

STATS IN BRIEF

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Student Victimization in U.S. Schools

Results from the 2015 School Crime Supplement to the National Crime Victimization Survey

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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.

Student victimization and school violence have been an ongoing cause of national concern, resulting in a concerted effort among educators, administrators, parents, and policymakers to determine the gravity of the issue and consider approaches to crime prevention. However, reducing criminal victimization in schools can be a complex task, given factors outside of school that have been found to be associated with criminal victimization, such as the neighborhood environment, family influences, and individual student characteristics (Foster and Brooks-Gunn 2013). Focusing on the school environment, disruptive behaviors such as student bullying, gang presence, and adolescent substance use continue to be associated with school crime and student victimization, which eventually lead to school avoidance (Gordon et al. 2014; Hughes, Gaines, and Pryor 2015). Previous attempts to counteract these problems with increased security measures in schools have also been associated with negative effects on perceived safety, which may also lead to school avoidance in students. (Perumean-Chaney and Sutton 2013). With students who have experienced victimization at school being more likely to struggle both emotionally and academically (Patton, Woolley, and Hong 2012; Wang et al. 2014), finding successful solutions to crime and violence in schools is vital in providing an adequate education.

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This Statistics in Brief presents estimates of student criminal victimization at school by selected student characteristics and school conditions, reports of bullying victimization and other indicators of school disorder, 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 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.

This report uses data from the 2015 NCVS Basic Screen 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 households, including questions 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; the presence of weapons, gangs, hate-related words, and graffiti in school; the availability of drugs and alcohol in school; and

¹ The SCS data, with related data from the full NCVS, 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>.

students' attitudes related to fear of victimization and avoidance behavior at school.²

The SCS has collected data on student reports of bullying victimization dating back to 2005. In 2013, the U.S. Department of Education and the Centers for Disease Control and Prevention (CDC), along with numerous other federal agencies, formed an interagency working group to develop a uniform definition of bullying. This effort was to ensure comparability among various federal data collections on bullying. To incorporate this new definition into the SCS, the 2015 collection included an embedded, randomized split-half experiment to compare two versions of an updated series of questions on bullying victimization.³ To maintain comparability with previous administrations of the SCS, the tables in this report estimating reported bullying victimization rates include only data from respondents who received Version 1 of the 2015 SCS. Version 1 used the same question format for determining bullying victimization as the 2005, 2007, 2009, 2011, and 2013 administrations. Analysis of the respondents on both versions administered in 2015 indicates that the populations are similar based on distributions for key variables, including respondent age, sex, race, grade, and school characteristics. All estimates of criminal victimization

² For more information on the survey methodology, please see the Technical Notes at the end of this report.

³ For a complete discussion of the split-half methodology and results, see Lessne, D., and Cidade, M. (2017). *Methodology Report: Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2017-004). U.S. Department of Education, Washington, DC: National Center for Education Statistics.

in this report not including reported bullying include data from all SCS respondents (Version 1 and Version 2).

Readers should note two important aspects of this report. First, the reference periods for the NCVS and SCS differ: The NCVS reference period is the previous 6 months, whereas the reference period for the SCS is the current school year. Second, 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,⁴ 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 also be aware that all measures of criminal victimization, bullying, safety measures, and unfavorable conditions at school are

⁴ The NCVS uses a 6-month reference period for respondents on questions referring to criminal victimization, while the SCS uses the current school year as the reference period for reporting bullying victimization. The SCS was conducted from January to June 2015.

Student Victimization at School

The NCVS/SCS surveys examine several dimensions of student victimization including bullying, criminal victimization, and hate speech. 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 https://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 2015 could report as many as five discrete victimizations during the 6-month reference 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. Simple assault includes simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. Violent victimization referred to in this report is a general category made up of both serious violent and simple assault categories. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft and does not include robbery. Although the NCVS collects information on all criminal victimizations reported by a respondent during the reference period, for the purposes of this report, only victimizations that occurred at school are counted. In the any victimization category, victims reported at least one instance of theft or violent victimization happening at school. Nonvictims did not report any instances of theft or violent victimization at school.

In addition to the criminal victimization information obtained from the NCVS, demographic information, such as sex, race, Hispanic origin, and household income, is also obtained from the NCVS and used for reporting in this report. All other variables are data collected on the SCS. Please see the Technical Notes for more information on the variables used in this report.

2. *Bullying Victimization:* In Version 1 of the 2015 SCS, bullying is characterized as something another student does at school during the school year that makes the respondents feel bad or is hurtful to them. 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 during the school year were considered “bullied at school.”

based on student self-report and are thus to some extent subjective. Further, due to the 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 2015 SCS survey between January and June of 2015. Specifically, the analyses in this report represent an estimated population of 24,964,000 students ages 12 through 18 who were enrolled in 6th through 12th grade at any time during the 2014–15 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, and all differences cited are statistically significant at the $p < .05$ level.⁵ Readers should recognize that apparently large differences between estimates may not be significant differences due to large standard errors.⁶

⁵ No adjustments for multiple comparisons were made.

