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Student Victimization in U.S. Schools

Results From the 2013 School Crime Supplement to the National Crime Victimization Survey

AUTHORS

Deborah Lessne
Melissa Cidade
Synergy Enterprises, Inc.

Amy Gerke
Karlesha Roland
Michael Sinclair
Mathematica Policy Research

PROJECT OFFICER

Rachel Hansen
National Center for Education Statistics

Statistics in Brief publications present descriptive data in tabular formats to provide useful information to a broad audience, including members of the general public. They address simple and topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See nces.ed.gov and references noted in the body of this document for more information.

Crime and violence in schools

continue to be major concerns for educators, policymakers, administrators, parents, and students. Wynne and Joo (2011) suggested that student characteristics like sex, race, and income are related to school victimization, and others have found that the inclusion of school safety measures does not necessarily mitigate the likelihood of victimization (Gerlinger and Wo 2016; Perumean-Chaney and Sutton 2013). Those who have been victims of school crimes are more likely than nonvictims to avoid places and activities at schools (Hughes, Gaines, and Pryor 2015), and to have lower academic achievement (Wang et al. 2014). 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.

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This Statistics in Brief presents estimates of student criminal victimization at school by selected student characteristics and school conditions, experiences with being bullied, school security measures, and student avoidance behavior. To assist policymakers, researchers, and practitioners in making informed decisions concerning crime in schools, the National Center for Education Statistics (NCES) collects data on student reports of criminal victimization through its sponsorship of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The U.S. Department of Justice, Bureau of Justice Statistics (BJS), administers both surveys.

The SCS is included as a supplement to the NCVS every 2 years. Both surveys are administered by Census-trained field representatives using computer-assisted personal interviewing either in person or by telephone, to all eligible household members between the ages of 12 and 18. Students can only complete the SCS after they have completed the NCVS.

This report uses data from the 2013 NCVS Basic Screener Questionnaire (NCVS-1), NCVS Crime Incident Report (NCVS-2), and SCS.¹ The NCVS is the nation's primary source of information on criminal victimization and the victims of crime. The SCS collects additional national-level information from students in NCVS survey

¹ 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>.

Student Victimization at School

The NCVS/SCS surveys examine several dimensions of student victimization. For all types of victimization in this report, "at school" includes inside the school buildings, on school grounds, on the school bus, or going to or from school. For more information on the victimization definitions used in the NCVS go to http://www.bjs.gov/index.cfm?ty=tp&tid=3#terms_def.

- 1. Criminal Victimization:** This report uses the NCVS "type of crime" variable as the basis for defining criminal victimization. Respondents in 2013 reported as many as seven victimizations during the 6 month period covered by the survey. Reported criminal victimizations are categorized as "serious violent," "simple assault," or "theft." Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault. 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. Although the NCVS collects information on all victimizations reported by a respondent during the period of review for the purposes of this report, only victimizations that occurred at school are counted. Victims of any crime reported at least one of the victimizations above happened at school. Respondents who did not report any of the victimizations above happened at school are nonvictims.
- 2. Bullying:** In the SCS, bullying is characterized as something another student does at school that makes the respondent feel bad or is hurtful to the respondent. 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 on purpose. Students who indicated they were victimized in one or more of these ways were considered "bullied at school."
- 3. Cyber-Bullying:** In the SCS, cyber-bullying is characterized as something another student does via electronic means, that makes the respondent feel bad or is hurtful. Electronic means includes the Internet, mobile phones, e-mail, instant messaging, text messaging, online gaming, and online communities. Because electronic information can be posted or read anywhere, it is not possible to characterize electronic bullying as occurring "at school." Therefore, cyber-bullying is defined as having occurred "anywhere." Specifically, students were asked whether another student was hurtful, threatening or insulting via electronic means; purposely shared private information about them on the Internet or mobile phones; or purposefully excluded them from an online community. Students who indicated they were victimized in one or more of these ways were considered "cyber-bullied anywhere."

households about their experiences with and perceptions of crime and violence occurring at their school, on school grounds, on the school bus, and going to or from school. The SCS contains questions in areas not included in the NCVS, such as student reports of being bullied at school and cyber-bullied anywhere; the presence of weapons, gangs, hate-related words, and graffiti in school; the availability of drugs and alcohol in school; and students' attitudes relating to fear of victimization and avoidance behavior at school.

Readers should note that the estimates in this report are based on the prevalence, or percentage, of students who report experiencing each type of criminal and bullying victimization. For example, if a respondent reports two unique criminal victimizations during the previous 6 months, this student would be counted once in the overall prevalence estimate (any victimization), because any

victimization constitutes at least one violent victimization or theft. If the two incidents were of two different types, such as an assault and a theft, this student would also be counted once in the prevalence estimate of violent victimization, and once in the estimate of theft victimization. Measuring student victimization in this way provides estimates of the percentages of students who are directly affected by various types of crime and bullying at school, rather than the number of victimizations that occur at school.

Readers should be aware that all measures of criminal victimization, bullying, safety measures, and unfavorable conditions at school are based on student self-report and are thus to some extent subjective. Further, due to the cross-sectional, nonexperimental designs of the NCVS and SCS, conclusions cannot be made about causality among victimization and the other variables reported.

Students Represented in the Sample

All of the statistics presented here are based on weighted estimates from respondents who completed the 2012–13 SCS survey between January and June of 2013. Specifically, the analyses in this report represent a population of 25,195,000 students ages 12 through 18 who were enrolled in 6th through 12th grade at any time during the 2012–13 school year and who did not receive all or part of their education in the current school year through homeschooling.

All comparisons of estimates were tested for statistical significance using the Student's *t* statistic, which tests the difference between two sample estimates accounting for standard errors related to sampling. All differences cited are statistically significant at the $p < .05$ level.² Readers should recognize that apparently large differences between estimates may not be significant differences due to large standard errors.³

² No adjustments for multiple comparisons were made.

³ Estimates not in tables in the report and standard errors for all analyses and figures are included in the appendices of this report.

STUDY QUESTIONS

1 How do reports of criminal victimization at school vary by student characteristics?

2 Do reports of bullying at school vary among students reporting or not reporting criminal victimization at school?

3 Do reports of other unfavorable conditions at school vary among students reporting and not reporting criminal victimization?

