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Student Victimization in U.S. Schools Results From the 2017 School Crime Supplement to the National Crime Victimization Survey

AUTHORS

Christina Yanez

Melissa Seldin

Synergy Enterprises, Inc.

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.

As the body of research on

school violence grows, so does our understanding of the features, causes, and consequences of student victimization (Chouhy, Madero-Hernande, and Turanovic 2017). While variations in rates of student victimization continue to exist for specific student and family characteristics, Finkelthor et al. (2016) suggest that community characteristics also have a large impact on the rates of student victimization whereby communities with signs of disorder and criminal activities are associated with more at-school victimization. Examining experiences of student victimization, Fisher, Mowen, and Boman (2018) report a varied relationship between the presence of security measures in schools and student victimization, finding that schools with higher levels of security measures also have more reports of students being threatened with harm, but not of students being physically attacked or having something stolen.

Among students who experience victimization, lower academic performance can become an issue particularly for adolescents who avoid or skip school following the victimization experience (Gardella, Tanner-Smith, and Fisher 2016). Additionally, students who experience victimization also experience rejection and avoidance by their peers (Turanovic and Young 2016). Even as schools, parents, and

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communities act against student victimization, continued measurement and understanding of school crime are necessary for the consistent improvement of our school and student safety.

This Statistics in Brief report presents estimates of student criminal victimization at school by selected student and school characteristics, reports of bullying victimization, indicators of school disorder, school security measures, and student avoidance behaviors. To assist policymakers, researchers, and practitioners in making informed decisions concerning crime in

schools, the National Center for Education Statistics (NCES) supports data collection 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 2017 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

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>.

additional national-level information from students ages 12 through 18 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 students' attitudes related to fear of victimization and avoidance behavior at school.²

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

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 2017 could report as many as 10 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.
2. *Bullying Victimization*: In the 2017 SCS, bullying is characterized as something another student does at school that makes the respondent 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."

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,³ 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 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 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 statistics presented here are based on weighted estimates from respondents who completed the 2017 SCS survey between January and

June 2017. Specifically, the analyses in this report represent an estimated population of 25,023,000 students ages 12 through 18 who were enrolled in 6th through 12th grade at any time during the 2016–17 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.⁴ Readers should recognize that apparently large differences between estimates may not be significant differences due to large standard errors.⁵

³The 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 2017.

⁴No adjustments for multiple comparisons were made.

⁵Estimates and standard errors for all analyses and figures are included in the appendices of this report. Standard errors reflect the uncertainty of estimates due to the use of nationally representative samples.

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, avoidance behaviors, and perceptions of crime and feeling safe vary among students reporting and not reporting criminal victimization?

KEY FINDINGS

Criminal Victimization Rates

- In school year 2016–17, about 2.2 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 1.5 percent reported being victims of theft, 0.7 percent reported violent victimization, 0.5 percent reported simple assault, and 0.2⁶ percent reported serious violent victimization (table 1).⁷
- Analysis of student characteristics revealed some differences in reported victimization rates by grade, sex, and race (table 2). Students in 6th grade reported significantly higher rates of any victimization (3.1 percent) than students in 11th (1.4 percent) and 12th grade (1.4 percent).⁸ Male and female students reported being violently victimized in school at significantly different rates (1.0 percent and 0.5 percent respectively). Among racial and ethnic groups, Asian students reported slightly fewer violent victimizations than White, Black, or Hispanic or Latino students. There were no significant variations in rates reported by household income groups.

⁶ Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

⁷ Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one type of victimization.

⁸ The SCS sample includes students ages 12–18 who were enrolled in grades 6–12 and, therefore, might not be representative of students in 6th grade. Comparisons between students in 6th grade and those in other school years should be made with caution.

Bullying

- Reports of bullying victimization were strongly associated with criminal victimization (figure 1). Students who reported being the victim of any crime at school also reported being bullied at school at a higher rate (50.6 percent) than nonvictim students who did not report being victims of any crime (19.5 percent). The percentage of students reporting violent victimization who also reported being bullied at school (80.4 percent) was two times higher than the percentage of students reporting theft victimization who also reported being bullied at school (36.6 percent) (table A-1).

School Conditions

- Differences were also found 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 (18.0 percent vs. 8.4 percent); that they had engaged in a physical fight at school (16.8 percent vs. 3.0 percent); that drugs were available at school (44.0 percent vs. 31.4 percent); that alcohol was available at school (30.3 percent vs. 21.0 percent); and that they had seen hate-related graffiti at school (40.8 percent vs. 22.8 percent).

- Student reports of school security measures varied by victimization experience (figures 3 and 4). Students who reported no criminal victimization more often reported the use of locked entrances or exit doors during the day than students reporting any criminal victimization (79.1 percent vs. 68.1 percent) (table A-3). Additionally, a higher percentage of students who reported any criminal victimization than students reporting no criminal victimization reported the use of security guards or assigned police officers at school (84.5 percent vs. 70.6 percent) (table A-4).