⁶ Estimates 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 and 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 2014–15, about 2.7 percent of students ages 12 through 18 reported they were the victims of any crime at school in the previous 6 months (table 1). An estimated 1.9 percent reported being victims of theft, 0.9 percent reported violent victimization, and 0.2 percent⁷ reported serious violent victimization.⁸
 - Analysis of student characteristics revealed some differences in reported victimization rates by grade (table 2). Students in 12th grade reported being the victim of any crime at school (1.3 percent) at lower rates than students in most of the lower grades: 6, 7, 9, and 11 (3.2 percent, 3.4 percent⁹, 3.0 percent, and 4.4 percent, respectively). Male and female students did not report being criminally victimized in school at significantly different rates, nor were there significant variations in rates reported by racial or ethnic groups, other than Asian students reporting slightly fewer violent victimizations than any of the other racial and ethnic groups. There were no significant variations in rates reported by household income groups.
 - Reports of bullying victimization also varied by reports of criminal victimization, revealing an overlap between the two types of victimization at school (figure 1).
- Students who reported being the victim of any crime at school also reported being bullied at school at twice the rate (51.1 percent) of the students who did not report being victims of any crime (20.0 percent). The percentage of students reporting violent crime victimization who also reported being bullied at school (83.7 percent) was two times higher than the percentage of students reporting theft victimization who also reported being bullied at school (38.1 percent).
- Large differences exist in the percentages of students reporting unfavorable school conditions between students reporting any criminal victimization and those reporting no criminal victimization (figure 2). Students who reported any criminal victimization reported a range of negative school conditions at higher rates than students who reported no criminal victimization, including the presence of gangs at school (23.7 percent vs. 10.3 percent); that they had engaged in a physical fight at school (13.7 percent vs. 2.7 percent); that drugs were available at school (59.3 percent vs 35.2 percent); and that they had seen hate-related graffiti at school (50.4 percent vs. 26.5 percent).

⁷ Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

⁸ Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one type of victimization.

⁹ The standard error for this estimate is from 30 to 50 percent of the estimate's value. Comparisons for these data are statistically significant but should be interpreted with caution.

- Victimization experiences were also related to student reports of school security measures (figures 3 and 4). A higher percentage of students who reported any criminal victimization than students reporting no criminal victimization also reported the use of student IDs (34.3 percent vs. 23.6 percent) and security guards or assigned police officers at school (81.3 percent vs. 69.2 percent).

Overall, reports of criminal victimization were accompanied by higher rates of reported fear and avoidance behavior (figure 5). The percentages of students who reported fearing attack or harm at school were higher for those reporting any criminal victimization (10.8 percent) and those reporting violent crime victimization (21.1 percent) compared to students

reporting no criminal victimization (3.1 percent). Similarly, a higher proportion of students reporting being the victim of any crime than students reporting not being criminally victimized at school reported avoiding specific places at school for fear that someone might attack or harm them (12.1 percent vs. 3.7 percent).

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

In the 2014–15 school year, about 2.7 percent of students reported being the victims of any crime at school in the previous 6 months, 1.9 percent reported being the victims of theft, 0.9 percent reported being the victims of a violent crime, and 0.2 percent reported being the victims of a serious violent crime (table 1).¹⁰

Characteristics of students reporting and not reporting criminal victimization

The 2015 SCS data file includes information on each student’s gender, race/ethnicity, and grade level and whether the student attends a public or private school. Data from the NCVS portion of the survey also include information on the respondent’s household income as reported by the head of household. Within these demographic categories, respondents showed small but significant differences in reporting criminal victimization by grade, as well as one significant ethnic group difference (table 2). This is similar to the findings in the 2013 SCS data (Lessne and Cidade 2016); rates of reported criminal victimization at school seem to have little relationship to the demographic characteristics that were examined.

In school year 2014–15, no significant differences were found in the percentages of male students and female students who reported being

¹⁰ Estimates for serious violent victimization are provided in detail only 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.

TABLE 1.

Percentage of students ages 12 through 18, by reported criminal victimization at school during the previous 6 months: School year 2014–15

Reported criminal victimization	Percent of students
None	97.3
Any	2.7
Theft	1.9
Violent	0.9
Simple assault	0.8
Serious violent	0.2!
Rape and sexual assault	#
Robbery	‡
Aggravated assault	0.2!

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 24,964,000. “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 type of victimization.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

the victim of any crime, theft, or violent crime at school. There were also no measurable differences among the percentages of White, Black, and Hispanic students, or students of all other races,¹¹ who reported being the victims of crime at school. However, Asian students reported slightly lower rates of violent victimization (almost 0.0 percent) compared to White students (1.0 percent) and students of

¹¹ “All other races, not Hispanic or Latino” includes American Indians or Alaska Natives, Native Hawaiians or Other Pacific Islanders, and respondents of Two or more races (8.6 percent of all respondents).

all other races, not Hispanic or Latino (2.9 percent¹²).

Looking at any reported criminal victimization across student grades, higher percentages of students in 6th, 7th, and 9th grades (3.2 percent, 3.4 percent, and 3.0 percent) reported being the victim of any crime compared to students in 12th grade (1.3 percent). Additionally, students

¹² The standard error for this estimate is from 30 to 50 percent of the estimate’s value. Comparisons for these data are statistically significant but should be interpreted with caution.

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 2014–15

Student and school characteristic	Weighted population estimate	Victimization			
		Reported criminal victimization			
		None	Any	Theft	Violent
All students	24,964,000	97.3	2.7	1.9	0.9
Sex					
Male	12,737,000	97.4	2.7	1.7	1.0
Female	12,227,000	97.2	2.8	2.1	0.9
Race/ethnicity¹					
White, not Hispanic or Latino	13,418,000	97.1	2.9	2.0	1.0
Black, not Hispanic or Latino	3,655,000	97.8	2.2!	1.3!	0.9!
Hispanic or Latino	5,746,000	97.7	2.3	1.6	0.6!
Asian, not Hispanic or Latino	1,181,000	98.6	‡	‡	#
All other races, not Hispanic or Latino	964,000	93.8	6.2!	4.4!	2.9!
Grade					
6th	2,203,000	96.9	3.2	1.6!	1.6!
7th	3,821,000	96.6	3.4	1.6!	1.9
8th	3,843,000	97.7	2.3	1.8	0.6!
9th	4,270,000	97.0	3.0	2.1	0.8!
10th	3,813,000	98.4	1.6	1.4!	‡
11th	3,667,000	95.6	4.4	3.4	1.3!
12th	3,347,000	98.7	1.3!	1.0!	‡
Household income					
Less than \$7,500	869,000	95.4	4.6!	‡	‡
\$7,500–14,999	1,477,000	97.4	2.6!	1.6!	1.3!
\$15,000–24,999	2,482,000	96.6	3.5	2.4!	1.2!
\$25,000–34,999	2,863,000	98.1	2.0!	1.3!	‡
\$35,000–49,999	3,788,000	98.0	2.0	1.5	‡
\$50,000 or more	13,485,000	97.2	2.9	1.9	1.0
Sector²					
Public	22,567,000	97.2	2.8	1.9	1.0
Private	1,425,000	98.3	‡	‡	#

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.