4 How do fear and avoidance behaviors at school vary among students reporting and not reporting criminal victimization?

KEY FINDINGS

- In school year 2012–13, about 3.1 percent of students ages 12 through 18 reported they were the victims of any crime at school (table 1). About 1.9 percent reported being victims of theft, 1.2 percent reported a violent victimization, and 0.2 percent reported a serious violent victimization.⁴
- There were few differences in experiences of criminal victimization at school based on the student demographics analyzed (table 2). Male and female students did not report significantly different rates of victimization, nor were there significant differences among racial or ethnic groups. There were some statistically significant differences by grade and household income category. However, these did not appear to follow any consistent patterns.
- Reports of criminal victimization did vary depending on whether students also reported having been bullied at school (figure 1). A greater percentage of students who reported being the victim of any crime at school reported being bullied at school (57.0 percent) than the proportion of students who reported no criminal victimization who reported being bullied at school (20.4 percent). Students reporting any crime victimization also reported being cyber-bullied anywhere (24.6 percent) at higher rates than students reporting no criminal victimization (6.3 percent). The percentage of students reporting violent crime victimization who reported being bullied at school (84.6 percent) was two times higher than the percentage of students reporting theft victimization who reported being bullied at school (39.7 percent).
- Large differences existed between students reporting any crime victimization and those reporting no crime victimization in terms of experience with unfavorable school conditions (figure 2). Students who reported they had been criminally victimized reported a range of negative school conditions at higher rates than students who reported they had not been victimized, including the presence of gangs at school (26.6 percent vs. 12.0 percent); that they saw another student with a gun at school (5.3 percent vs. 0.7 percent); that they had engaged in a physical fight at school (16.9 percent vs. 3.2 percent); and that they had

⁴ Student reports of “theft” and “violent” victimization may not sum to “any” victimization because respondents can report more than one type of victimization.

seen hate-related graffiti at school (48.2 percent vs. 23.8 percent).

- Victimization experiences were related to student reports of school security measures in use (figures 3 and 4). Higher percentages of students reporting theft victimization than students reporting no victimization reported the use of security cameras at school (85.0 percent vs. 76.5 percent) and security guards or assigned police officers at school (83.7 percent

vs. 70.2 percent). Students who reported they were the victims of violent crime more often reported locker checks at school than students who reported they were not victims (60.7 percent vs. 47.5 percent).

- Criminal victimization was related to higher rates of fear and avoidance behavior (figure 5). Students who reported they were the victims of any crime (15.0 percent), and students reporting theft victimization

(9.2 percent) and violent victimization (23.6 percent) reported fearing attack or harm at school at higher rates than students reporting no victimization (3.1 percent). A small but higher proportion of students reporting crime victimization than students reporting no victimization also reported avoiding activities at school for fear that someone might attack or harm them (5.7 percent vs. 0.9 percent).

1

How do reports of criminal victimization at school vary by student characteristics?

Overall, in school year 2012–13 about 3.1 percent of students reported being victims of any crime at school, 1.9 percent reported being victims of theft, 1.2 percent reported being victims of a violent crime, and 0.2 percent reported being victims of a serious violent crime (table 1).⁵

Characteristics of Student Victims and Nonvictims

The 2013 SCS data include information on each student’s sex, race/ethnicity, and grade level, and whether the student attends a public or private school. Data from the NCVS portion of the survey include information on the respondent’s reported household income. The relationships between these characteristics and student victimization in the 2013 SCS data showed few significant differences (table 2).

In school year 2012–13 there were no significant differences in the percentages of male students and female students who reported being the victim of any crime, theft, or violent crime at school. There were no measurable differences among the percentages of White, Black, Hispanic students, and students of all other races⁶ who reported being the victims

⁵ 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, table 2 and the tables included in the appendices of this report include estimates for serious violent victimization in the estimates for violent victimization.

⁶ “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 (8.3 percent of all respondents).

TABLE 1.

Percentage of students ages 12 through 18, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Percent of students
None	96.9
Any	3.1
Theft	1.9
Violent	1.2
Simple assault	1.0
Serious violent	0.2!
Rape and sexual assault	#
Robbery	‡
Aggravated assault	0.1!

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is from 30 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.

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. “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 and sexual assault, robbery, and aggravated 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, 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. Detail may not sum to total number of students because of rounding or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

of crime at school. There were few differences in reports of victimization by grades. However, these did not follow any particular patterns across grades.

Similarly, there was only one difference that was found to be statistically significant among household income levels for the percentages of students who reported being victims of any crime, theft, or violent crime at school in school year 2012–13. Those students from households with reported annual

incomes of less than \$7,500 more often reported no victimization at school (98.4 percent) than those students with annual household incomes between \$7,500 and \$14,999 (94.6 percent). No statistically significant differences were found between public school students and private school students in the percentage of students who reported being victims of any crime, theft, or violent crime at school in school year 2012–13.

TABLE 2.

Number and percentage of students ages 12 through 18 who reported criminal victimization or no criminal victimization at school during the previous 6 months, by selected student and school characteristics: School year 2012–13

Student and school characteristics	Weighted population estimate	Victimization			
		None	Type of victimization		
			Any	Theft	Violent
All students	25,195,000	96.9	3.1	1.9	1.2
Sex					
Male	12,980,000	96.8	3.2	2.0	1.3
Female	12,216,000	97.1	2.9	1.8	1.2
Race/ethnicity¹					
White, not Hispanic or Latino	13,408,000	97.0	3.0	1.6	1.5
Black, not Hispanic or Latino	3,899,000	96.8	3.2	2.7	‡
Hispanic or Latino	5,801,000	96.8	3.2	1.8	1.5
All other races, not Hispanic or Latino	2,087,000	97.6	2.4	2.2!	‡
Grade					
6th	2,086,000	95.9	4.1	1.4!	2.7
7th	4,027,000	97.5	2.5	1.4	1.2!
8th	3,828,000	97.5	2.5	1.0!	1.5
9th	3,920,000	95.9	4.1	2.7	1.4!
10th	4,093,000	96.7	3.3	2.6	1.0!
11th	3,851,000	96.7	3.3	2.3	1.0!
12th	3,391,000	98.0	2.0!	1.6!	‡
Household income²					
Less than \$7,500	931,000	98.4	‡	‡	‡
\$7,500–14,999	1,103,000	94.6	5.4	2.4!	3.0!
\$15,000–24,999	1,923,000	97.7	2.3!	‡	1.7!
\$25,000–34,999	2,521,000	96.8	3.2	1.8!	1.4!
\$35,000–49,999	3,286,000	96.5	3.5	2.3	1.4!
\$50,000 or more	10,764,000	96.7	3.3	2.4	1.0
Student-reported school type					
Public	23,231,000	96.9	3.1	1.9	1.2
Private	1,942,000	97.2	2.8!	2.0!	‡

! Interpret data with caution. The standard error for this estimate is from 30 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.

¹ Respondents who were reported 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 Native Hawaiians or Other Pacific Islanders, American Indians, or Alaska Natives, and respondents of Two or more races (8.3 percent of all respondents).

² Caution should be used in interpreting analyses using the household income variable. Overall weighted item response rate for household income was 80.3 percent. The 19.7 percent of the respondents with missing data represent 4,558,000 students ages 12 to 18 whose household income is not explicitly accounted for in the data.