Fear, Avoidance Behaviors, and Neighborhood Crime

- 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 (18.3 percent) and those reporting violent crime victimization (30.4 percent) compared to students reporting no criminal victimization (3.9 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 (15.3 percent vs. 4.7 percent). Additionally, looking at types of crime shows that rates of avoidance were also higher for those reporting either being a victim of theft (13.0 percent) or violent crimes (21.7 percent) compared to students reporting no criminal victimization (4.7 percent) (table A-5).

- Higher percentages of students who reported being the victim of any crime (21.0 percent) agreed or strongly agreed that there was a lot of crime in the neighborhood where they went to school, than students who reported not being the victim of any crime (9.5 percent) (figure 6) (table A-6).

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

In the 2016–17 school year, 2.2 percent of students reported being the victims of any crime at school in the previous 6 months, 1.5 percent reported being the victims of theft, 0.7 percent reported being the victims of a violent crime, 0.5 percent reported being the victims of simple assault, and 0.2 percent reported being the victims of a serious violent crime (table 1).⁹

CHARACTERISTICS OF STUDENTS REPORTING AND NOT REPORTING CRIMINAL VICTIMIZATION

The 2017 SCS data file includes 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 also include information on the respondent’s household income as reported by the head of household. Within these demographic categories, respondents showed some small but significant differences in reporting criminal victimization by grade, ethnicity, and school sector (table 2). This is similar to the findings in the 2015 SCS data (Yanez and Lessne 2018).

In school year 2016–17, no significant differences were found in the percentages of male students and female students who reported being the victim of any crime, or theft;

⁹Estimates for serious violent victimization are only provided in detail in table 1. Because the percentage of students who experienced this type of victimization was not large enough to present meaningful cross-tabulations, tables 2 and A-1 through A-6 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 2016–17

Reported criminal victimization	Percent of students
None	97.8
Any	2.2
Theft	1.5
Violent	0.7
Simple assault	0.5
Serious violent	0.2!
Rape and sexual assault	‡
Robbery	‡
Aggravated assault	0.1!

! 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.
 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 25,023,000. “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. “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.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

however, male students reported significantly higher rates of violent crime (1.0 percent) than female students (0.5 percent). There were no measurable differences among the percentages of White, Black, and Hispanic students, or students of all other races,¹⁰ who reported being the victims of crime at school. When comparing violent victimization, significant differences can be seen

¹⁰ “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 (3.7 percent of all respondents).

between Asian students (almost 0.0 percent) compared to White students (0.9 percent), Black students (0.8 percent¹¹), and Hispanic or Latino students (0.5 percent¹¹).

Looking at the overall reported criminal victimization across student grades, higher percentages of students in 6th and 10th grade (3.1 percent and 2.7 percent) reported being the victim of any crime compared to students in

¹¹ The standard error for this estimate is from 30 to 50 percent of the estimate’s value. Comparisons for this 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 2016–17

Student and school characteristic	Weighted population estimate	Victimization			
		Reported criminal victimization			
		None	Any	Theft	Violent
All students	25,023,000	97.8	2.2	1.5	0.7
Sex					
Male	12,771,000	97.4	2.6	1.6	1.0
Female	12,252,000	98.2	1.8	1.3	0.5
Race/ethnicity ¹					
White, not Hispanic or Latino	13,175,000	97.8	2.2	1.3	0.9
Black, not Hispanic or Latino	3,415,000	97.4	2.6	1.8	0.8!
Hispanic or Latino	6,017,000	98.0	2.0	1.4	0.5!
Asian, not Hispanic or Latino	1,486,000	97.9	2.1!	2.1!	#
All other races, not Hispanic or Latino	930,000	96.9	3.1!	2.4!	‡
Grade ²					
6th	2,125,000	96.9	3.1	1.0!	2.1
7th	3,897,000	97.4	2.6	1.3!	1.4!
8th	4,162,000	98.2	1.8	1.1!	0.7!
9th	3,793,000	97.3	2.7	2.4	‡
10th	3,847,000	97.3	2.7	2.1	0.7!
11th	3,612,000	98.6	1.4	1.1!	‡
12th	3,587,000	98.6	1.4	1.2!	‡
Household income					
Less than \$7,500	679,000	96.6	3.4!	‡	‡
\$7,500–14,999	1,192,000	97.5	2.5!	1.9!	‡
\$15,000–24,999	2,374,000	96.6	3.4	1.9!	1.5!
\$25,000–34,999	2,503,000	98.0	2.0	1.3!	0.7!
\$35,000–49,999	3,633,000	98.1	1.9	1.2!	0.7!
\$50,000 or more	14,642,000	98.0	2.0	1.5	0.6

See notes at end of table.