¹ Respondents who reported 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 (8.6 percent of all respondents).

² No school match was available for 972,000 students.

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 24,964,000. "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 type of 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), 2015.

in 11th grade reported significantly higher rates of any victimization (4.4 percent) and theft victimization (3.4 percent) than students in 10th (1.6 percent and 1.4 percent) and 12th grades (1.3 percent and 1.0 percent).

Rates of reported criminal victimization were not significantly different by household income categories. No measurable differences were found between the percentages of public school students and private school

students who reported being victims of any crime or theft at school in school year 2014–15, but the rate of violent crime was marginally higher for public schools (1.0 percent) than for private schools (almost 0.0 percent).

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

Student bullying is an area of concern for school authorities, as bullying/being bullied has been linked with poor psychosocial adjustment during youth. In 2001, Nansel et al. reported that there were associations between bullying and problem behaviors (e.g., fighting, alcohol use, and smoking) as well as associations between those individuals being bullied and the same individuals having poorer social adjustment (e.g., difficulty making friends, greater loneliness). More recently bullying has been found to predict future delinquency for bullying perpetrators and is a predictor for depression for those being bullied (Farrington et al. 2011). During data collection for the NCVS and SCS, interviewers addressed the concepts of criminal victimization and bullying victimization separately. As a result, students reported being bullied and being criminally victimized as distinct events. However, it is possible that students included some incidents of criminal victimization that they reported in the NCVS when responding to the SCS bullying items; this most likely occurs in instances where bullying incidents included overt physical attacks. Therefore, any

relationship subsequently reported between the percentages of students who reported being bullied and students who also reported being victims of crime may be inflated due to counting some incidents as both bullying and criminal victimization and should be interpreted with this in mind.

The 2015 SCS asked students whether they were bullied at school and the location of where they were bullied in the 2014–15 school year (figure 1). The specific locations which students were asked about bullying incidents include a classroom at school, a hallway or stairwell at school, a bathroom or locker room at school, somewhere else inside the school building, outside on school grounds, on a school bus, in a cafeteria or lunchroom at school, and online or by text.¹³

In the 2015 SCS, reports of being bullied were strongly associated with reports of criminal victimization. In the 2014–15 school year, students who

reported being the victim of any crime at school also reported being bullied at school at a higher rate (51.1 percent) than students who reported not being victims of crime (20.0 percent). Additionally, the percentage of students reporting violent victimization who also reported being bullied at school (83.7 percent) was two times higher than the percentage of students reporting theft victimization who reported being bullied at school (38.1 percent) (figure 1 and table A-1). Analysis by the location of the reported bullying revealed similar patterns with significantly more students who reported being the victim of any crime at school in the past 6 months also reporting being the victim of bullying during the school year whether it occurred inside the school (44.6 percent vs. 15.7 percent) or outside on school grounds (15.0 percent vs. 3.6 percent). Those who reported being victims of violent crime also reported being bullied inside the school building (77.2 percent) at higher rates than those who reported being victims of theft (31.8 percent).

¹³ From 2007 until 2013, the SCS included separate questions about incidents of electronic (cyber) bullying. The change in how information on electronic bullying is collected also reflects the move toward alignment of the SCS with the updated CDC definition of bullying, which considers online bullying to be a subset of bullying, rather than a separate type of incident.

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

In assessing the prevalence of school crime, it is also important to consider how other conditions at school may be associated with student criminal victimization. Some indicators of school disorder and incivility such as gang activity and drug availability