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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. Detail may not sum to total number of students because of rounding or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

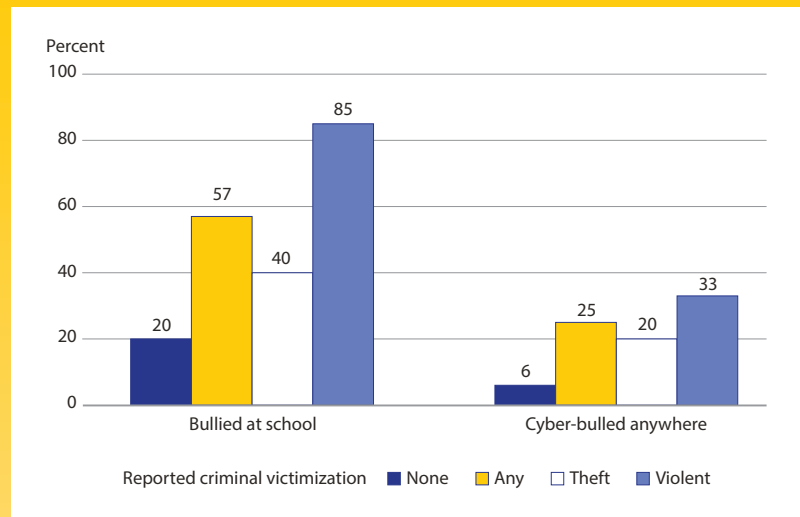
2 Do reports of bullying at school vary among students reporting or not reporting criminal victimization at school?

Student bullying and cyber-bullying are areas of concern for school authorities. Both bullying and being bullied have been found to be predictors of more significant aggressive behavior. Nansel et al., 2003 found that students who had bullied and who had been bullied were more likely to carry weapons to school and to be involved in fighting, than students not involved in bullying. They noted that these activities are predictors of future offending behavior. In a review of over 200 school-related homicides between 1994 and 1999, student homicide perpetrators were more than twice as likely as homicide victims to have been bullied by peers (Anderson et al., 2001). Additionally, children exposed to multiple types of victimization may be at risk for greater impacts on school performance and mental health than those reporting only one incident (Raskauskas 2010).

The 2013 SCS asked students whether they were bullied at school or cyber-bullied anywhere during the 2012–13 school year (figure 1). During data collection for the NCVS and SCS, the concepts of criminal victimization and bullying victimization are measured separately. As a result, criminal victimization and bullying are reported as distinct events. However, it is possible that students include some incidents of victimization that they

FIGURE 1.

Percentage of students ages 12 through 18 who reported being bullied at school or cyber-bullied anywhere, by reported criminal victimization at school during the previous 6 months: School year 2012–13



NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. During data collection for the NCVS and SCS, the concepts of criminal and bullying victimization are measured separately. “Bullied” includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. “Cyber-bullied” includes reports of having another student post hurtful information about the respondent on the Internet; purposely sharing private information about the respondent by electronic means; making unwanted contact by threatening or insulting the respondent via e-mail, instant messaging, text messaging, or online gaming; purposely excluding the respondent from an online community; or purposely sharing private information about the respondent on the Internet or mobile phones. “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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

reported in the NCVS when responding to the SCS bullying items; this most likely occurs in instances where the bullying included overt physical attacks. Therefore, any relationship between the percentages of bullied students and students who are also

victims of crime may be inflated due to counting some incidents as both bullying and criminal victimization.

In school year 2012–13, students who reported being the victim of any crime at school also reported being bullied at

school at a higher proportion than did student nonvictims (57.0 percent vs. 20.4 percent) (figure 1). Furthermore, 39.7 percent of student victims of theft and 84.6 percent of victims of violence reported being bullied at school, compared with 20.4 percent of student nonvictims. The percentage of student victims of violent crime reporting

bullying at school (84.6 percent) was higher than the percentage of student victims of theft reporting being bullied at school (39.7 percent).

A greater percentage of students who reported being the victim of any crime also reported being cyber-bullied anywhere (24.6 percent), compared

with the percentage of student nonvictims who reported being cyber-bullied (6.3 percent) (figure 1). Approximately one-fifth of theft victims (20.3 percent) reported being cyber-bullied, and one-third of violent crime victims reported being cyber-bullied (32.9 percent).

3 Do reports of other unfavorable conditions at school vary among students reporting and not reporting criminal victimization?

School crime has been associated with other measures of school disorder (Wynne and Joo 2011). The SCS collects information to allow examination of the extent to which students reporting school crime also report other conditions indicative of school disorder. These include measures of incivility and incidents of disruption in school such as use of hate words, the presence of weapons and drugs, and noncriminal incidents of fighting (Skiba et al. 2004).

The 2013 SCS asked respondents about gangs, guns, fights, drugs,⁷ alcohol, and hate-related graffiti at school (figure 2). 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 words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of their school building.

The findings show that there were measurable differences between victims and nonvictims of crime at school among those reporting various unfavorable school conditions in school year 2012–13. Higher percentages of student victims of any crime than student nonvictims reported the presence of gangs at school (26.6 percent vs. 12.0 percent), that they had seen a student with a gun at school (5.3 percent vs. 0.7 percent), that they had engaged in a physical fight at school (16.9 percent vs. 3.2 percent), that drugs were available at school (53.3 percent vs. 30.1 percent), that alcohol was available at school (28.0 percent vs. 14.6 percent), and that they had seen hate-related graffiti at school (48.2 percent vs. 23.8 percent).