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 2016–17—Continued

Student and school characteristic	Weighted population estimate	Victimization			
		Reported criminal victimization			
		None	Any	Theft	Violent
Student-reported school type					
Public	22,055,000	97.8	2.2	1.5	0.8
Private	1,631,000	99.2	‡	‡	‡

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.

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 (3.7 percent of all respondents).

² The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12 and, therefore, might not be representative of students in 6th grade. Comparisons between students in 6th grade and those in other school years should be made with caution.

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 25,023,000. "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), 2017.

11th and 12th grade (both 1.4 percent). Additionally, students in 6th grade reported three times as high a rate of violent victimization (2.1 percent) than students in 8th (0.7 percent) and 10th grade.

There were measurable differences between students in public and private schools who reported being victims of any crime or theft at school in school year 2016–17. Students in public schools reported being the victims of any crime (2.2 percent) and theft (1.5 percent) at higher rates than students in private schools (0.8

percent and 0.2 percent, respectively). In addition, the rate of students reporting no victimization in private schools (99.2 percent) was higher than for public schools. There were no measurable differences in rates of reported criminal victimization by household income categories.

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

The impacts of student bullying have become increasingly apparent for both parents and schools as the experience of being bullied has been linked with a wide range of issues. For example, Eastman et al. (2018) reported victims of bullying were more likely to demonstrate higher levels of internalizing (anxiety and depression) and externalizing (delinquency and violence against peers) symptoms when compared to students who were not bullied. When combined with feelings of low social connectedness and other interpersonal challenges, bullying victimizations can also increase risk-taking behaviors such as substance use, self-harm, and bringing

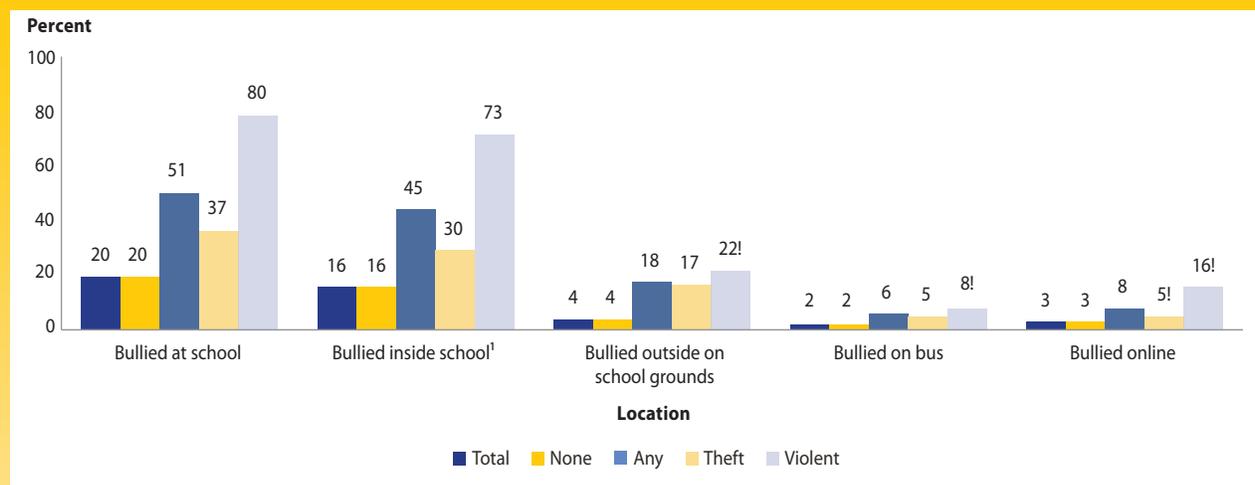
weapons to school, as well as risk for suicidal ideation in youth (Smalley, Warren, and Barefoot 2017; Arango et al. 2016). During data collection for the NCVS and SCS, interviewers address the concepts of criminal victimization and bullying victimization separately. As a result, students reported being 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 crossover 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 2017 SCS asked students whether they were bullied at school and the location of where they were bullied in the 2016–17 school year (figure 1). The specific locations which students were asked about bullying incidents include: a classroom at school, hallway or stairwell at school, bathroom or locker room at school, somewhere else inside

FIGURE 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 2016–17



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

¹ Includes reports of being bullied in a classroom, hallway or stairwell, bathroom or locker room, or cafeteria 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. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,023,000. "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), 2017.

the school building, outside on school grounds, on a school bus, in a cafeteria or lunchroom at school, and online or by text.¹²

In the 2017 SCS, reports of being bullied were strongly associated with reports of criminal victimization. In the 2016–17 school year, students who reported being the victim of any crime at school also reported being bullied at school at a higher rate (50.6 percent) than students who reported not being victims of crime (19.5 percent).