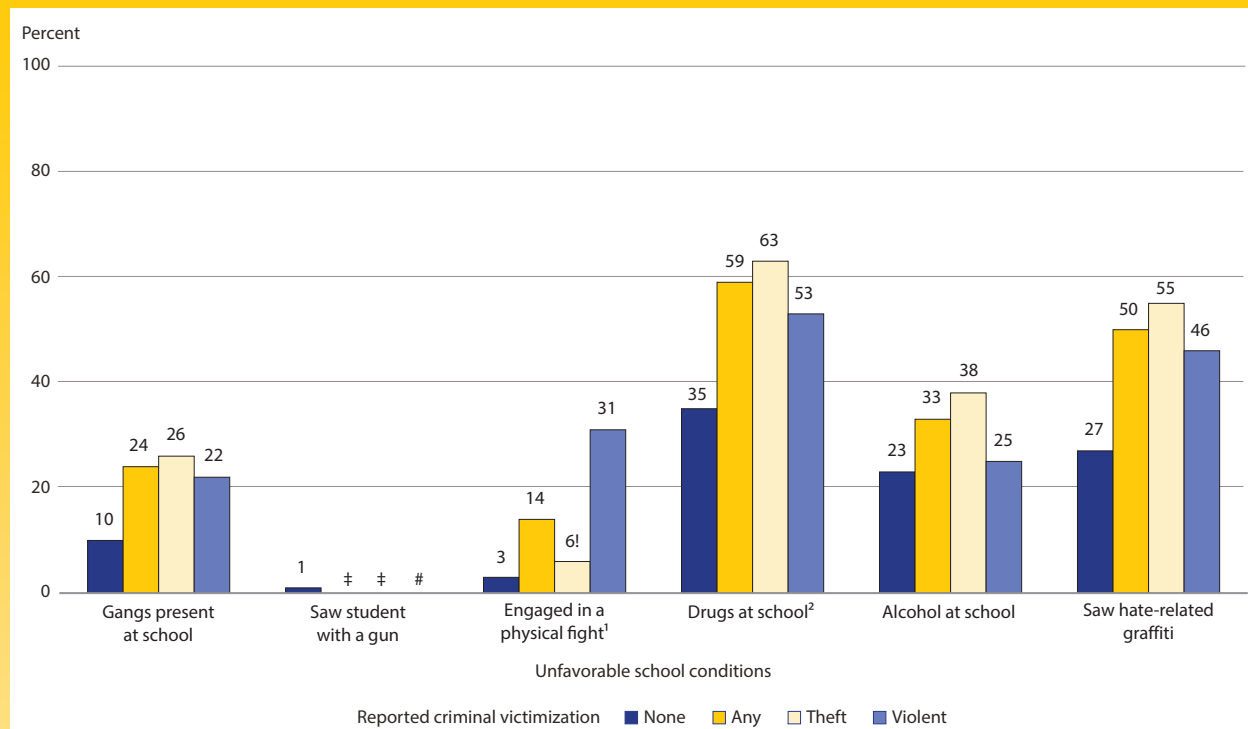
(Wynne and Joo 2011), use of hate words, the presence of weapons, and noncriminal incidents of fighting (Skiba et al. 2004) have been shown to be related to criminal victimization in schools.

The 2015 SCS asked respondents about gangs, guns, fights, drugs,¹⁴ alcohol, and hate-related graffiti at school (figure 2). Specifically, students were asked whether there were gangs at

¹⁴The survey asks students whether marijuana, prescription drugs illegally obtained without a prescription such as OxyContin®, Ritalin®, or Adderall®, or other illegal drugs such as cocaine, uppers, or heroin were available at school.

FIGURE 2.

Percentage of students ages 12 through 18 who reported unfavorable school conditions, by reported criminal victimization at school during the previous six months: School year 2014–15



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.

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

² Includes students who reported that marijuana, prescription drugs illegally obtained without a prescription, or other illegal drugs, such as cocaine, uppers, or heroin were available at school.

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. Weighted population estimate for all students meeting the criteria for inclusion in this table is 24,964,000. "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), 2015.

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, in school bathrooms, in school hallways, or on the outside of their school building. For purposes of this report, we call these “unfavorable school conditions.”

There were many differences found between students who reported they were victims of crime and those who

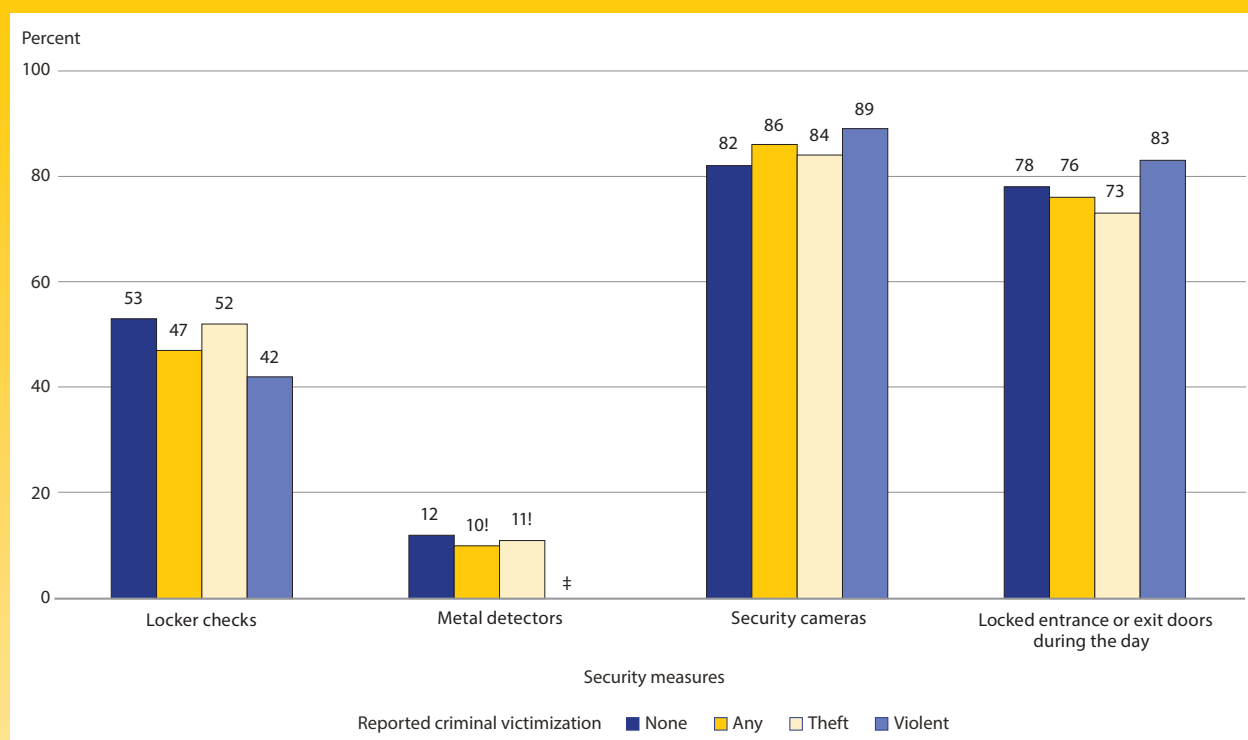
reported they were not victims of crime in school year 2014–15 in their reports of unfavorable conditions. Specifically, higher percentages of students reporting any criminal victimization as compared to students reporting no criminal victimization also reported the presence of gangs at school (23.7 percent vs. 10.3 percent), that they had engaged in a physical fight at school (13.7 percent vs. 2.7 percent), that drugs were available at school (59.3 percent vs. 35.2 percent), that alcohol was available at school (33.4 percent vs. 22.7 percent), and that they had seen hate-related

graffiti at school (50.4 percent vs. 26.5 percent) (table A-2).