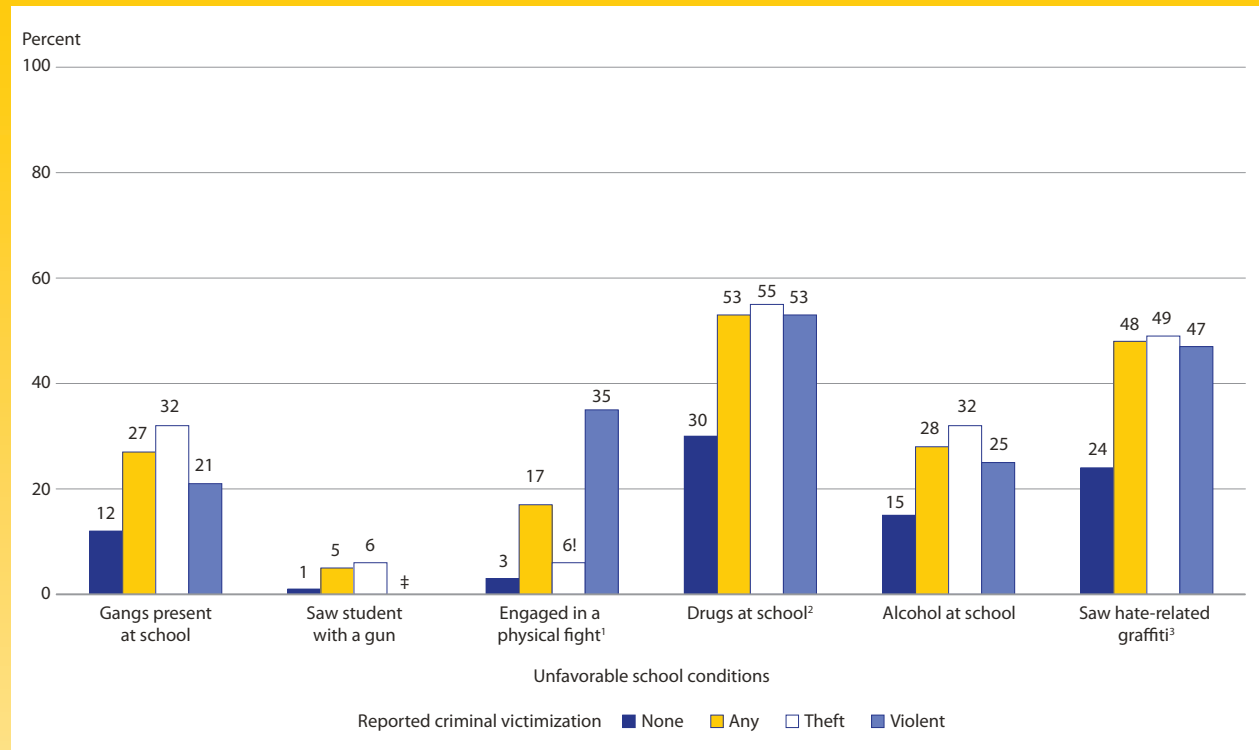
Additionally, differences in percentages of students reporting unfavorable school conditions were evident for student victims of either theft or violent crimes as compared with nonvictims. Higher percentages

of student victims of theft than nonvictims reported the presence of gangs at school (31.6 percent vs. 12.0 percent), that they had seen a student with a gun (6.2 percent vs. 0.7 percent), that drugs were available at school (54.6 percent vs. 30.1 percent), that alcohol was available at school (32.1 percent vs. 14.6 percent), and that they had seen hate-related graffiti at school (48.6 percent vs. 23.8 percent). Among student victims of violent crimes, higher percentages reported engaging in a fight at school (35.3 percent) than the percentage of nonvictims (3.2 percent) and the percentage of victims of theft (5.9 percent) who reported engaging in a fight. Additionally, a greater percentage of victims of violent crime as compared with nonvictims reported the availability of drugs at school (53.2 percent vs. 30.1 percent), the availability of alcohol at school (24.8 percent vs. 14.6 percent), and that they had seen hate-related graffiti at school (47.0 percent vs. 23.8 percent).

⁷ The survey asks students whether marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other illegal drugs were available at school.

FIGURE 2.

Percentage of students ages 12 through 18 who reported unfavorable conditions at school, by reported criminal victimization at school during the previous 6 months: School year 2012–13



¹ Interpret data with caution. The standard error for this estimate is from 30 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.

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

² 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.

³ Students were asked if they had seen hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of their school building.

NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

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 school principal component of the 2011–12 Schools and Staffing Survey (SASS) found that among U.S. public schools, 64.3 percent of schools used security, 88.2

percent controlled access to buildings during school hours, and 5.0 percent used random metal detector checks on students (Robers et al. 2014).

The 2013 SCS asked students ages 12 through 18 whether their schools used certain security measures (figures 3 and 4). The SCS did not show many differences between victimized and nonvictimized students in terms of how they experienced security measures at school.

Estimates derived from the SCS differ from those derived from SASS. Differences may be due to differences in the sample populations, and also due to the fact that SCS relies on student awareness of the security measures in use in their schools while the SASS relies on principals' reports.

Among the SCS respondents, 47.7 percent reported that their schools had locker checks, 11.0 percent reported the use of metal detectors,

76.7 percent reported the use of security cameras, and 75.8 percent reported the use of locked entrance or exit doors during the day, in school year 2012–13 (table A-3).

As shown in figure 3, higher percentages of student victims of theft reported the use of security cameras than student nonvictims (85.0 percent vs. 76.5 percent, respectively). Student victims of violent crime more often reported locker checks at school than

student nonvictims (60.7 percent vs. 47.5 percent, respectively).

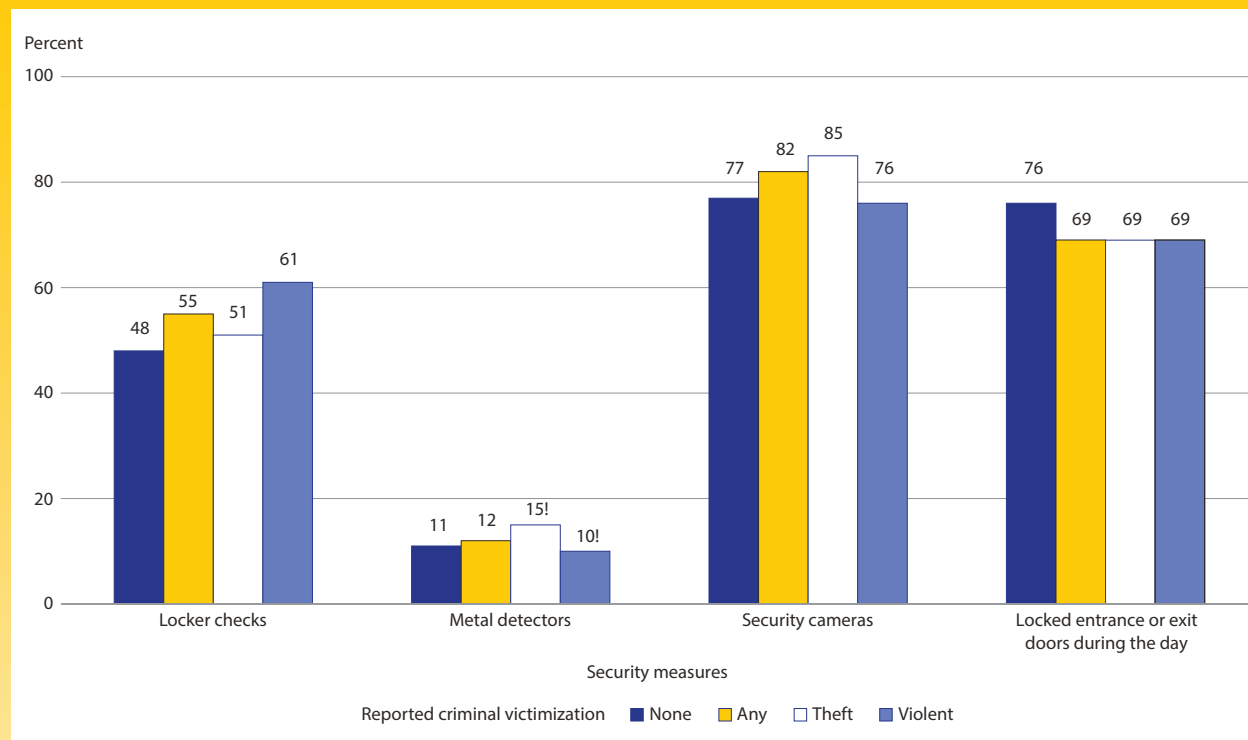
The SCS also asked students about the use of designated personnel and enforcement of administrative procedures to ensure student safety at their school (table A-4). Overall, 70.4 percent of students reported security guards or assigned police officers, 90.5 percent reported staff supervision in the hallways, 26.2 percent reported a requirement

that students wear picture identification, 95.9 percent reported a student code of conduct, and 95.8 percent reported a requirement that visitors sign in.

