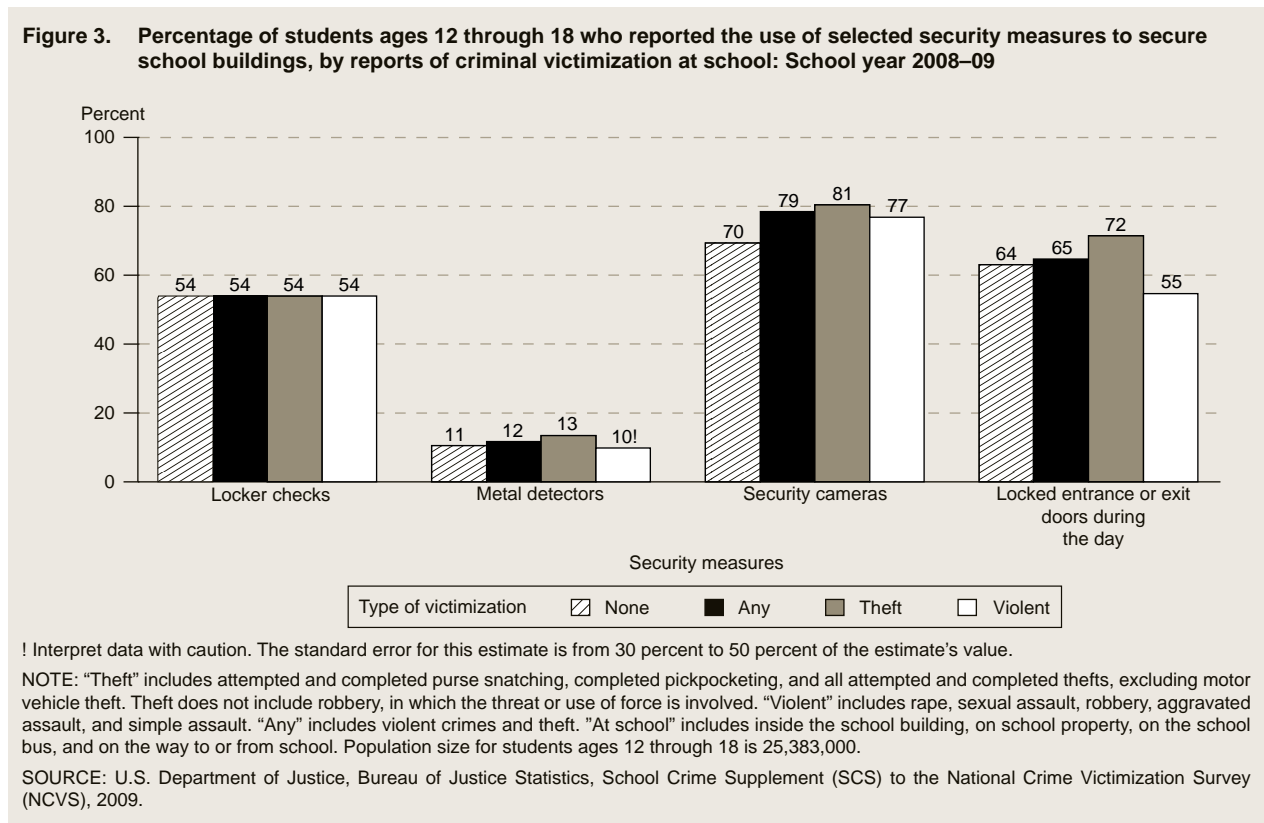




Table 5. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of selected security measures to secure school buildings and type of victimization: School year 2008–09

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	53.8	10.6	70.0	64.3
None	53.7	10.5	69.7	64.3
Victimization				
Any	54.4	11.7	78.5	65.0
Theft	54.2	13.5	80.9	71.8
Violent	54.2	9.8!	77.3	55.0

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Students were also asked about the use of designated personnel and enforcement of administrative procedures to ensure student safety at their school. The data show that 68.1 percent of students reported security guards or assigned police officers, 90.6 percent reported staff supervision in the hallways, 23.4 percent reported a requirement that students wear picture identification, 95.6 percent reported a student code of conduct, and 94.3 percent reported a requirement that visitors sign in (table 6). No measurable differences were found among these types of security measures with the following exceptions: a higher percentage of student victims of any crime (78.0 percent) and theft (81.9 percent) reported the use of security guards or assigned police officers than did student nonvictims (67.7 percent) (figure 4 and table 6).

**Figure 4. Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures at school, by reports of criminal victimization at school: School year 2008–09**



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

**Table 6. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: School year 2008–09**

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	68.1	90.6	23.4	95.6	94.3
None	67.7	90.5	23.5	95.5	94.2
Victimization					
Any	78.0	91.9	20.6	97.6	96.2
Theft	81.9	94.2	18.1	97.5	96.3
Violent	72.0	88.5	27.7	98.2	96.6

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

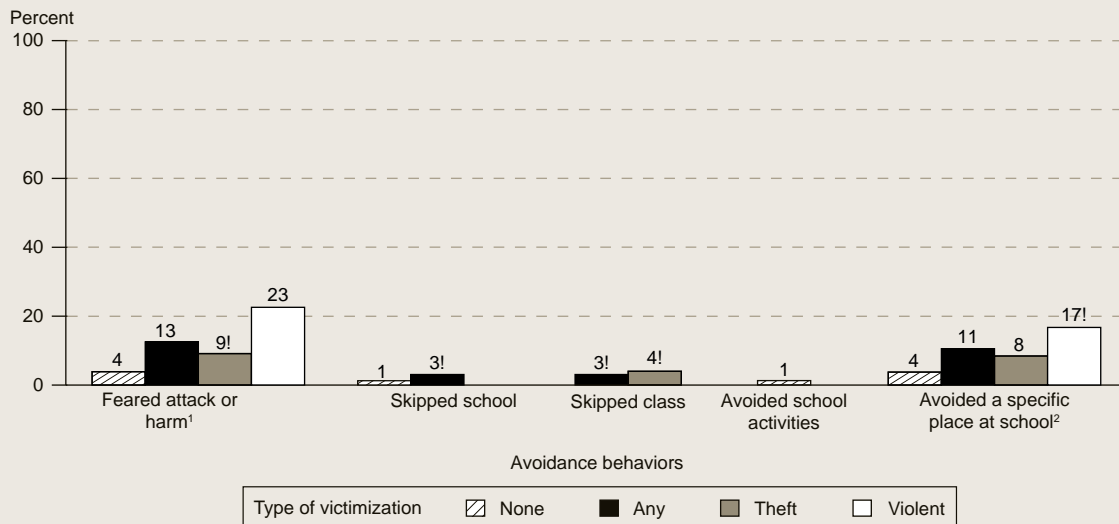
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

## Victimization, Fear, and Avoidance Behaviors at School

In the 2009 SCS, students were asked how often they had been afraid of an attack or harm at school during the school year. Students were also asked whether they skipped school or class, avoided school activities, or avoided specific places inside the school building—including the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building—because they thought someone might attack or harm them.

The findings for fear and avoidance behaviors were mixed. Although higher percentages of student victims of any crime (12.5 percent) and of violent crime (22.7 percent) reported being afraid of attack or harm than student nonvictims (3.9 percent) (figure 5 and table 7), no measurable differences were found between the percentages of victims of any crime and nonvictims who reported skipping school or class. However, higher percentages of student victims of any crime and violent crime reported avoiding specific places in school than did student nonvictims (10.5 percent and 16.8 percent vs. 3.7 percent, respectively).

**Figure 5. Percentage of students ages 12 through 18 who reported personal avoidance behavior at school, by reports of criminal victimization at school: School year 2008–09**



! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

<sup>1</sup> Includes fear of attack or harm at school and on the way to or from school. Includes respondents who "sometimes" or "most of the time" were fearful at school.

<sup>2</sup> Includes the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table 7. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of personal avoidance behavior and type of victimization: School year 2008–09

Type of victimization	Feared attack or harm <sup>1</sup>	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school <sup>2</sup>
Total	4.2	0.6	0.6	1.3	3.9
None	3.9	0.5	0.5	1.3	3.7
Victimization					
Any	12.5	2.9!	3.0!	‡	10.5
Theft	9.1!	‡	3.6!	‡	8.4
Violent	22.7	‡	‡	‡	16.8!

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> Includes fear of attack at school and on the way to or from school. Includes respondents who "sometimes" or "most of the time" were fearful at school.