A breakdown by type of reported criminal victimization also shows differences in percentages of students reporting unfavorable school conditions as compared with those reporting no criminal victimization. Higher percentages of students reporting theft than those reporting no criminal victimization also reported the presence of gangs at school (26.0 percent vs. 10.3 percent), that drugs were available at school (63.2 percent vs. 35.2 percent), that alcohol was available at school

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 six months: School year 2014–15



[!] 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: 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. Weighted population estimate for all students meeting the criteria for inclusion in this table is 24,964,000. “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), 2015.

(37.6 percent vs. 22.7 percent), and that they had seen hate-related graffiti at school (55.0 percent vs. 26.5 percent). Among students reporting violent crime victimization, higher percentages reported engaging in a fight at school (30.9 percent) than the percentage of students not reporting any victimization (2.7 percent) as well as the percentage of students reporting theft (6.2 percent). Additionally, a greater percentage of students who reported being victims of violent crime as compared with those who reported not being victims of any crime reported the availability of drugs at school (53.3 percent vs. 35.2 percent) and that they had seen hate-related graffiti at school (45.7 percent vs. 26.5 percent). Students who indicated they had been victims of violent crime at school also reported engaging in physical fights at a higher rate than those reporting theft (30.9 percent vs. 6.2 percent).

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 or exits during the school day, conducting locker checks, and using staff supervision in hallways.

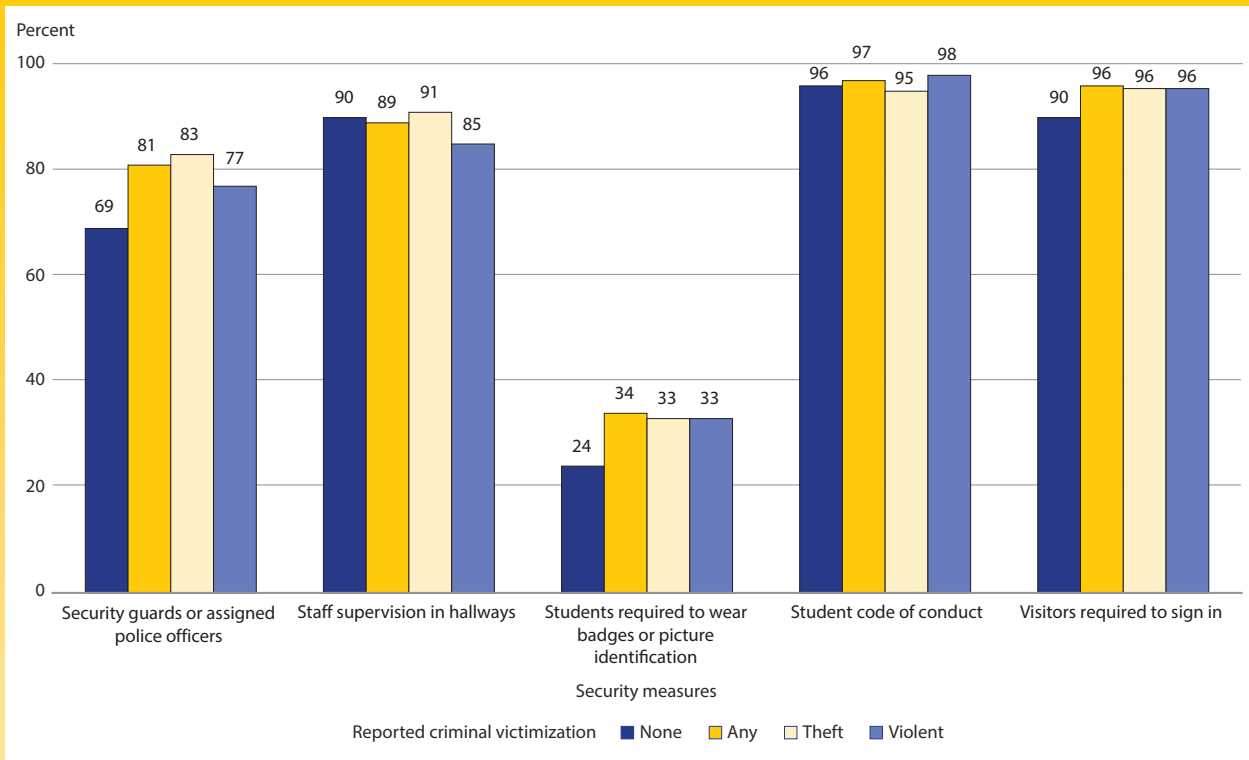
The 2015 SCS asked students ages 12 through 18 whether their schools used certain security measures (figure 3). Among the responding students, 82.5 percent reported the use of security cameras, 78.2 percent reported the use of locked entrance or exit doors during the day, 52.9 percent reported locker checks, and 12.4 percent reported the use of metal detectors in school year 2014–15 (table A-3).

No significant differences in reported security measures were found between students reporting different types of criminal victimization or between those reporting any criminal victimization and no criminal victimization.