As shown in figure 4, a higher percentage of student victims of theft (83.7 percent) reported the use of security guards or assigned police officers in their school than student victims of violent crimes (61.5 percent) and student nonvictims (70.2 percent).

FIGURE 3.

Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings, by reported criminal victimization at school during the previous 6 months: School year 2012–13



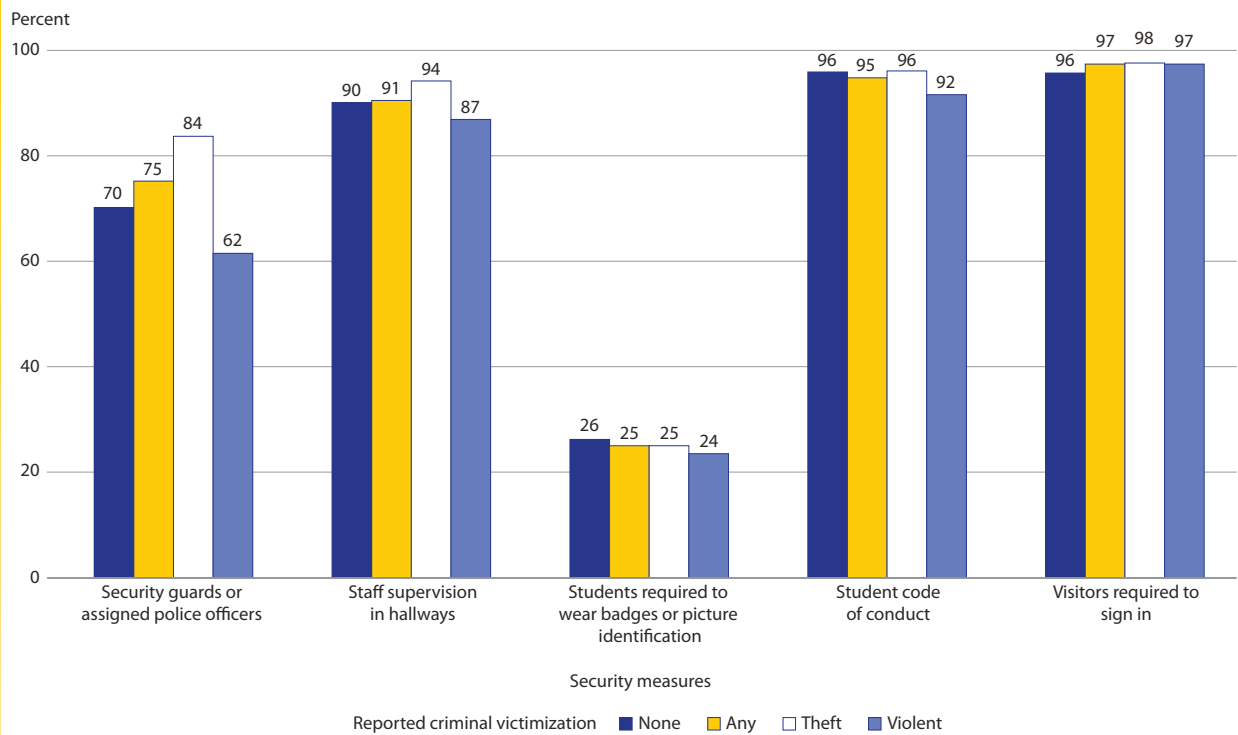
! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

FIGURE 4.

Percentage of students ages 12 through 18 who reported the use of selected security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous 6 months: School year 2012–13



NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

4 How do fear and avoidance behaviors at school vary among students reporting and not reporting criminal victimization?

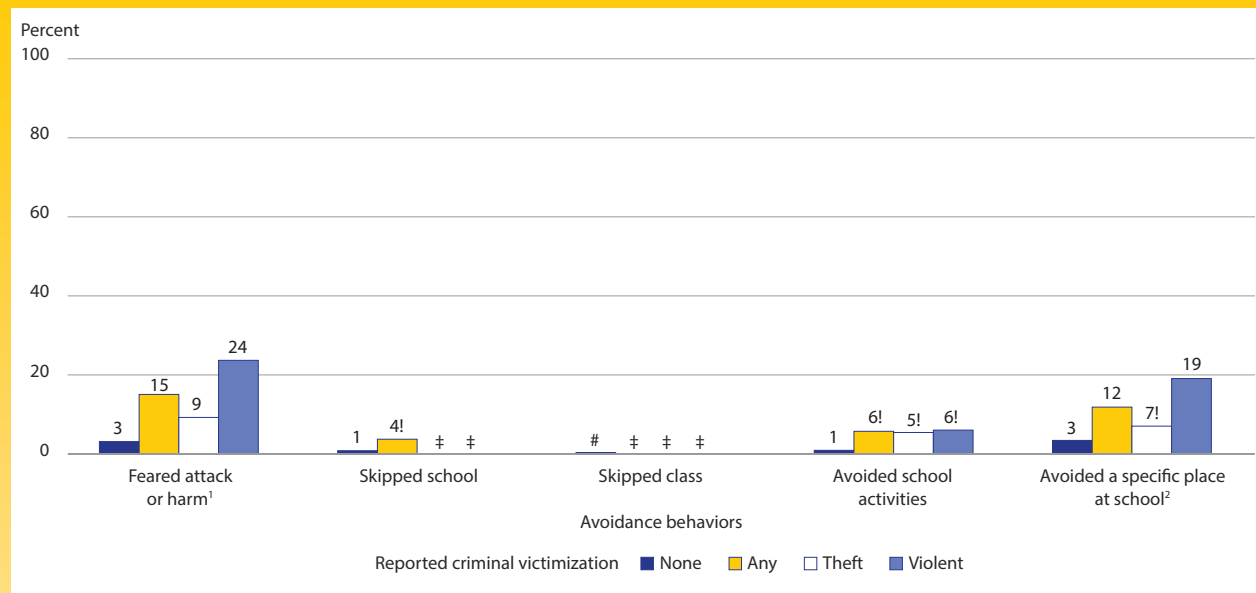
The 2013 SCS asked students how often they had been afraid of an attack or of being harmed at school during the school year. The survey also asked students whether they skipped school or class, avoided school activities, or avoided specific places inside the school building—including the entrance into 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.