<sup>2</sup> Includes the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle thefts. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, on the school bus, and on the way to or from school. Population size for students ages 12 through 18 is 25,383,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

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## **Appendix A: Technical Notes**

## Sponsorship and Purpose of the Survey

The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) was jointly designed by the Department of Education's National Center for Education Statistics (NCES) and the Department of Justice's Bureau of Justice Statistics (BJS). More information about this survey can be found at <http://nces.ed.gov/programs/crime>. The data used to produce this report are available for download from the Student Surveys link at the NCES Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

Created as a supplement to the NCVS, the SCS has been conducted in 1989, 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011 to collect national-level information about student and school characteristics related to school crime. The survey is designed to assist policymakers, as well as academic researchers and practitioners at the federal, state, and local levels, in making informed decisions concerning crime in schools. The SCS asks students a number of questions about their experiences with and perceptions of crime and violence occurring inside their school, on school grounds, on the school bus, and from 2001 onward, going to or from school. The SCS contains questions not included in the NCVS, such as those concerning preventive measures used by the school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of traditional bullying at school and cyber-bullying anywhere, the availability of drugs and alcohol in school, and students' attitudes relating to fear of victimization and avoidance behavior at school.

## Sample Design and Data Collection

Each month, the U.S. Census Bureau selects respondents for the NCVS using a rotating panel design. Households are selected into the sample using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, are selected, and smaller areas, called Enumeration Districts (ED), are selected within each sampled PSU. Within each ED, clusters of four households, called segments, are selected. Across all EDs, sampled households are then divided into discrete groups (rotations), and all age-eligible individuals in the households become part of the panel.

Once in the panel, respondents are administered the NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. The SCS questionnaire is administered after the NCVS to eligible persons ages 12 through 18 in the sample. The first interview is considered the incoming rotation, while the second through the seventh interviews are considered continuing rotations.

The first NCVS/SCS interview is administered face-to-face using computer-assisted personal interviewing (CAPI); the remaining interviews are administered by telephone using CAPI unless circumstances call for an in-person interview. After the seventh interview, the household leaves the panel and a new household is rotated into the sample. This type of rotation scheme is used to reduce the respondent burden that might result if households were to remain in the sample permanently. It should be noted that the data from the NCVS/SCS interviews obtained in the incoming rotation are included in the SCS data file. The implications of examining data from unbounded and bounded interviews are discussed in the Survey Limitations section below.



The SCS is administered to all eligible NCVS respondents ages 12 through 18 within NCVS households between January and June of the year of data collection. In 2009, there were approximately 61,000 households in the NCVS sample, and 8,986 NCVS household members were between ages 12 and 18. In order to complete the SCS, respondents must have completed the NCVS and meet certain criteria specified in a set of screening questions in the SCS questionnaire. These criteria require students to be in grades 6–12, to be currently enrolled in a primary or secondary education program leading to a high school diploma or enrolled sometime during the school year of the interview, and not to have been exclusively homeschooled during the school year.<sup>1</sup> In 2009, some 5,023 respondents completed the 2009 SCS and 4,326 met the criteria for inclusion in this analysis. These criteria are detailed in the glossary of variables, found later in this appendix.

The prevalence of victimization in the 2009 SCS was calculated by using NCVS incident variables appended to the SCS data file. The NCVS “type of crime” (TOC) variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. NCVS-2 variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school.

### Classification of Crimes

The NCVS TOC variable appended to the SCS data file is used to classify victimizations of students in the SCS as any victimization, serious violent victimization, violent victimization, or theft. If a student reports an incident of either violent victimization or theft, or both, he or she is counted as having experienced any victimization. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. The NCVS TOC captures each crime within a victimization and classifies the victimization according to the most serious crime.

The estimates in this report are based on the prevalence, or percentage, of students who experience victimizations. Respondents could report multiple victimizations and, in 2009, reported that as many as five victimizations occurred during the reporting period, allowing for the possibility of multiple incidents per person and multiple crimes per incident. However, when examining prevalence, each student is counted only once as having experienced any of the various types of criminal victimizations at school (e.g., theft, violent, or serious violent crime<sup>2</sup>), regardless of how many times they occurred. Measuring student victimization in this way provides the percentages of students who are directly affected by victimization, rather than the number of victimizations that occur.

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<sup>1</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, can complete the SCS as long as they have attended school at any time during the school year of the interview. Students who receive all of their education through homeschooling are not included past the screening questions, and those who receive part of their education through homeschooling are not included in this report.

<sup>2</sup> Estimates of serious violent victimization are not provided in more detail than the total presented in table 1 because the percentage of students who experienced this type of victimization was not large enough to present meaningful cross-tabulations.

## Survey Limitations

In addition to concerns about measurement error resulting from nonresponse, other limitations are worth noting. The first consideration is sampling error. Because the sample of students selected for each administration of the 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.

The effects of unbounded and bounded interviews should also be considered when using the NCVS/SCS (Cantor and Lynch 2000). Bounding is an interview technique where the interviewer reviews with the respondent a summary of their responses to previous interviews. The intent of this technique is to limit the extent to which the respondent reports events that occurred prior to the requested timeframe, also called forward telescoping. Beginning in 2006, the BJS began including the unbounded interviews (those for which a summary of previous interviews was not provided) in their estimates of criminal victimization using the larger NCVS. This may result in reporting events outside of the 6-month reference period used for determining criminal victimization. However, literature concerning such forward telescoping has found varying estimates of inflation rates caused by the inclusion of unbounded interviews, with some studies reporting increases as high as 40–50 percent (Hemenway et al. 2000) and others reporting an increase of 10 percent or less (Gaskell et al. 2000). On a crime-specific basis, Gottfredson and Hindelang (1981) found that unbounded interviews typically yielded reports of victimization that were 20 percent greater than those from bounded interviews. According to Addington (2005), however, the effects of bounding may not be a concern when reporting victimization using a 6-month window; although, the possibility should be acknowledged. In the current analysis, 15 percent of SCS respondents were new to the NCVS panel. Because first-time interviews are unbounded, there is a chance that criminal victimizations preceding the desired 6-month reference period may be included. To the extent that they are, victimization reports may be inflated.

## Unit and Item Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. Unit response rates can be unweighted or weighted and are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. In some surveys, this calculation can be rather complicated because it is difficult to distinguish between eligible and ineligible units.

Of the 8,986 NCVS household members ages 12 through 18 eligible for the 2009 SCS, 2,898 were NCVS noninterviews and 1,065 were SCS noninterviews, for a total of 5,023 SCS student participants. Because SCS interviews with students could only be completed after households had responded to the NCVS, the unit response rate for the SCS reflects both the household interview response rate and the student interview response rate. The unweighted household response rate was 92 percent, and the unweighted student response rate was 56 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household response rate by the student response rate) was 51 percent. Because the NCVS is designed to be a self-weighting sample, the weighted response rates are the same as the unweighted response rates.

The rate at which respondents provide a valid response to a given item in the survey instrument is referred to as the item response rate. Item response rates for most items used in this report were more than 97 percent for all eligible respondents. For most questions in the SCS, “don’t know” and refusal responses were not offered explicitly but were considered valid if given by the respondent. In this report, “don’t know” was included in the analysis when it appeared as a response option in the questionnaire. No imputation procedure was used to correct for item nonresponse.

### Unit Nonresponse Bias Analysis

NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Nonresponding students have the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding students in characteristics related to the estimates of interest.

Nonresponse can affect the strength and application of survey data both by leading to an increase in variance as a result of a reduction in the actual size of the sample and by introducing bias in outcomes of interest. Both low response rates and/or large differences between respondents and nonrespondents on key survey variables can lead to unit nonresponse bias, as the magnitude of unit nonresponse bias is determined by multiplying these two factors. Thus, low response rates may not lead to bias if respondents and nonrespondents do not differ on the outcome of interest. Alternatively, high response rates may not indicate low unit response bias if there are large differences between respondents and nonrespondents on the outcome of interest.

Due to the low weighted unit response rate (51 percent) in 2009, a unit nonresponse bias analysis was performed to determine the extent to which there might be bias in the estimates produced using SCS data. To the extent that respondents and nonrespondents differ from one another on key characteristic variables, bias is a possible concern. Respondents and nonrespondents were compared across four key student characteristic variables (sex, race/ethnicity, household income, and urbanicity) for which data are known for both in order to determine if the distributions of respondents and nonrespondents differ across these variables.

The analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity variable. White students and students of all other races had higher response rates than did Black and Hispanic respondents. However, when the distribution of this item from responding students was compared to the eligible NCVS sample, no measurable differences were found. This suggests that differential response rates in the race/ethnicity variable occurred mainly at the NCVS level, rather than at the SCS level.

Weighting adjustments were computed for the NCVS and SCS to account for nonresponse (see the Weighting section for additional information). The total population eligible for SCS or population control total of 29,611,121<sup>3</sup> was obtained from Census data for 2009 and was used to adjust the weights. Before adjustments for nonresponse, the ratio of the SCS respondent population (12,096,868), calculated using base weights, to the estimate of the population control

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<sup>3</sup> This reflects the weighted population total prior to the implementation of any filters for analysis.