The SCS also asked students about the use of designated personnel and enforcement of administrative procedures to ensure student safety at their school (figure 4). Overall, 69.5 percent of students reported security guards or assigned police officers, 89.5 percent reported staff supervision in the hallways, 23.9 percent reported a requirement that students wear picture identification, 95.7 percent reported a student code of conduct, and 90.2 percent reported a requirement that visitors sign in (table A-4). Students reporting being victims of theft (83.2 percent) or any crime (81.3 percent) reported the use of security guards or assigned police officers in their school at a higher rate than students reporting they were not victims (69.2 percent). Additionally, students reporting any criminal victimization also reported being required to wear badges or picture identification more than students reporting no victimization (34.3 percent vs 23.6 percent).

FIGURE 4.

Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous six months: School year 2014–15



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. Weighted population estimate for all students meeting the criteria for inclusion in this table is 24,964,000. “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), 2015.

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

The 2015 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.

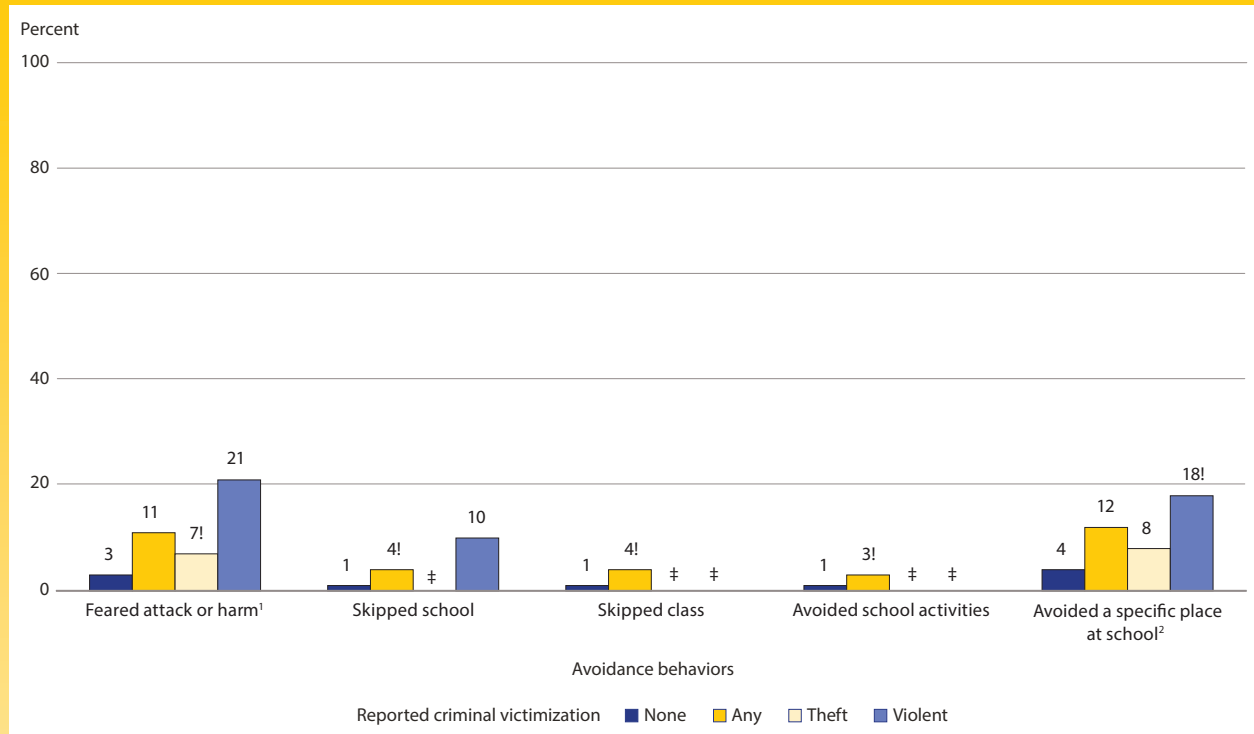
Reported rates of fearing attack or harm at school and skipping school for students reporting any criminal victimization (10.8 percent and 3.6 percent) and for students reporting violent victimization (21.1 percent and 10.4 percent) were significantly higher than reports of these behaviors among students reporting no criminal

victimization (3.1 percent and 0.7 percent). Reported victims of any crime also reported skipping class (4.2 percent vs. 0.5 percent) and avoiding school activities (3.0 percent vs. 1.3 percent) more than reported nonvictims (figure 5 and table A-5). Additionally, students reporting violent victimization also reported experiencing fear of attack or harm at more than three times the rate of those reporting theft victimization (21.1 percent vs. 6.8 percent¹⁵).

¹⁵ The standard error for this estimate is from 30 to 50 percent of the estimate's value. Comparisons for these data are statistically significant but should be interpreted with caution.

FIGURE 5.

Percentage of students ages 12 through 18 who reported personal avoidance behavior, by reported criminal victimization at school during the previous six months: School year 2014–15



! 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: 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. Population estimate for all students meeting the criteria for inclusion in this table is 24,964,000. "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), 2015.

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

More detailed information on student victimization estimates from the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey can be found in Web Tables produced by the National Center for Education Statistics (NCES).

Readers may also be interested in the following NCES products related to the topic of this Statistics in Brief:

Web Tables—Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey (NCES 2017-015)
<http://nces.ed.gov/pubs2017/2017015.pdf>.

Lessne, D., and Cidade, M. (2017). *Methodology Report: Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2017-004). U.S. Department of Education, Washington, DC: National Center for Education Statistics.

Zhang, A., Musu-Gillette, L., and Oudekerk, B.A. (2016). *Indicators of School Crime and Safety: 2015* (NCES 2016-079/NCJ 249758). U.S. Departments of Education and Justice. Washington, DC: National Center for Education Statistics and Bureau of Justice Statistics.