Student victims of any crime (15.0 percent), and student victims of theft (9.2 percent) and of violence (23.6 percent) all reported fearing attack or harm at school at higher rates than student nonvictims (3.1 percent). Likewise, victims of violent crimes reported fearing attack or harm at school more often than victims of theft (23.6 percent vs. 9.2 percent). A small but higher percentage of student victims of any crime reported avoiding activities at school for fear that

someone might attack or harm them than student nonvictims (5.7 percent vs. 0.9 percent) (figure 5). Finally, victims of any crime and victims of violent crimes reported avoiding specific places inside of the school building at higher rates than nonvictims (11.8 percent and 19.0 percent vs. 3.4 percent, respectively), and victims of violent crimes more often reported avoiding specific places inside of the school building than theft victims (19.0 percent vs. 7.0 percent).

FIGURE 5.

Percentage of students ages 12 through 18 who reported personal avoidance behavior, by reported criminal victimization at school during the previous 6 months: School year 2012–13



Rounds to 0.

! Interpret data with caution. The standard error for this estimate is from 30 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.

¹ 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.

² Includes the entrance to the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

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<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016145>

Readers of this brief may also be interested in other NCES reports related to student crime and victimization:

Web Tables—Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey (NCES 2015-056) <http://nces.ed.gov/pubs2015/2015056.pdf>.

Robers, S., Zhang, A., Morgan, R.E., and Musu-Gillette, L. (2015). *Indicators of School Crime and Safety: 2014* (NCES 2015-072/NCJ 248036). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, Washington, DC.

For more information on the SCS and the data products available for download, go to the NCES Crime and Safety Surveys website at <http://nces.ed.gov/programs/crime/index.asp>.

TECHNICAL NOTES

Survey Methodology

The estimates provided in this Statistics in Brief are based on data collected through the 2012–13 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). NCES and BJS collaborated on the design of the SCS supplement to the NCVS. The U.S. Census Bureau conducted the SCS as part of the NCVS in 1989, 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013. Due to changes in the survey over time⁸ and the cross-sectional nature of the NCVS sample design, readers should use caution in making year-to-year comparisons.

Each month, the Census Bureau selects households for the NCVS using a rotating panel design.⁹ Households within the United States 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 respondents are in the panel, the Census Bureau administers the NCVS to those individuals every 6 months over a period of 3 years to determine whether they have been victimized during the 6 months preceding the interview. Every 2 years, the SCS is also administered to eligible household members after they complete the NCVS. All persons in the sample household who are between ages 12 and 18 during the period of the survey administration (January to June), who are currently enrolled in a primary or secondary education program leading to a high 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, are eligible to complete the SCS.¹⁰ 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. The data from the NCVS/SCS interviews obtained in the incoming rotation are included in the SCS data file.

The weights used to estimate response frequencies in this report are those developed by the Census Bureau, based on 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 U.S. population distributions of these characteristics, resulting in an NCVS person weight. An additional weighting adjustment was performed on the SCS data. This weight was derived using the final NCVS person weight with a within-SCS noninterview adjustment factor applied. This weight (SCSWGT) was used to derive the estimates in this report. After excluding students in

⁸ The NCVS collects data on criminal victimization during the 6 months preceding the interview. However, since 2007, the SCS has asked students about school characteristics “during this school year.” Researchers made this change in the SCS 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.

⁹ For more information on the NCVS sample design and survey methodology see <http://www.bjs.gov/index.cfm?ty=dcdetail&iid=245>.

¹⁰ 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.

ungraded classrooms and those who were partially homeschooled, the SCS final weighted sample size for all respondents included in this report was 25,195,000.

Two broad categories of error may occur in estimates generated from surveys: sampling and nonsampling errors. Sampling errors occur when observations are based on samples rather than entire populations. The standard error of a sample statistic is a measure of the variation due to sampling and indicates the precision of the statistic. The complex sampling design used in the 2013 NCVS/SCS must be taken into account when calculating variance estimates such as standard errors. The statistical programs used in the estimates for this report were SAS 9.3 and SAS-callable SUDAAN Release 11.0. The model applied to adjust variance estimations for the complex sample was the Taylor series method with replacement

and clustering (using NEST variables PSEUDOSTRATUM and SEUCODE).

Nonsampling errors can be attributed to several sources: incomplete information about respondents; differences among respondents in question interpretation; inability or unwillingness to give correct information; and errors in collecting and processing data. Another type of nonsampling error that could potentially affect the NCVS/SCS is the effect of unbounded interviews. Respondents are asked about victimization during the 6 months preceding the interviews. Sixteen percent of SCS respondent interviews were new to the NCVS panel in 2013 (the incoming rotation interviews). An additional 4 percent did not complete an interview in the previous rotation. Because there is no prior interview for these 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 (Cantor and Lynch 2000).

Variables Used

All variables used in this Statistics in Brief are listed below, along with the source code for each particular variable. Recoding and additional calculations are also indicated. Please refer to the codebook for additional information about variable values. The 2013 SCS data file contains all variables collected in the SCS as well as selected variables collected in the NCVS Basic Screener Questionnaire (NCVS-1) and NCVS Crime Incident Report (NCVS-2). The data and codebook 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>.

Label in report	Data file source code	Calculation/recoding applied
Household income	SC214	Original 14 categories collapsed into 6
Race	SC412R	Combined variables into Race/ethnicity; students identified as being of Hispanic or Latino origin were classified as such regardless of their race
Hispanic origin	SC413	
Sex	SC407A	
Type of victimization	TOC Code (new) 1 through 7	
Activity at time of incident	SC832	These two variables determine if a reported victimization is included for the purposes of this report; only those that occurred on the way to or from school (activity), or on school property (location) are included
Location where incident occurred	SC616	
Alcohol at school	SC040	
Avoided school activities	SC076	
Avoided a specific place at school	SC069–SC073	
Bullied at school	SC134–SC140	“Yes” on any item is “yes” bullied at school
Cyber-bullied anywhere	SC161–SC163, SC170–SC172, SC183	“Yes” on any item is “yes” cyber-bullied anywhere
Drugs at school	SC041–SC043, SC045–SC048, SC097, SC159	“Yes” on any item is “yes” drugs available at school
Engaged in a physical fight	SC103	
Feared attack or harm	SC079, SC080	“Sometimes” or “most of the time” on either question is “yes” feared attack or harm
Gangs present at school	SC058	
Grade	SC008	Only respondents in grades 6 through 12 are included
Locked entrance or exit doors during the day	SC031	
Locker checks	SC033	
Metal detectors	SC030	
Security guards or assigned police officers	SC028	
Saw hate-related graffiti	SC066	
Saw student with gun	SC086	
School type (student-reported)	SC016	
Security cameras	SC095	
Skipped class	SC077	
Skipped school	SC078	
Staff supervision in hallways	SC029	
Student code of conduct	SC096	
Students required to wear badges or picture identification	SC094	
Visitors required to sign in	SC032	