(29,611,121), was .409. This means that only about 41 percent of the population was represented in the final NCVS person weight before adjustment for SCS nonresponse. Once the weights were adjusted for nonresponse using the population control total, the ratio of the adjusted SCS respondent population to the total population eligible for the SCS survey was 1.0. Weighted estimates of respondents were used to calculate the estimates of the percentage of the represented population, also referred to as the measure of bias.

### Item Nonresponse Bias Analysis

As in most surveys, not all participants respond to every question in the survey for which they are eligible to respond, which can lead to item nonresponse bias. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies are discovered after the interview and responses must be set to missing.

Unweighted item response rates are calculated by dividing the number of interviewed respondents who responded to an item by the number of respondents who are eligible to answer the item. The mean item weighted<sup>4</sup> response rate for the 2009 NCVS/SCS was greater than 97 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. For the items with weighted response rates lower than 85 percent, however, the potential for nonresponse bias exists.<sup>5</sup> The five items with response rates less than 85 percent are listed in table A-1. Of these five variables, the NCVS household income item (SC214) is the only item that is used as an analytic variable in this report. Therefore, only the results of the item nonresponse bias analysis for this variable are discussed. Household income (SC214) was not asked of the students; it was provided by an adult member of the household in the NCVS interview.

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<sup>4</sup> The SCS person weight (SCSWGTT) was used to calculate item response rates.

<sup>5</sup> Because the mean item response rate for survey items was above 97 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be negligible for most items. For items that had a small number of respondents, other sources of error, such as sampling error, and disclosure risk, could have a much larger effect on estimates than item nonresponse bias.

Table A-1. Detail of items included in the NCVS/SCS item nonresponse bias analysis, by variable source code: School year 2008–09

Variable source code	Variable description	Data source	Eligible respondents	Weighted item response rate <sup>1</sup> (percent)	Unweighted item response rate (percent)
SC115	How many days did you skip at least one class?	SCS	313	72.8	73.5
SC214	Household income	NCVS-1	4,331	79.6	80.0
SC086	Have you seen another student with a gun at school?	SCS	251	79.8	80.9
SC165	How often were you cyber-bullied?	SCS	316	82.3	83.5
SC166	Was a teacher or adult notified about this cyber-bullying?	SCS	316	82.3	83.5

<sup>1</sup> The SCS final person weight (SCSWGT) was used to calculate item response rates.

NOTE: Only items that had 30 or more respondents or items that were applicable to 100 or more respondents and had item response rates of 30 percent or more were included in the item nonresponse bias analysis.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Bias can be measured by imposing extreme assumptions on the item nonrespondents. That is, in order to assess possible nonresponse bias in the SCS data, missing values were replaced with extreme low values and the estimates were recalculated to determine whether the estimates were susceptible to bias. The same procedure was repeated by replacing missing values with high values. For polytomous items, such as household income, a low imputed value was created by resetting missing values to the lowest value in the original distribution, and a high imputed value was created by resetting missing values to the highest value in the original distribution. The estimates produced with the low values and high values were compared to the original estimates produced with the missing values. If measurable differences exist between the original and imputed samples, there is potential for bias in the particular item.

When the average value of the original distribution of household income item respondents was compared to the average low and high imputed value item distributions, evidence of potential bias warranted further examination of the “income” variable. Item respondents were then compared with item nonrespondents by sex, race/ethnicity, and urbanicity. A measurable difference was found for race/ethnicity. White students had higher rates of response for the income item than Black and Hispanic students and students of other race/ethnicities. This difference between respondents and nonrespondents could lead to bias in household income estimates. Item respondents were then compared to those eligible to respond (item respondent and nonrespondents) to the item by sex, race/ethnicity, and urbanicity in order to assess the impact on the full distribution of eligibles (table A-2). When the distributions of respondents to the household income item were compared to the distribution of all those eligible to respond to the household income item, no measurable differences were found. Nonetheless, readers should use caution when interpreting the results derived from the “income” variable.

Table A-2. Difference in distributions of survey variables between respondents to household income (SC214) and all respondents, using final weight

Survey variable	Item respondents (n = 3,466)		All eligible to respond (n = 4,331)		Difference (percent)	Likelihood ratio	p value
	Percent	Standard error	Percent	Standard error			
<b>Sex</b>							
Male	51.3	0.87	50.7	0.78	0.6		
Female	48.7	0.87	49.3	0.78	-0.6	0.23	0.633363
<b>Race/Ethnicity</b>							
White, non-Hispanic	61.6	0.81	59.7	0.72	1.9		
Black, non-Hispanic	14.2	0.65	15.1	0.59	-1.0		
Hispanic	18.1	0.63	18.7	0.56	-0.6		
Other, non-Hispanic	6.0	0.42	6.4	0.39	-0.3	0.90	0.442786
<b>Urbanicity</b>							
Urban	26.3	0.73	27.5	0.65	-1.2		
Suburban	58.2	0.78	56.4	0.69	1.8		
Rural	15.6	0.48	16.1	0.40	-0.6	1.17	0.310507

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

## Weighting

The purpose of the SCS is to be able to make inferences about criminal victimization in the 12- to 18-year-old student population in the United States. Before such inferences can be drawn, it is important to adjust, or weight, the sample of students to ensure it is 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-level noninterviews. Additional factors were then applied to reduce the variance of the estimate by correcting for the differences between the sample distributions of age, race/ethnicity, and sex and the known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons in the file.

A special weighting adjustment was performed on the SCS data. Noninterview adjustment factors were computed to adjust the weighting for SCS noninterviews. The result is an SCS person-level weight. This weight was derived using the final NCVS person weight with a within-SCS noninterview adjustment factor applied. This weight can be used for producing estimates from the NCVS variables (excluding counts of crimes, for which the NCVS incident weight should be used) or the SCS variables. Readers should note that through 2005, there was one SCS weight provided in the data file used for producing NCVS estimates for the continuing rotations only. A second SCS weight was provided that used the final NCVS person weight that was calculated for all interviewed persons in continuing and incoming households and applying a within-SCS noninterview adjustment factor. Due to the inclusion of the incoming interviews in the 2009 NCVS data, the same single weight now applies to all rotations. This weight (SCSWGT) was used to derive the estimates in this report.

## Standard Errors

The sample of students selected for each administration of the SCS is just one of many possible samples that could have been selected, so 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 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 the sample estimate would differ from the complete census count by less than one standard error above or below the count is about 0.68. The probability that the difference would be less than 1.65 standard errors is about 0.90, and the probability that the difference would be less than 1.96 standard errors is about 0.95. Standard errors for the estimates discussed in this report are presented in appendix B.

The standard error is calculated for each estimate provided in order to determine the margin of error for the estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors.

Standard errors are typically developed assuming the sample is drawn with equal probability, called a simple random sample. Since the SCS sample is not a simple random sample, calculation of the standard errors requires procedures that are markedly different from those used when the data are from a simple random sample. To estimate the statistics and standard errors, this report utilized the Taylor series approximation method using primary sampling unit (PSU) and strata variables available in the data file.<sup>6</sup>

Another way that 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. The three constant parameters (*a*, *b*, and *c*) derived from the curve-fitting process are provided in table A-3 below for those who prefer to use this method of calculating standard errors:<sup>7</sup>

Table A-3. Generalized variance function constant parameters for the School Crime Supplement to the National Crime Victimization Survey: School year 2008–09

School year	Generalized variance function constant parameters		
	<i>a</i>	<i>b</i>	<i>c</i>
2008–09	-0.00043149	3,465	4.490

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics. (n.d.) National Crime Victimization Survey: School Crime Supplement, 2009.

<sup>6</sup> Further information about the Taylor series approximation method can be found in Wolter (1985).

<sup>7</sup> More information on the gvf constant parameters developed for the NCVS and SCS can be found at <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/28201>.

To calculate 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;  $y$  is the size of the population to which the percentage applies; and  $a$ ,  $b$ , and  $c$  are the gvf parameters described in table A-3. 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 counts, the following formula is used:

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

where  $x$  is the estimated number of students who experienced a given event (e.g., violent victimization) and  $a$ ,  $b$ , and  $c$  are the gvf parameters described in table A-3.

The U.S. Census Bureau has developed a set of programs to calculate NCVS generalized variance formulas, known as SIGMA programs. To facilitate the use of these formulas, spreadsheet versions of these SIGMA programs that allow users to enter gvf constants and values in appropriate cells are available on the BJS website (<http://www.ojp.usdoj.gov/bjs>). Spreadsheet macros then calculate the appropriate variances and standard errors and perform tests for any differences requested.

### Statistical Tests

Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure the differences are larger than those that might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The statistical comparisons in this report are based on Student's  $t$  statistic. Whether the statistical test is considered significant or not is determined by calculating a  $t$  value for the difference between a pair of means or proportions and comparing this value to published tables of values, called critical values. The alpha level is an a priori statement of the probability that a difference exists in fact rather than by chance. Adjustments for multiple comparisons were not included.