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 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) codesigned the SCS and created it as a 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, 2013, and 2015. The tables in this report present data similar to that available for each year of the report. However, due to changes in the survey over time,¹⁶ readers should use caution in making year to year comparisons. Additionally, the 2015 SCS included an embedded split-half experiment that varied the questions presented to students about whether they were bullied. Where bullying victimization is referred to in this report, estimates include only students who were administered Version 1 of the survey. Version 1 used a similar series of questions about bullying victimization as the 2005–2013 SCS surveys, in an effort to present the most comparable data.

Each month, the Census Bureau selects households for the NCVS using a rotating panel design.¹⁷ 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 (EDs), 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.¹⁸ 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 ungraded classrooms and those who were homeschooled, the SCS final weighted sample size for all respondents included in this report was 24,964,000.

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

¹⁶ These include some changes to question wording and one change related to reporting time frame. 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.

¹⁷ For more information on the NCVS sample design and survey methodology, see <http://www.bjs.gov/index.cfm?ty=dcdetail&iid=245>.

¹⁸ 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.

sampling and indicates the precision of the statistic. The complex sampling design used in the 2015 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 limitation particular to 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 2015 (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.

Variables Used

All variables used in this Statistics in Brief are listed in the text box, 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 2015 SCS data file contains all variables collected in the SCS as well as selected variables collected in the NCVS Basic Screen 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 NCE's Crime and Safety Surveys portal located at <http://nces.ed.gov/programs/crime/surveys.asp>.

NCVS/SCS VARIABLES USED IN THIS REPORT

Label in report	Data file source code	Calculation/recoding applied
Household income	SC214	Original 14 categories collapsed into 6; includes imputed values
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 5	
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 victimization at school	SC134–SC140	“Yes” on any item is “yes” bullied at school
Location of bullying	SC143–SC146, SC168, SC169, SC173, SC211SCS	Inside school: “yes” on SC143, 146, 168, 169, or 173 Outside on school grounds: “yes” SC144 On the way/bus/bus stop: “yes” SC145 Online or by text: “yes” SC211SCS
Drugs at school	SC041, SC159, SC209SCS	“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	
Security cameras	SC095	
Skipped class	SC077	
Skipped school	SC078	
Staff supervision in hallways	SC029	
Student code of conduct	SC096	
Sector ratio	SC215SCS	Original 5 categories collapsed into 2 (Public and Private)
Students required to wear badges or picture identification	SC094	
Visitors required to sign in	SC032	

Response Rates

In 2015, there were approximately 57,227 eligible households in the NCVS sample, and 9,372 NCVS household members who were ages 12 through 18. Of those eligible, 5,469 students participated in 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 82.5 percent, and the weighted student response rate was 57.8 percent. The overall weighted SCS unit response rate (calculated by multiplying the household response rate by the student response rate) was 47.7 percent.

Furthermore, as in most surveys, some individuals did not give a response to every item. However, individual item response rates for the 2015 SCS were high—the unweighted item response rates for all respondents on all items included in this report exceeded 85 percent. On the majority of items, the response rate was 95 percent or higher.

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. 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.¹⁹ The analysis of unit nonresponse bias found evidence of potential bias for both the NCVS and the SCS portions of the interview. Respondents on both versions of the survey were included

¹⁹ Memorandum for Michael Planty and Rachel Hansen from James B. Treat, Subject: National Crime Victimization Survey: Nonresponse Bias Report for the 2015 School Crime Supplement, March 24, 2016.

in the analysis. The unit nonresponse bias analysis takes into account nonresponses on both the NCVS and the SCS. For the 2015 NCVS interview, the Census Bureau found evidence of unit nonresponse bias within Hispanic origin, urbanicity, region, and age subgroups. Within the SCS portion of the interview, race, urbanicity, region, and age subgroups showed significant unit nonresponse bias. Further analysis indicated that respondents in the age 14 and the rural categories had significantly higher nonresponse bias estimates compared to other age and urbanicity subgroups, while respondents who were Asian and from the Northeast had significantly lower response bias estimates compared to other race and region subgroups. Based on the analysis, the Census Bureau concluded that there are significant nonresponse biases in the 2015 SCS data. Readers should use caution when comparing responses among subgroups in the SCS.

Statistical Procedures

Comparisons of estimates have been tested for statistical significance using the Student's *t* statistic to ensure that 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 recognize that apparently large differences between estimates may not be significant differences due to large standard errors.²⁰

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, 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.

²⁰ Estimates not in tables in the report and standard errors for all analyses and figures are included in the appendices of this report.

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APPENDIX A: DATA TABLES

Table A-1. Percentage of students ages 12 through 18 who reported being bullied at school, by location of bullying and reported criminal victimization at school during the previous 6 months: School year 2014–15

Reported criminal victimization	Bullied at school	Bullied inside school ¹	Bullied outside on school grounds	Bullied on the bus	Bullied online
All students	20.8	16.5	3.9	2.0	2.3
None	20.0	15.7	3.6	1.8	2.3
Victimization					
Any	51.1	44.6	15.0	9.2!	‡
Theft	38.1	31.8	‡	‡	‡
Violent	83.7	77.2	34.8	‡	#

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.

¹ Includes reports of being bullied at school in a classroom, hallway or stairwell, bathroom or locker room, or cafeteria.

NOTE: Tabular data include only students completing Version 1 of the 2015 SCS 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 based on Version 1 of the 2015 SCS for all students meeting the criteria for inclusion in this table is 24,622,000. "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. "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), 2015.