Response Rates

In 2013, there were approximately 53,152 eligible households in the NCVS sample, and 9,552 NCVS household members who were ages 12 through 18. Of those eligible, about 5,700 students completed an SCS interview. Because an SCS interview 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 weighted household response rate was 85.5 percent, and the weighted student response rate was 60.0 percent. The overall weighted SCS unit response rate (calculated by multiplying the household response rate by the student response rate) was 51.3 percent. NCEs Statistical Standard 4-4-1 requires that any survey stage of data collection with a unit or item response less than 85 percent must be evaluated for potential nonresponse bias (U.S. Department of Education 2012). The Census Bureau completed a unit nonresponse bias analysis to determine the extent to which there might be bias in the estimates produced using SCS data.¹¹ The analysis of unit nonresponse bias found evidence of potential bias for both the NCVS and SCS portions of

the interview. For the SCS interview, there were significant differences in nonresponse bias estimates within the age and region variables. Further analysis determined that there were positive response biases (higher response rates) for respondents in the 14-year-old age category (5.8 percent of the total response rate) and for those from the western region (3.7 percent of the total response rate) as compared to some of the other categories within these variables. In the weighting process, adjustments are applied to cells that were created by region, age, race, and sex, reducing the effect of nonresponse bias in those categories.

Not all survey respondents give valid responses to all items on a survey. An item response rate is the ratio of valid responses to the number of respondents who received that question. Item response rates were calculated for each item on the 2013 SCS survey.¹² Item response rates for all 2013 SCS items were more than 85 percent for all eligible respondents and did not require additional nonresponse bias analysis. However, one item from the NCVS used in this report, household income, had a response rate below 85 percent.

No imputation procedures were conducted to replace any missing data in the NCVS/SCS. All frequencies reported are calculated based on the weighted number of valid responses for all variables included.

The potential for nonresponse bias in the income item was analyzed. Nonresponse bias was measured by comparing the weighted distribution of item respondents to item nonrespondents and all those eligible to respond to the survey question (table 4). The significance of the nonresponse bias was tested in four steps. First, a logistic model was prepared to predict response to the income question taking into account the complex survey design, including factors for sex, race/ethnicity, and region. The results showed evidence of a higher response rate to the question on income for White, non-Hispanic students at a p -value of 0.0085. Second, based on these results, we conducted a chi-square test to determine if there was a difference in the race/ethnicity profile of income respondents to income nonrespondents as a whole. Although this test did not find a statistically significant difference in respondent and nonrespondent distributions for race at the 0.05 level, the p -value was relatively small at 0.09. As a result, we conducted a Z-test to compare specifically the rate of

¹¹ Memorandum for Kathryn A. Chandler from Ruth Ann Killion, Subject: Evaluating Nonresponse Bias in the 2013 School Crime Supplement to the National Crime Victimization Survey (Revised), September 5, 2014.

¹² For most questions in the SCS, "don't know" and refusal responses were not offered as explicit response options but were recorded in the data file as responses if given by the respondent. In this report, "don't know" was included as a valid response in the analysis when it appeared as an explicit response option in the questionnaire.

White, non-Hispanic students in the sample between income respondents and nonrespondents. The results of the Z-test confirmed the findings from the logistic regression analysis. Finally, there was no statistically significant difference in the rates of

White, non-Hispanics in the sample of income respondents relative to the sample of nonrespondents using the Bonferroni adjustment (at a p -value = 0.0198 compared with the Bonferroni standard of 0.0125) (table 3). In summary, since the logistic regression

shows a higher response rate and the chi-square test and Z-test results are approaching significance, it is recommended that results of analyses of household income by race/ethnicity be interpreted with caution.

TABLE 3.

Items from the SCS and selected NCVS items with response rates less than 85 percent, by variable source code: School year 2012–13

Variable source code	Variable description	Data source	Eligible respondents	Final weighted item response rate ¹ (percent)	Base weighted item response rate ² (percent)	Unweighted item response rate (percent)
SC214	Household income	NCVS-1	4,942 ³	80.3	78.4	70.6

¹ The SCS final person weight (SCSWGT) was used to calculate weighted item response rates.

² The SCS base weight (SCS_BASE_WEIGHT) was used to calculate this weighted item response rate.

³ This includes only those eligible based on the criteria for inclusion for this report.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

TABLE 4.

Difference in distributions of survey variables between nonrespondents and respondents to household income (SC214): School year 2012–13

Survey variable	Item nonrespondents (weighted population estimate = 4,668,000)		Item respondents (weighted population estimate = 20,527,000)		Test statistic	p -value
	Percent	Standard error	Percent	Standard error		
Sex						
Male	51.9	1.6	51.3	0.8	0.31	0.754706
Female	48.1	1.6	48.7	0.8	0.31	0.754706
Race						
White, not Hispanic or Latino	48.2	2.3	54.3	1.3	2.33	0.019846
Black, not Hispanic or Latino	17.8	2.0	15.1	1.0	1.21	0.227848
Hispanic or Latino	25.2	2.0	22.4	1.2	1.20	0.230096
All other races, not Hispanic or Latino	8.8	1.3	8.2	0.6	0.42	0.673178
Region						
Northeast	16.9	1.8	15.8	1.0	0.55	0.581131
Midwest	25.5	2.7	22.6	1.1	1.02	0.309305
South	32.4	2.7	36.2	1.3	1.27	0.205195
West	25.1	3.5	25.4	1.6	0.08	0.938934

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Statistical Procedures

Comparisons of estimates have been tested for statistical significance using the Student's *t* statistic 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. 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 significance levels for two-tailed hypothesis testing.

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. The threshold for determining significance at the 95 percent level for all comparisons in this report was $t = 1.96$. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when drawing conclusions about the estimates being compared. Readers should be aware that what may appear to be large differences between estimates may not be significant because of large standard errors. Multiple comparison adjustments have not been made in the analyses presented in this report,

which may cause an increase in the number of findings that are reported as significant.

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, while certain characteristics discussed in this report (e.g., gang presence, security guards, and hallway monitors) may be related to one another, this analysis does not control for such possible relationships.