The  $t$  statistic between estimates from various subgroups presented in the tables can be computed using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where  $x_1$  and  $x_2$  are the estimates to be compared (e.g., the means of sample members in two groups) and  $SE_1$  and  $SE_2$  are their corresponding standard errors.

### Glossary of Variables Used

Each variable used in the analyses for this report is described below, along with the source code for the particular variable. The data file contains all variables collected in the SCS as well as selected variables collected in the NCVS Basic Screen Questionnaire (NCVS-1) that have been appended to the SCS. The data are available for download from the Inter-University Consortium



for Political and Social Research via the Student Surveys link at NCES's Crime and Safety Surveys portal located at <http://nces.ed.gov/programs/crime/surveys.asp>.

Prior to analysis, the 2009 SCS data file was filtered to include only students who were ages 12 through 18 (using SC003 [RESPONDENT AGE]), were enrolled in grades 6 through 12 (using SC008 [GRADE LEVEL IN SCHOOL]), were enrolled in school in the current school year (using SC006 [ATTEND SCHOOL THIS SCHOOL YEAR]), and were not homeschooled during this time (using SC092 [HOME-SCHOOLED]). Students who did not fulfill one or more of these requirements for age (0 cases), grade (249 cases), enrollment (245 cases), and home schooling (203 cases) were deleted from the analysis. The final unweighted sample size was 4,326.

Victimization refers to criminal incidents that occurred inside the school building, on school property, on the school bus, or on the way to or from school.

#### Variables Taken From the NCVS Basic Screen Questionnaire (NCVS-1)

**Household income** (SC214): Household income refers to income as reported by the head of household and was collapsed into the following categories: (1) less than \$7,500, (2) \$7,500–14,999, (3) \$15,000–24,999, (4) \$25,000–34,999, (5) \$35,000–49,999, and (6) \$50,000 or more. See question 12a in the selected items from the NCVS-1 questionnaire in appendix C.

**Race/ethnicity, Hispanic origin:** SC412R asked respondents their race and SC413 asked respondents whether they are of Hispanic or Latino origin. Respondents who identified themselves as being of Hispanic or Latino origin were classified as Hispanic or Latino, regardless of their race. Students who indicate they are not of Hispanic or Latino origin are classified according to the race they identify (e.g., White, not Hispanic or Latino; Black, not Hispanic or Latino). “Black, not Hispanic or Latino” includes African Americans. Students were given the option of identifying themselves as being of two or more races. Students who were not of Hispanic origin and identified themselves as being of two or more races (1 percent of all respondents) were included in the “all other races, not Hispanic or Latino” category.” “All other races, not Hispanic or Latino” includes American Indians or Alaska Natives, Asians, Native Hawaiians or Other Pacific Islanders, and respondents of two or more races. See questions 27 and 28 in the selected items from the NCVS-1 questionnaire in appendix C.

**Sex** (SC407A): SC407A asked respondents whether they are male or female. See question 23 in the selected items from the NCVS-1 questionnaire in appendix C.

**Type of victimization** (TOCNEW\_1 through TOCNEW\_5): Each SCS respondent could have reported as many as five incidents of victimization in the NCVS-1 in 2009. For each incident of victimization reported, an NCVS Crime Incident Report (NCVS-2) was completed. Data from incident reports, along with a “type of crime” (TOC) code derived from NCVS-2 responses, were appended to the SCS data file for each respondent who reported at least one victimization in the 6 months prior to the survey. These five TOC codes were used to construct the “any,” “serious violent,” “violent,” and “theft” crime categories used in this report. Each of these categories represents a measure of the prevalence of such victimization.

Serious violent crimes include completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons,

sexual assault without injury, and unwanted sexual contact without force. Violent crimes include the serious violent crimes listed above, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. Any crimes include one or more reports of any of the crimes listed above. Each of these variables measures the prevalence of victimization. See questions 36a through 45d in the selected items from the NCVS-1 questionnaire in appendix C for the variables used to construct TOC codes.

#### Variables Taken From the NCVS Crime Incident Report (NCVS-2)

**Location where incident occurred (SC616):** This question asks students where the incident occurred: specifically, whether it occurred inside the school building or on school property (school parking area, play area, school bus, etc.). See question 10a in the selected items from the NCVS-2 questionnaire in appendix D.

**Activity at time of incident (SC832):** Students were asked what they were doing at the time of the incident: specifically, whether they were on their way to or from school. See question 135a in the selected items from the NCVS-2 questionnaire in appendix D.

#### Variables Taken From the SCS

**Alcohol at school (SC040):** Students were asked whether it was possible to obtain alcohol at school. See question 17a (item a) in the SCS questionnaire in appendix E.

**Avoided school activities (SC076):** Students were asked whether they avoided any activities at school because they thought someone might attack or harm them. See question 23b in the SCS questionnaire in appendix E.

**Avoided a specific place at school:** Students were asked whether they stayed away from any places because they thought someone might attack or harm them. Reports of avoiding certain areas in schools included the entrance into the school (SC069), any hallways or stairs (SC070), parts of the school cafeteria (SC071), any school restrooms (SC072), and other places inside the school building (SC073). This is a created variable where students who answered “yes” to avoiding one or more of these places were included in the “avoided a specific place at school” category. See question 23a (items b–f) in the SCS questionnaire in appendix E.

**Bullied by traditional means at school:** Students were asked whether any student had bullied them during the school year. Specifically, students were asked whether another student had made fun of them, called them names, or insulted them (SC134); spread rumors about them (SC135); threatened them with harm (SC136); pushed, shoved, tripped, or spit on them (SC137); forced them to do something they did not want to do (SC138); excluded them from activities on purpose (SC139); or destroyed their property on purpose (SC140). This is a created variable where students who answered “yes” to being bullied in one or more of these ways were included in the “bullied by traditional means at school” category. See question 19a (items a–g) in the SCS questionnaire in appendix E.

**Bullied by electronic means anywhere:** Students were asked whether another student did any of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students

were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet (SC161), e-mail (SC170), instant messaging (SC162), text messaging (SC163), online gaming (SC171), and online communities (SC172). This is a created variable where students who answered “yes” to one or more of these ways were included in the “bullied by electronic means anywhere” category. See question 20a (items a–f) in the SCS questionnaire in appendix E.

**Drugs at school:** Students were asked about drug availability at their school. Drugs referenced are marijuana (SC041), crack (SC042), cocaine (SC043), uppers (SC097), downers (SC098), LSD (SC045), PCP (SC046), heroin (SC047), prescription drugs illegally obtained without a prescription (SC159), and other illegal drugs (SC048). See question 17a (items b–k) in the SCS questionnaire in appendix E.

**Engaged in a physical fight (SC103):** Students were asked whether they had been involved in one or more physical fights at school during the school year. See question 18a in the SCS questionnaire in appendix E.

**Feared attack or harm:** This series of questions asked students how often they were afraid someone would attack or harm them at school or on school property (SC079); on a school bus or on the way to or from school (SC080); and away from school (SC081). This is a created variable where students who responded they were “sometimes” or “most of the time” fearful were included in the “feared attack or harm” category. See questions 24, 25, and 26 in the SCS questionnaire in appendix E.

**Gangs present at school (SC058):** Students were asked whether there were gangs present at their school. See question 30 in the SCS questionnaire in appendix E.

**Grade (SC008):** Students were asked what grade they were in at school. Response options included “fifth or under,” “sixth,” “seventh,” “eighth,” “ninth,” “tenth,” “eleventh,” and “twelfth” grades, “other,” and “college/GED/postgraduate/other noneligible.” Only respondents in grades 6 through 12 were included in the analysis. See question 2b in the SCS questionnaire in appendix E.

**Locked entrance or exit doors during day (SC031):** Students were asked whether school entrance or exit doors were locked during the day to ensure student safety. See question 14a, item d in the SCS questionnaire in appendix E.

**Locker checks (SC033):** Students were asked whether student locker checks were performed to ensure student safety. See question 14a, item f in the SCS questionnaire in appendix E.

**Metal detectors (SC030):** Students were asked whether there were metal detectors present at school to ensure student safety. See question 14a, item c in the SCS questionnaire in appendix E.

**Security guards or assigned police officers (SC028):** Students were asked whether there were security guards or assigned police officers present at school to ensure student safety. See question 14a, item a in the SCS questionnaire in appendix E.

**Saw hate-related graffiti** (SC066): Students were asked whether they had seen hate-related words or symbols written in school classrooms, in school bathrooms, in school hallways, or on the outside of their school building. See question 22 in the SCS questionnaire in appendix E.

**Saw student with a gun** (SC086): Students were asked whether they had actually seen another student with a gun at school. See question 28b in the SCS questionnaire in appendix E.

**Security cameras** (SC095): Students were asked whether there were one or more security cameras to monitor the school as a measure to ensure student safety. See question 14a, item h in the SCS questionnaire in appendix E.