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 2014–15

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	10.7	0.7	3.0	35.9	23.0	27.2
None	10.3	0.7	2.7	35.2	22.7	26.5
Victimization						
Any	23.7	‡	13.7	59.3	33.4	50.4
Theft	26.0	‡	6.2!	63.2	37.6	55.0
Violent	21.5	#	30.9	53.3	24.7	45.7

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.

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

² Includes students who reported that marijuana, prescription drugs illegally obtained without a prescription, or other illegal drugs, such as cocaine, uppers, or heroin, were available at school.

³ Students were asked if 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.

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 24,964,000. "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), 2015.

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 six months: School year 2014–15

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	52.9	12.4	82.5	78.2
None	53.0	12.4	82.4	78.3
Victimization				
Any	47.4	9.5!	85.7	75.8
Theft	51.8	10.9!	83.9	72.7
Violent	42.2	‡	89.0	82.5

! 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 24,964,000. "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), 2015.

Table A-4. Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous 6 months: School year 2014–15

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	69.5	89.5	23.9	95.7	90.2
None	69.2	89.5	23.6	95.7	90.1
Victimization					
Any	81.3	89.4	34.3	96.7	96.3
Theft	83.2	91.1	33.2	95.2	95.8
Violent	77.2	85.3	33.4	98.3	95.9

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 24,964,000. "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), 2015.

Table A-5. Percentage of students ages 12 through 18 who reported personal avoidance behavior, by reported criminal victimization at school during the previous six months: School year 2014–15

Reported criminal victimization	Feared attack or harm ¹	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school ²
All students	3.3	0.8	0.6	1.3	3.9
None	3.1	0.7	0.5	1.3	3.7
Victimization					
Any	10.8	3.6!	4.2!	3.0!	12.1
Theft	6.8!	‡	‡	‡	8.3!
Violent	21.1	10.4!	‡	‡	18.4!

! 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 24,964,000. "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), 2015.

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 2014–15

Standard error of the percent of students	Percent of students
None	0.25
Any	0.25
Theft	0.22
Violent	0.15
Simple assault	0.13
Serious violent	0.07
Rape and sexual assault	†
Robbery	†
Aggravated assault	0.07

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

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 2014–15

Student and school characteristic	Standard error of weighted population estimate	Victimization			
		None	Reported criminal victimization		
			Any	Theft	Violent
All students	656,500	0.25	0.25	0.22	0.15
Sex					
Male	383,400	0.35	0.35	0.26	0.21
Female	375,500	0.38	0.38	0.34	0.19
Race/ethnicity					
White, not Hispanic or Latino	462,600	0.36	0.36	0.28	0.22
Black, not Hispanic or Latino	248,800	0.77	0.77	0.63	0.44
Hispanic or Latino	343,100	0.47	0.47	0.39	0.23
Asian, not Hispanic or Latino	90,300	0.8	†	†	†
All other races, not Hispanic or Latino	95,200	2.04	2.04	1.74	1.32
Grade					
6th	116,400	0.79	0.79	0.65	0.65
7th	184,400	0.7	0.70	0.54	0.47
8th	152,300	0.57	0.57	0.50	0.30
9th	196,000	0.62	0.62	0.52	0.34
10th	166,100	0.47	0.47	0.43	†
11th	164,500	1.04	1.04	0.85	0.49
12th	160,700	0.45	0.45	0.40	†
Household income					
Less than \$7,500	99,700	2.15	2.15	†	†
\$7,500–14,999	130,700	0.87	0.87	0.67	0.66
\$15,000–24,999	175,900	0.84	0.84	0.81	0.37
\$25,000–34,999	177,700	0.64	0.64	0.46	†
\$35,000–49,999	213,200	0.55	0.55	0.45	†
\$50,000 or more	449,500	0.36	0.36	0.30	0.20
Sector					
Public	640,300	0.27	0.27	0.23	0.16
Private	120,300	0.96	†	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

Table B-3. Standard errors for table A-1: Percentage of students ages 12 through 18 who reported being bullied at school, by location of bullying and reported criminal victimization at school during the previous 6 months: School year 2014–15

Reported criminal victimization	Bullied at school	Bullied inside school	Bullied outside on school grounds	Bullied on the bus	Bullied online
All students	0.99	0.88	0.41	0.34	0.36
None	0.98	0.87	0.40	0.32	0.37
Victimization					
Any	6.63	6.49	4.22	3.94	†
Theft	8.47	7.94	†	†	†
Violent	10.85	11.33	10.37	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

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 2014–15

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	0.60	0.13	0.26	0.90	0.82	0.98
None	0.60	0.14	0.25	0.90	0.82	0.97
Victimization						
Any	3.80	†	2.72	4.93	4.37	4.77
Theft	5.05	†	2.07	5.68	5.61	6.01
Violent	6.24	†	6.35	8.37	7.11	8.69

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

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 2014–15

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	1.25	0.74	0.85	0.97
None	1.27	0.75	0.86	0.95
Victimization				
Any	4.84	2.90	3.35	4.48
Theft	6.46	3.87	4.18	5.69
Violent	7.41	†	4.92	5.73

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

Table B-6. Standard errors for table A-4: Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures, by reported criminal victimization at school during the previous 6 months: School year 2014–15

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	1.07	0.55	1.06	0.38	0.62
None	1.08	0.55	1.06	0.39	0.64
Victimization					
Any	3.58	2.74	5.03	1.65	1.69
Theft	4.15	3.03	5.75	2.40	2.13
Violent	6.83	5.72	7.66	1.72	2.98

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

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 2014–15

Reported criminal victimization	Feared attack or harm	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school
All students	0.31	0.14	0.11	0.18	0.32
None	0.31	0.14	0.10	0.18	0.33
Victimization					
Any	2.27	1.66	1.77	1.47	2.96
Theft	2.25	†	†	†	3.02
Violent	5.86	4.83	†	†	6.02

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.