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APPENDIX A: DATA TABLES

Table A-1. Percentage of students ages 12 through 18 who reported being bullied at school or cyber-bullied anywhere, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Bullied at school	Cyber-bullied anywhere
All students	21.5	6.9
None	20.4	6.3
Victimization		
Any	57.0	24.6
Theft	39.7	20.3
Violent	84.6	32.9

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. “Bullied” includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. “Cyber-bullied” includes having another student post hurtful information about the respondent on the Internet; purposely sharing private information about the respondent by electronic means; making unwanted contact by threatening or insulting the respondent via e-mail, instant messaging, text messaging, or online gaming; purposefully excluding the respondent from an online community; or purposely sharing private information about the respondent on the Internet or mobile phones. This last description was added to the 2010–11 survey. Use caution in comparing estimates of cyber-bullying to previous years. “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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table A-2. Percentage of students ages 12 through 18 who reported unfavorable school conditions, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Gangs present at school	Saw student with gun	Engaged in physical fight ¹	Drugs at school ²	Alcohol at school	Saw hate-related graffiti ³
All students	12.4	0.8	3.6	30.8	15.0	24.6
None	12.0	0.7	3.2	30.1	14.6	23.8
Victimization						
Any	26.6	5.3	16.9	53.3	28.0	48.2
Theft	31.6	6.2	5.9 [!]	54.6	32.1	48.6
Violent	21.0	‡	35.3	53.2	24.8	47.0

[!] Interpret data with caution. The standard error for this estimate is from 30 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.

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

² 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.

³ Students were asked if they had seen hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of their school building.

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. “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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table A-3. Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings, by reported criminal victimization at school during the previous 6 months: School year 2012–13.

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	47.7	11.0	76.7	75.8
None	47.5	10.9	76.5	76.0
Victimization				
Any	54.8	12.3	82.0	69.1
Theft	51.3	14.5!	85.0	69.4
Violent	60.7	9.9!	75.5	68.5

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

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table A-4. Percentage of students ages 12 through 18 who reported the use of selected security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal 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
All students	70.4	90.5	26.2	95.9	95.8
None	70.2	90.5	26.3	95.9	95.7
Victimization					
Any	75.2	91.2	24.7	94.8	97.5
Theft	83.7	94.2	25.0	96.1	97.6
Violent	61.5	86.9	23.5	91.6	97.4

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table A-5. Percentage of students ages 12 through 18 who reported personal avoidance behavior, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Feared attack or harm ¹	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school ²
All students	3.5	0.9	0.5	1.0	3.6
None	3.1	0.8	0.5	0.9	3.4
Victimization					
Any	15.0	3.7!	‡	5.7!	11.8
Theft	9.2	‡	‡	5.4!	7.0!
Violent	23.6	‡	‡	6.0!	19.0

! Interpret data with caution. The standard error for this estimate is from 30 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.

¹ 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.

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

NOTE: Tabular data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,195,000. "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, and aggravated 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

APPENDIX B: STANDARD ERROR TABLES

Table B-1. Standard errors for table 1: Percentage of students ages 12 through 18, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Percent of students
None	0.25
Any	0.25
Theft	0.20
Violent	0.15
Simple assault	0.15
Serious violent	0.07
Rape and sexual assault	†
Robbery	†
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), 2013.

Table B-2. Standard errors for table 2: Number and percentage of students ages 12 through 18 who reported criminal victimization or no criminal victimization at school during the previous 6 months, by selected student and school characteristics: School year 2012–13

Student and school characteristics	Weighted population estimate	Victimization			
		None	Reported criminal victimization		
			Any	Theft	Violent
All students	673,800	0.25	0.25	0.20	0.15
Sex					
Male	402,600	0.40	0.40	0.30	0.23
Female	360,000	0.34	0.34	0.28	0.23
Race/ethnicity					
White, not Hispanic or Latino	480,800	0.33	0.33	0.22	0.24
Black, not Hispanic or Latino	257,200	0.71	0.71	0.67	†
Hispanic or Latino	350,200	0.46	0.46	0.39	0.26
All other races, not Hispanic or Latino	141,600	0.70	0.70	0.66	†
Grade					
6th	103,800	0.92	0.92	0.57	0.73
7th	176,100	0.51	0.51	0.38	0.38
8th	160,700	0.54	0.54	0.33	0.43
9th	156,700	0.76	0.76	0.58	0.44
10th	176,100	0.57	0.57	0.48	0.35
11th	174,700	0.65	0.65	0.50	0.43
12th	174,100	0.67	0.67	0.62	†
Household income					
Less than \$7,500	90,300	0.92	†	†	†
\$7,500–14,999	95,500	1.57	1.57	1.05	1.23
\$15,000–24,999	134,300	0.80	0.80	†	0.64
\$25,000–34,999	158,900	0.81	0.81	0.63	0.53
\$35,000–49,999	204,900	0.73	0.73	0.65	0.51
\$50,000 or more	365,500	0.43	0.43	0.35	0.22
Student-reported school type					
Public	644,000	0.27	0.27	0.21	0.16
Private	125,000	0.89	0.89	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), 2013.

Table B-3. Standard errors for table A-1: Percentage of students ages 12 through 18 who reported being bullied at school or cyber-bullied anywhere, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Bullied at school	Cyber-bullied anywhere
All students	0.66	0.42
None	0.67	0.40
Victimization		
Any	3.85	3.61
Theft	4.61	4.08
Violent	5.03	6.35

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table B-4. Standard errors for table A-2: Percentage of students ages 12 through 18 who reported unfavorable school conditions, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Gangs present at school	Saw student with gun	Engaged in physical fight	Drugs at school	Alcohol at school	Saw hate-related graffiti
All students	0.62	0.15	0.29	0.86	0.60	0.88
None	0.63	0.14	0.27	0.87	0.60	0.89
Victimization						
Any	3.60	1.42	2.72	4.38	3.71	4.03
Theft	4.45	1.56	2.31	5.55	5.15	4.90
Violent	5.49	†	5.77	7.02	5.07	6.84

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table B-5. Standard errors for table A-3: Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	1.12	0.72	1.06	1.10
None	1.13	0.73	1.08	1.12
Victimization				
Any	4.05	3.20	3.04	3.92
Theft	5.56	4.57	4.06	4.85
Violent	6.04	3.35	4.73	5.65

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table B-6. Standard errors for table A-4: Percentage of students ages 12 through 18 who reported the use of selected security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal 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
All students	1.04	0.51	1.02	0.30	0.37
None	1.06	0.54	1.04	0.30	0.38
Victimization					
Any	3.92	2.51	3.40	1.75	1.26
Theft	4.06	2.55	4.59	1.90	1.67
Violent	6.18	4.85	4.98	3.62	1.87

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.

Table B-7. Standard errors for table A-5: Percentage of students ages 12 through 18 who reported personal avoidance behavior, by reported criminal victimization at school during the previous 6 months: School year 2012–13

Reported criminal victimization	Feared attack or harm	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school
All students	0.32	0.13	0.10	0.13	0.27
None	0.30	0.13	0.09	0.13	0.26
Victimization					
Any	2.95	1.61	†	1.93	2.60
Theft	2.51	†	†	2.37	2.59
Violent	5.73	†	†	3.00	5.51

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2013.