**Skipped class** (SC077): Students were asked whether they avoided any classes because they thought someone might attack or harm them. See question 23c in the SCS questionnaire in appendix E.

**Skipped school** (SC078): Students were asked whether they stayed home from school because they thought someone might attack or harm them in the school building, on school property, on a school bus, or going to or from school. See question 23d in the SCS questionnaire in appendix E.

**Staff supervision in hallways** (SC029): Students were asked whether there was hallway supervision by school staff or other adults at school to ensure student safety. See question 14a, item b in the SCS questionnaire in appendix E.

**Student code of conduct** (SC096): Students were asked whether there is a set of written rules or guidelines that the school provides as a code of conduct for students. See question 14a, item i in the SCS questionnaire in appendix E.

**Student reported school sector** (SC016): Students were asked whether they attend a public or a private school. See question 7a in the SCS questionnaire in appendix E.

**Students required to wear badges or picture identification** (SC094): Students were asked whether they were required to wear badges or picture identification at school as a measure to ensure student safety. See question 14a, item g in the SCS questionnaire in appendix E.

**Visitors required to sign in** (SC032): Students were whether their school required that visitors sign in as a measure to ensure student safety. See question 14a, item e in the SCS questionnaire in appendix E.

**For further information.** NCES has collected and published data on school crime and safety in a number of publications. Readers who are interested in further information or who would like to download available data files, including the SCS data file used in this report, should contact Monica Hill at [monica.hill@ed.gov](mailto:monica.hill@ed.gov) or visit the Crime and Safety Surveys website at <http://nces.ed.gov/programs/crime>.

## **Appendix B: Standard Error Tables**

Table B-1. Standard errors for Table 1: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: School year 2008–09

Type of victimization	Percent of students
None	0.28
Any	0.28
Theft	0.23
Personal larceny	†
Other theft	0.23
Violent	0.17
Simple assault	0.15
Serious violent	0.09
Rape and sexual assault	†
Robbery	0.06
Aggravated assault	0.06

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table B-2. Standard errors for Table 2: Number and percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by type of victimization and selected student and school characteristics: School year 2008–09

Student and school characteristic	Total number of students	Victimization			
		None	Type of victimization		
			Any	Theft	Violent
Total	694,900	0.28	0.28	0.23	0.17
Sex					
Male	386,700	0.40	0.40	0.36	0.25
Female	415,500	0.35	0.35	0.28	0.21
Race/ethnicity					
White, not Hispanic or Latino	525,500	0.37	0.37	0.31	0.31
Black, not Hispanic or Latino	252,100	0.74	0.74	0.61	0.62
Hispanic or Latino	278,900	0.75	0.75	0.63	0.40
All other races, not Hispanic or Latino <sup>1</sup>	148,800	1.06	1.06	†	†
Grade					
6th	142,500	0.91	0.91	0.52	0.83
7th	185,800	0.70	0.70	0.57	0.42
8th	166,800	0.78	0.78	0.55	0.60
9th	171,600	0.85	0.85	0.80	0.37
10th	169,900	0.79	0.79	0.72	0.37
11th	169,800	0.88	0.88	0.74	0.51
12th	165,800	0.52	0.52	0.44	†
Household income					
Less than \$7,500	84,200	2.28	2.28	2.03	†
\$7,500–14,999	95,300	1.73	1.73	†	†
\$15,000–24,999	146,000	0.87	0.87	†	0.68
\$25,000–34,999	142,500	0.85	0.85	0.85	†
\$35,000–49,999	176,500	0.95	0.95	0.87	0.49
\$50,000 or more	408,100	0.44	0.44	0.38	0.22
Student-reported school type					
Public	664,700	0.30	0.30	0.25	0.19
Private	116,800	0.76	0.76	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table B-3. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of school conditions and type of victimization: School year 2008–09

Type of victimization	Gangs present at school	Saw student with a gun	Engaged in physical fight	Drugs at school	Alcohol at school	Saw hate-related graffiti
Total	0.85	0.19	0.53	0.95	0.69	0.96
None	0.87	0.20	0.50	0.97	0.70	0.97
Victimization						
Any	3.97	1.43	3.07	3.77	3.47	4.00
Theft	4.87	†	3.40	4.57	4.08	4.82
Violent	6.57	†	5.93	6.27	6.67	6.28

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.



Table B-4. Standard errors for Table 4: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of being bullied by traditional means at school or by electronic means anywhere and type of victimization: School year 2008–09

Type of victimization	Bullied by traditional means at school	Bullied by electronic means anywhere
Total	0.83	0.42
None	4.01	0.39
Victimization		
Any	0.83	3.37
Theft	4.62	3.60
Violent	3.73	6.52

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table B-5. Standard errors for Table 5: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of selected security measures to secure school buildings and type of victimization: School year 2008–09

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	1.17	0.76	1.05	1.27
None	1.19	0.77	1.08	1.30
Victimization				
Any	3.63	2.55	3.04	4.21
Theft	4.28	3.30	3.66	4.74
Violent	5.97	3.75	5.35	6.92

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table B-6. Standard errors for Table 6: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: School year 2008–09

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	1.05	0.46	1.14	0.39	0.52
None	1.08	0.47	1.15	0.40	0.52
Victimization					
Any	3.07	2.04	3.32	1.19	1.41
Theft	3.44	2.56	4.16	1.44	1.65
Violent	5.32	4.22	5.54	1.74	2.32

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

Table B-7. Standard errors for Table 7: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of personal avoidance behavior and type of victimization: School year 2008–09

Type of victimization	Feared attack or harm	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school
Total	0.33	0.14	0.13	0.20	0.32
None	0.32	0.14	0.12	0.20	0.32
Victimization					
Any	2.73	1.27	1.36	†	2.44
Theft	2.87	†	1.77	†	2.44
Violent	5.82	†	†	†	5.65

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2009.

## **Appendix C: Selected Items From the 2009 National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1)**

**NOTICE** - We are conducting this survey under the authority of Title 13, United States Code, Section 8, Section 9 of this law requires us to keep all information about you and your household strictly **confidential**. We may use this information only for statistical purposes. Also, Title 42, **Section 3732**, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

FORM **NCVS-1**  
(9-20-2007)

U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

ACTING AS COLLECTING AGENT FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

**NATIONAL CRIME  
VICTIMIZATION SURVEY  
NCVS-1 BASIC SCREEN QUESTIONNAIRE**

**N  
C  
V  
S  
1**

Control number

PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No.	Spinoff Indicator
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**12a. Household Income (HOUSEHOLDINCOME)**

214

1	<input type="checkbox"/> Less than \$5,000	6	<input type="checkbox"/> 15,000 - 17,499	11	<input type="checkbox"/> 35,000 - 39,999
2	<input type="checkbox"/> \$5,000 - 7,499	7	<input type="checkbox"/> 17,500 - 19,999	12	<input type="checkbox"/> 40,000 - 49,999
3	<input type="checkbox"/> 7,500 - 9,999	8	<input type="checkbox"/> 20,000 - 24,999	13	<input type="checkbox"/> 50,000 - 74,999
4	<input type="checkbox"/> 10,000 - 12,499	9	<input type="checkbox"/> 25,000 - 29,999	14	<input type="checkbox"/> 75,000 and over
5	<input type="checkbox"/> 12,500 - 14,999	10	<input type="checkbox"/> 30,000 - 34,999		

<b>23. (SEX)</b> <b>Sex</b>	<b>27. SP- ORIGIN)</b> <b>Hispanic Origin</b>	<b>28. (RACE)</b> <b>Race</b> Mark all that apply.
407	413	412 *
1 <input type="checkbox"/> M 2 <input type="checkbox"/> F	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black/African American 3 <input type="checkbox"/> American Indian/Alaska Native 4 <input type="checkbox"/> Asian 5 <input type="checkbox"/> Native Hawaiian/Other Pacific Islander 6 <input type="checkbox"/> Other - Specify

**RESPONDENT'S SCREEN QUESTIONS**

**36a. SQTHEFT**

I'm going to read some examples that will give you an idea of the kinds of crimes this study covers.

As I go through them, tell me if any of these happened to you in the last 6 months, that is since \_\_\_\_\_, 20\_\_\_\_.

Was something belonging to YOU stolen, such as -

Read each category.

- (a) Things that you carry, like luggage, a wallet, purse, briefcase, book -
- (b) Clothing, jewelry, or cellphone -
- (c) Bicycle or sports equipment -
- (d) Things in your home - like a TV, stereo, or tools -
- (e) Things outside your home such as a garden hose or furniture - (Asked of Household Respondent only)
- (f) Things belonging to children in the household - (Asked of Household Respondent only)
- (g) Things from a vehicle, such as a package, groceries, camera, or CDs -

OR

- (h) Did anyone ATTEMPT to steal anything belonging to you?

ASK only if necessary

Did any incidents of this type happen to you?

532 1  Yes - ASK 36b  
 2  No - If Household Respondent SKIP to 37a; else SKIP to 40a

**36b. SQTHEFTTIMES**

How many times?

533 \_\_\_\_\_  
 Number of times (36b)

**36c. SQTHEFTSPEC**

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If Household Respondent ASK 37a; else SKIP to 40a

**37a. SQBREAKIN (Asked of Household Respondent Only)**

(Other than any incidents already mentioned,) has anyone -

- (a) Broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window?

- (b) Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?  
 OR

- (c) Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

ASK only if necessary

Did any incidents of this type happen to you?

534 1  Yes - ASK 37b  
 2  No - SKIP to 38

**37b. SQBREAKINTIMES (Asked of Household Respondent Only)**

How many times?

535 \_\_\_\_\_  
 Number of times (37b)

**37c. SQBREAKINSPEC (Asked of Household Respondent Only)**

What happened?

Briefly describe incident(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**RESPONDENT'S SCREEN QUESTIONS**

<p><b>38. SQTOTALVEHICLES</b> (Asked of Household Respondent Only)</p> <p>What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 6 months? Include those you no longer own.</p>	<p align="right">536</p> <p>0 <input type="checkbox"/> None - SKIP to 40a</p> <p>1 <input type="checkbox"/> 1</p> <p>2 <input type="checkbox"/> 2</p> <p>3 <input type="checkbox"/> 3</p> <p>4 <input type="checkbox"/> 4 or more</p>
<p><b>39a. SQMVTHEFT</b> (Asked of Household Respondent Only)</p> <p>During the last 6 months, (other than any incidents already mentioned,) (was the vehicle/were any of the vehicles) -</p> <p>(a) Stolen or used without permission?</p> <p>(b) Did anyone steal any parts such as a tire, car stereo, hubcap, or battery?</p> <p>(c) Did anyone steal any gas from (it/them)?</p> <p align="center">OR</p> <p>(d) Did anyone ATTEMPT to steal any vehicle or parts attached to (it/them)?</p> <p>Ask only if necessary</p> <p>Did any incidents of this type happen to you?</p>	<p align="right">537</p> <p>1 <input type="checkbox"/> Yes - ASK 39b</p> <p>2 <input type="checkbox"/> No - SKIP to 40a</p>
<p><b>39b. SQMVTHEFTTIMES</b> (Asked of Household Respondent Only)</p> <p>How many times?</p>	<p align="right">538</p> <p>_____</p> <p align="center">Number of times (39b)</p>
<p><b>39c. SQMVTHEFTSPEC</b> (Asked of Household Respondent Only)</p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>40a. SQATTACKWHERE</b></p> <p>(Other than any incidents already mentioned,) since _____, 20____, were you attacked or threatened OR did you have something stolen from you -</p> <p>(a) At home including the porch or yard -</p> <p>(b) At or near a friend's, relative's, or neighbor's home -</p> <p>(c) At work or school -</p> <p>(d) In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport -</p> <p>(e) While riding in any vehicle -</p> <p>(f) On the street or in a parking lot -</p> <p>(g) At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting -</p> <p align="center">OR</p> <p>(h) Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?</p> <p>Ask only if necessary</p> <p>Did any incidents of this type happen to you?</p>	<p align="right">539</p> <p>1 <input type="checkbox"/> Yes - ASK 40b</p> <p>2 <input type="checkbox"/> No - SKIP to 41a</p>
<p><b>40b. SQATTACKWHERETIMES</b></p> <p>How many times?</p>	<p align="right">540</p> <p>_____</p> <p align="center">Number of times (40b)</p>
<p><b>40c. SQATTACKWHERE SPEC</b></p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>



**RESPONDENT'S SCREEN QUESTIONS**

**41a. SQATTACKHOW**

(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (Exclude telephone threats) -

- (a) With any weapon, for instance, a gun or knife -
- (b) With anything like a baseball bat, frying pan, scissors, or stick -
- (c) By something thrown, such as a rock or bottle -
- (d) Include any grabbing, punching, or choking,
- (e) Any rape, attempted rape or other type of sexual attack -
- (f) Any face to face threats -

OR

(g) Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

ASK only if necessary

Did any incidents of this type happen to you?

541 1  Yes - ASK 41b  
 2  No - SKIP to 42a

**41b. SQATTACKHOWTIMES**

How many times?

542 \_\_\_\_\_  
 Number of times (41b)

**41c. SQATTACKHOWSPEC**

What happened?

Briefly describe incident(s)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**42a. SQTHEFTATTACKKNOWNOFF**

People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you OR were you attacked or threatened by (Exclude telephone threats) -

- (a) Someone at work or school -
- (b) A relative or family member -
- (c) A neighbor or friend -
- (d) Any other person you've met or known?

ASK only if necessary

Did any incidents of this type happen to you?

543 1  Yes - ASK 42b  
 2  No - SKIP to 43a

**42b. SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

544 \_\_\_\_\_  
 Number of times (42b)

**42c. SQTHEFTATTACKKNOWNOFFSPEC**

What happened?

Briefly describe incident(s)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**43a. SQSEXUAL**

Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) have you been forced or coerced to engage in unwanted sexual activity by -

(a) Someone you didn't know before -

(b) A casual acquaintance -

OR

(c) Someone you know well?

ASK only if necessary

Did any incidents of this type happen to you?

545 1  Yes - ASK 43b  
 2  No - SKIP to 44a

**43b. SQSEXUALTIMES**

How many times?

546 \_\_\_\_\_  
 Number of times (43b)

**43c. SQSEXUALSPEC**

What happened?

Briefly describe incident(s)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**RESPONDENT'S SCREEN QUESTIONS**

<p><b>44a. SQCALLPOLICECRIME</b></p> <p>During the last 6 months, (other than any incidents already mentioned,) did you call the police to report something that happened to YOU which you thought was a crime?</p>	<p>547 1 <input type="checkbox"/> Yes - ASK 44b 2 <input type="checkbox"/> No - SKIP to 45a</p>
<p><b>44b. SQCALLPOLICESPEC</b></p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>44c. CHECK ITEM B SQCALLPOLICEATTACKTHREAT</b></p> <p>If not sure ask</p> <p>Were you (was the respondent) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (the respondent) or another household member?</p>	<p>549 1 <input type="checkbox"/> Yes - ASK 44d 2 <input type="checkbox"/> No - SKIP to 45a</p>
<p><b>44d. SQCALLPOLICEATTACKTHREATTIMES</b></p> <p>How many times?</p>	<p>550 _____ Number of times (44d)</p>
<p><b>45a. SQNOCALLPOLICECRIME</b></p> <p>During the last 6 months, (other than any incidents already mentioned,) did anything which you thought was a crime happen to YOU, but you did NOT report to the police?</p>	<p>551 1 <input type="checkbox"/> Yes - ASK 45b 2 <input type="checkbox"/> NO - If Household Respondent ASK 46, else SKIP to 71</p>
<p><b>45b. SQNOCALLPOLICESPEC</b></p> <p>What happened?</p>	<p>Briefly describe incident(s)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>45c. CHECK ITEM C SQNOCALLPOLICEATTACKTHREAT</b></p> <p>If not sure ask</p> <p>Were you (was the respondent) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (the respondent) or another household member?</p>	<p>553 1 <input type="checkbox"/> Yes - ASK 45d 2 <input type="checkbox"/> No - If Household Respondent ASK 46, else SKIP to 71</p>
<p><b>45d. SQNOCALLPOLICEATTACKTHREATTIMES</b></p> <p>How many times?</p>	<p>554 _____ Number of times (45d)</p> <p>If Household Respondent ASK 46, else SKIP to 71</p>
<p>NOTES</p>	

## **Appendix D: Selected Items From the 2009 National Crime Victimization Survey Crime Incident Report (NCVS-2)**

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

<p>FORM NCVS-2 (03-22-2005)</p> <p>U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU ACTING AS COLLECTING AGENT FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p> <p><b>CRIME INCIDENT REPORT</b> NATIONAL CRIME VICTIMIZATION SURVEY</p>	<p>Control number</p> <table border="1"> <tr> <td>PSU</td> <td>Segment/Suffix</td> <td>Sample designation/Suffix</td> <td>Serial/Suffix</td> <td>HH No.</td> <td>Spinoff Indicator</td> </tr> </table> <p>Notes</p>	PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No.	Spinoff Indicator
PSU	Segment/Suffix	Sample designation/Suffix	Serial/Suffix	HH No.	Spinoff Indicator		

<p><b>10a. LOCATION_GENERAL</b></p> <p><b>Did this incident happen ...</b></p> <p>Read each category until respondent says "yes", then enter appropriate precode.</p>	<p>616</p> <p>1 <input type="checkbox"/> <b>In your home or lodging?</b> - SKIP to 10b</p> <p>2 <input type="checkbox"/> <b>Near your home?</b> - SKIP to 10c</p> <p>3 <input type="checkbox"/> <b>At, in or near a friend's/relative's/neighbor's home?</b> - Skip to 10d</p> <p>4 <input type="checkbox"/> <b>At a commercial place?</b> - SKIP to 10e</p> <p>5 <input type="checkbox"/> <b>In a parking lot or garage?</b> - SKIP to 10f</p> <p>6 <input type="checkbox"/> <b>At school?</b> - SKIP to 10g</p> <p>7 <input type="checkbox"/> <b>In open areas, on the street, or on public transportation?</b> - SKIP to - 10h</p> <p>8 <input type="checkbox"/> <b>Some where else?</b> - SKIP to 10i</p>
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<p><b>135a. DOINGATINCIDENTTIME</b></p> <p>Ask or verify: What were you doing when this incident (happened/started)?</p>	<p>832</p> <p>1 <input type="checkbox"/> Working or on duty - SKIP to 138a</p> <p>2 <input type="checkbox"/> On the way to or from work - SKIP to 142b</p> <p>3 <input type="checkbox"/> On the way to or from school</p> <p>4 <input type="checkbox"/> On the way to or from other place</p> <p>5 <input type="checkbox"/> Shopping, errands</p> <p>6 <input type="checkbox"/> Attending school</p> <p>7 <input type="checkbox"/> Leisure activity away from home</p> <p>8 <input type="checkbox"/> Sleeping</p> <p>9 <input type="checkbox"/> Other activities at home</p> <p>10 <input type="checkbox"/> Other - Specify - ASK 135b</p> <p>11 <input type="checkbox"/> Don't know - SKIP to 136</p> <p style="text-align: right;">} SKIP to 136</p>
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# **Appendix E: 2009 School Crime Supplement to the National Crime Victimization Survey Instrument**

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

## ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1**

Economics and Statistics Administration  
U.S. Census Bureau  
ACTING AS COLLECTING AGENCY FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

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

SCHOOL CRIME SUPPLEMENT  
TO THE NATIONAL CRIME  
VICTIMIZATION SURVEY  
2009

**Control number**

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

### FINAL QUESTIONNAIRE

**A. FR Code**

001

**B. Respondent**

Line No. Age Name  
002  003

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

**C. Type of SCS Interview**

004  Personal - Self  
 Telephone - Self  
 Personal - Proxy  
 Telephone - Proxy  
 Noninterview - FILL ITEM D

} **SKIP to INTRO 1**

**D. Reason for SCS noninterview**

005  Refused  
 Not available

INTRO 1 - Now I have some additional questions about your school. These answers will be kept confidential, by law.

### E. SCREEN QUESTIONS FOR SUPPLEMENT

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

006  Yes  
 No - **END**

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

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

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

007  Yes - **END**  
 No

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

093  Fifth or under - **END**  
 Sixth  
 Seventh  
 Eighth  
 Ninth  
 Tenth  
 Eleventh  
 Twelfth  
 Other - Specify \_\_\_\_\_  
 College/GED/Post-graduate/  
Other noneligible - **END**

} **SKIP to INTRO 2**

<p><b>2b. What grade are you in?</b></p>	<p>008</p> <p>0 <input type="checkbox"/> Fifth or under - <b>END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>END</b></p> <p style="text-align: right;">} <b>SKIP</b> to 3</p>
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**E. SCREEN QUESTIONS FOR SUPPLEMENT**

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

<p><b>3. In what month did your current school year begin?</b></p>	<p>009</p> <p>1 <input type="checkbox"/> August</p> <p>2 <input type="checkbox"/> September</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>4 <input type="checkbox"/> July (category created during post-data collection processing)</p>
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**F. ENVIRONMENTAL QUESTIONS**

<p><b>6a. What is the complete name of your school?</b></p> <p>_____</p> <p><b>6b. In what city, county, and state is your school located?</b></p> <p>_____</p>	
<p><b>7a. Is your school public or private?</b></p> <p>_____</p> <p><b>7b. Is this the regular school that most of the students in your neighborhood attend?</b></p> <p>_____</p>	<p>016</p> <p>1 <input type="checkbox"/> Public - <i>ASK 7b</i></p> <p>2 <input type="checkbox"/> Private - <b>SKIP</b> to 7c</p> <hr/> <p>017</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p style="text-align: right;">} <b>SKIP</b> to 8</p> <hr/>
<p><b>7c. Is your school church-related?</b></p>	<p>018</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>

<p><b>8. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00  01  02  03  04  05  06  07  08  09  10  11  12 H.S. Senior  13 Post-graduate  20 All ungraded  30 All Special Education</p>	<p>Grades:</p> <p><b>020</b> <input type="checkbox"/> <input type="checkbox"/> (lowest)  TO  <b>021</b> <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p><b>9. How [do you/did you] get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p>
<p><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023 1 <input type="checkbox"/> Less than 15 minutes  2 <input type="checkbox"/> 15-29 minutes  3 <input type="checkbox"/> 30-44 minutes  4 <input type="checkbox"/> 45-59 minutes  5 <input type="checkbox"/> 60 minutes or longer</p>
<p><b>11. How [do you/did you] get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <p>_____</p>
<p><b>12a. How often do you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES)</p> <p>_____</p> <p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>026 1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Once or twice a year</b>  3 <input type="checkbox"/> <b>Once or twice a month</b>  4 <input type="checkbox"/> <b>Once or twice a week</b>  5 <input type="checkbox"/> <b>Almost every day</b></p> <p>_____</p> <p>025 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>



<p><b>13. During this school year, have you participated in any of the following activities sponsored by your school:</b></p> <p>a. <b>Athletic teams at school?</b></p> <p>b. <b>Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</b></p> <p>c. <b>Performing arts, for example, Band, Choir, Orchestra, or Drama?</b></p> <p>d. <b>Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</b></p> <p>e. <b>Student government?</b></p> <p>f. <b>[IF GRADES 6, 7, or 8] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</b></p> <p><b>[IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact?</b></p> <p>g. <b>Other school clubs or school activities?</b></p>	<p>120</p> <p>121</p> <p>122</p> <p>123</p> <p>124</p> <p>125</p> <p>126</p>	<p>Yes</p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>	<p>No</p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	
<p><b>14a. Does your school take any measures to make sure students are safe?</b></p> <p><b>For example, does the school have:</b></p> <p>a. <b>Security guards or assigned police officers?</b></p> <p>b. <b>Other school staff or other adults supervising the hallway?</b></p> <p>c. <b>Metal detectors?</b></p> <p>d. <b>Locked entrance or exit doors during the day?</b></p> <p>e. <b>A requirement that visitors sign in?</b></p> <p>f. <b>Locker checks?</b></p> <p>g. <b>A requirement that students wear badges or picture identification?</b></p> <p>h. <b>One or more security cameras to monitor the school?</b></p> <p>i. <b>A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</b></p>	<p>028</p> <p>029</p> <p>030</p> <p>031</p> <p>032</p> <p>033</p> <p>094</p> <p>095</p> <p>096</p>	<p>Yes</p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>	<p>No</p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>Don't know</p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p>
<p><b>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</b></p> <p><i>FIELD REPRESENTATIVE - The term 'authority' includes the police, teachers, principals, security guards, or other school staff. It does not include the student's parents, guardians, or peers.</i></p>	<p>167</p>	<p>Yes</p> <p>1 <input type="checkbox"/></p>	<p>No</p> <p>2 <input type="checkbox"/></p>	<p>Don't know</p> <p>3 <input type="checkbox"/></p>

<p><b>15a.</b> In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p> <hr/> <p><b>15b.</b> In general, how often do teachers punish students during your classes? (READ CATEGORIES.)</p>	<p>156    1 <input type="checkbox"/> Never  2 <input type="checkbox"/> Almost never  3 <input type="checkbox"/> Sometimes  4 <input type="checkbox"/> Most of the time</p> <hr/> <p>157    1 <input type="checkbox"/> Never  2 <input type="checkbox"/> Almost never  3 <input type="checkbox"/> Sometimes  4 <input type="checkbox"/> Most of the time</p>																														
<p><b>16a.</b> I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p><b>16b.</b> Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Teachers treat students with respect.</p> <p>b. Teachers care about students.</p> <p>c. Teachers do or say things that make students feel bad about themselves.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>128</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>129</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p><b>16c.</b> Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following ...</p> <p>a. At school, there is an ADULT you can talk to, who cares about your feelings and what happens to you.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>130</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p><b>16d.</b> Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											

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

17a. The following question refers to the availability of drugs and alcohol at your school.

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

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

FIELD REPRESENTATIVE - For each item ask,

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

a. Alcoholic beverages

	Yes	No	Don't know	Don't know drug
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

b. Marijuana

041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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c. Crack

042	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

d. Other forms of cocaine

043	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

e. Uppers such as ecstasy, crystal meth or other illegal stimulants

097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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f. Downers such as GHB or sleeping pills

098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

g. LSD or acid

045	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

h. PCP or angel dust

046	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

i. Heroin or smack

047	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax

159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

k. Other illegal drugs

If "Yes" is marked, ASK - What drugs?  
(Exclude tobacco products.)

048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------	----------------------------

Specify \_\_\_\_\_

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

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

101	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?

102	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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<b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b>	
<b>18a.</b> During this school year, have you been in one or more physical fights at school?	103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 19a
<b>18b.</b> During this school year, how many times have you been in a physical fight at school?	104 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)
<p><b>19a.</b> Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>a. Made fun of you, called you names, or insulted you?</p> <p>b. Spread rumors about you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<p style="text-align: center;">Yes                      No</p> <p>134    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>135    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>136    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>137    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>138    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>139    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>140    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p>
<b>Check Item 19a</b> Are all categories a-g marked "No" in Q19a above?	1 <input type="checkbox"/> Yes - SKIP to 20a 2 <input type="checkbox"/> No - SKIP to 19b
<p><b>19b.</b> You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</p> <p><i>(READ CATEGORIES 1-4.)</i></p>	142    1 <input type="checkbox"/> <b>Once or twice this school year</b> 2 <input type="checkbox"/> <b>Once or twice a month</b> 3 <input type="checkbox"/> <b>Once or twice a week, or</b> 4 <input type="checkbox"/> <b>Almost every day</b> 5 <input type="checkbox"/> Don't know
<p><b>19c.</b> Still thinking about all of the times you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>143    1 <input type="checkbox"/> <b>In a classroom at school?</b> 168    2 <input type="checkbox"/> <b>In a hallway or stairwell at school?</b> 169    3 <input type="checkbox"/> <b>In a bathroom or locker room at school?</b> 146    4 <input type="checkbox"/> <b>Somewhere else inside the school building?</b> Specify → _____</p> <p>144    5 <input type="checkbox"/> <b>Outside on school grounds?</b> 145    6 <input type="checkbox"/> <b>On a school bus?</b> 173    7 <input type="checkbox"/> <b>Cafeteria?</b>(category created during post-data collection processing)</p>
<b>19d.</b> Was a teacher or some other adult at school notified about this bullying?	147    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>CHECK Item B</b> Is Box 4 in Question 19a marked?	1 <input type="checkbox"/> Yes - Ask 19e 2 <input type="checkbox"/> No - Skip to 20a

<p><b>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</b></p> <p><i>Mark (X) all that apply</i></p>	<p>148 1 <input type="checkbox"/> None  149 2 <input type="checkbox"/> Bruises or swelling  150 3 <input type="checkbox"/> Cuts, scratches, or scrapes  151 4 <input type="checkbox"/> Black eye/bloody nose  152 5 <input type="checkbox"/> Teeth chipped or knocked out  153 6 <input type="checkbox"/> Broken bones/internal injuries  154 7 <input type="checkbox"/> Knocked unconscious  155 8 <input type="checkbox"/> Other - <i>Specify</i> _____</p>																					
<p><b>20a. Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already.</b></p> <p><b>During this school year, has another student...</b></p> <p><i>(Read each category a-f.)</i></p> <p>a. <b>Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace or Facebook?</b></p> <p>b. <b>Threatened or insulted you through email?</b></p> <p>c. <b>Threatened or insulted you through instant messaging?</b></p> <p>d. <b>Threatened or insulted you through text messaging?</b></p> <p>e. <b>Threatened or insulted you through online gaming, for example, while playing a game, through Second Life, or through XBOX?</b></p> <p>f. <b>Purposefully excluded you from an online community, for example, a buddy list or friends list?</b></p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>170</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>162</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>163</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>171</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>172</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	161	1 <input type="checkbox"/>	2 <input type="checkbox"/>	170	1 <input type="checkbox"/>	2 <input type="checkbox"/>	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>	171	1 <input type="checkbox"/>	2 <input type="checkbox"/>	172	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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171	1 <input type="checkbox"/>	2 <input type="checkbox"/>																				
172	1 <input type="checkbox"/>	2 <input type="checkbox"/>																				
<p><b>Check Item 20a</b>      <b>Are all categories a-f marked "No" in Q20a above?</b></p>	<p>1 <input type="checkbox"/> Yes - SKIP to 21a  2 <input type="checkbox"/> No - SKIP to 20b</p>																					
<p><b>20b. You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</b></p> <p><i>(READ CATEGORIES 1-4)</i></p>	<p>165 1 <input type="checkbox"/> <b>Once or twice this school year</b>  2 <input type="checkbox"/> <b>Once or twice a month</b>  3 <input type="checkbox"/> <b>Once or twice a week, or</b>  4 <input type="checkbox"/> <b>Almost every day</b>  5 <input type="checkbox"/> Don't know</p>																					
<p><b>20c. Was a teacher or some other adult <i>at school</i> notified about this bullying?</b></p>	<p>166 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																					
<p><b>21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b></p>	<p>065 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to 22</p>																					

<p><b>21b. Were any of the hate-related words related to ...</b></p> <p>a. <b>Your race?</b></p> <p>b. <b>Your religion?</b></p> <p>c. <b>Your ethnic background or national origin (for example, people of Hispanic origin)?</b></p> <p>d. <b>Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</b></p> <p>e. <b>Your gender?</b></p> <p>f. <b>Your sexual orientation?</b></p> <p>If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</b></p>	<p>066    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																												
<b>H. AVOIDANCE</b>																													
<p><b>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. <b>The shortest route to school?</b></p> <p>b. <b>The entrance into the school?</b></p> <p>c. <b>Any hallways or stairs in school?</b></p> <p>d. <b>Parts of the school cafeteria?</b></p> <p>e. <b>Any school restrooms?</b></p> <p>f. <b>Other places inside the school building?</b></p> <p>g. <b>School parking lot?</b></p> <p>h. <b>Other places on school grounds?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>068</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p><b>23b. Did you AVOID any activities at your school because you thought someone might attack or harm you?</b></p>	<p>076    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																												
<p><b>23c. Did you AVOID any classes because you thought someone might attack or harm you?</b></p>	<p>077    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																												
<p><b>23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</b></p>	<p>078    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																												

<b>I. FEAR</b>													
<p><b>24. How often are you afraid that someone will attack or harm you in the school building or on school property?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>079    1 <input type="checkbox"/> Never            2 <input type="checkbox"/> Almost never            3 <input type="checkbox"/> Sometimes            4 <input type="checkbox"/> Most of the time</p>												
<p><b>25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>080    1 <input type="checkbox"/> Never            2 <input type="checkbox"/> Almost never            3 <input type="checkbox"/> Sometimes            4 <input type="checkbox"/> Most of the time</p>												
<p><b>26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>081    1 <input type="checkbox"/> Never            2 <input type="checkbox"/> Almost never            3 <input type="checkbox"/> Sometimes            4 <input type="checkbox"/> Most of the time</p>												
<b>J. WEAPONS</b>													
<p><b>27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. <b>A gun?</b>            b. <b>A knife brought as a weapon?</b>            c. <b>Some other weapon?</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 10%;"></td> <td style="width: 40%; text-align: center;">Yes</td> <td style="width: 40%; text-align: center;">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No											
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083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p><b>28a. Do you know of any other students who have brought a gun to your school during this school year?</b></p>	<p>085    1 <input type="checkbox"/> Yes            2 <input type="checkbox"/> No - <u>Skip to 29</u></p>												
<p><b>28b. Have you actually seen another student with a gun at school during this school year?</b></p>	<p>086    1 <input type="checkbox"/> Yes            2 <input type="checkbox"/> No            3 <input type="checkbox"/> Don't know</p>												
<p><b>29. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</b></p>	<p>113    1 <input type="checkbox"/> Yes            2 <input type="checkbox"/> No</p>												
<b>K. GANGS</b>													
<p>INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>													
<p><b>30. Are there any gangs at your school?</b></p>	<p>058    1 <input type="checkbox"/> Yes            2 <input type="checkbox"/> No - <b>SKIP to 33a</b>            3 <input type="checkbox"/> Don't know</p>												

<p>31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5)</p>	<p>089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know</p>												
<p>32. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
<p><b>L. STUDENT CHARACTERISTICS</b></p>													
<p>33a. During the last 4 weeks of school, did you skip any classes?</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 34 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to 34</p>												
<p>33b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115 <input type="checkbox"/> <input type="checkbox"/> (Number of days)</p>												
<p>34. During this school year, across all subjects have you gotten mostly -  (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>35. Thinking about the future, do you think you will ...  a. Attend school after high school? .....  b. Graduate from a 4-year college? .....</p>	<table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> <td>Don't know</td> </tr> <tr> <td>117</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- <b>END</b></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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