Additionally, the percentage of students reporting violent victimization who also reported being bullied at school (80.4 percent) was two times higher than the percentage of students reporting theft victimization who also reported being bullied at school (36.6 percent) (figure 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 (44.9 percent vs. 15.8 percent) or outside on school grounds (17.8 percent vs. 4.1 percent). Those who reported being victims of violent crime also reported being bullied inside the school building (73.4 percent) at higher rates than those who reported being victims of theft (30.4 percent).

¹² 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 Centers for Disease Control and Prevention 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 and student victimization, it is also important to consider how other conditions at school may be associated with student criminal victimization. Some indicators of disorder and incivility at school, such as gang activity, drug availability, and hate-related graffiti (Burrow and Apel 2008), have been shown to be related to criminal victimization in schools. The 2017 SCS asked respondents about gangs, guns, fights, drugs,¹³

alcohol, and hate-related graffiti at school (figure 2). Specifically, students were asked whether there were gangs at school; they had seen another student with a gun at school; they had engaged in a physical fight at school; drugs or alcohol were available at school; and 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. For purposes of this report, we call these indicators “unfavorable school conditions.”

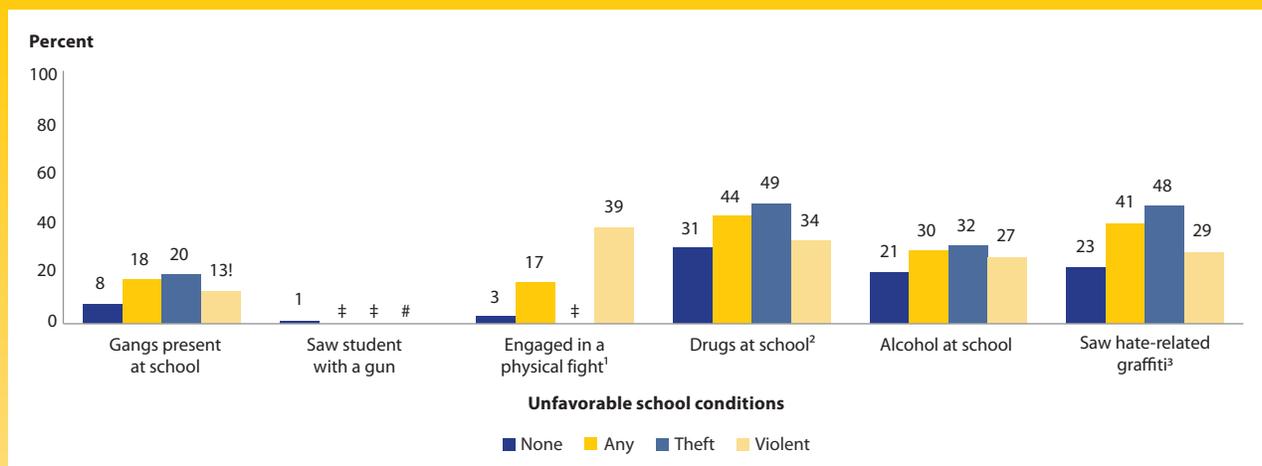
by students are as follows: 8.6 percent reported gangs present, 0.7 percent reported seeing a student with a gun, 3.3 percent reported being in a physical fight, 31.7 percent reported the availability of drugs, 21.2 percent reported the availability of alcohol, and 23.2 percent reported seeing hate-related graffiti at school (table A-2). For victimization, there were higher percentages of unfavorable school conditions among students who reported being criminally victimized than reported by students who did not report any victimization. Specifically, the students who reported any criminal victimization reported

¹³ The 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.

In school year 2016–17, the overall rates for unfavorable conditions reported

FIGURE 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 2016–17



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, 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 25,023,000. “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), 2017.

higher percentages of gangs at school (18.0 percent vs. 8.4 percent), that they had engaged in a physical fight at school (16.8 percent vs. 3.0 percent), that drugs were available at school (44.0 percent vs. 31.4 percent), and that alcohol was available at school (30.3 percent vs. 21.0 percent). Students who reported any criminal victimization also reported seeing hate-related graffiti at school (40.8 percent) more often than nonvictims (22.8 percent).

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 also reported the presence of gangs at school (20.2 percent vs. 8.4 percent),

that drugs were available at school (48.9 percent vs. 31.4 percent), that alcohol was available at school (32.4 percent vs. 21.0 percent), and that they had seen hate-related graffiti at school (47.7 percent vs. 22.8 percent) as compared to those reporting no criminal victimization. Among students reporting violent crime victimization, a higher percentage reported engaging in a fight at school (38.6 percent) than the percentage of students not reporting any victimization (3.0 percent).

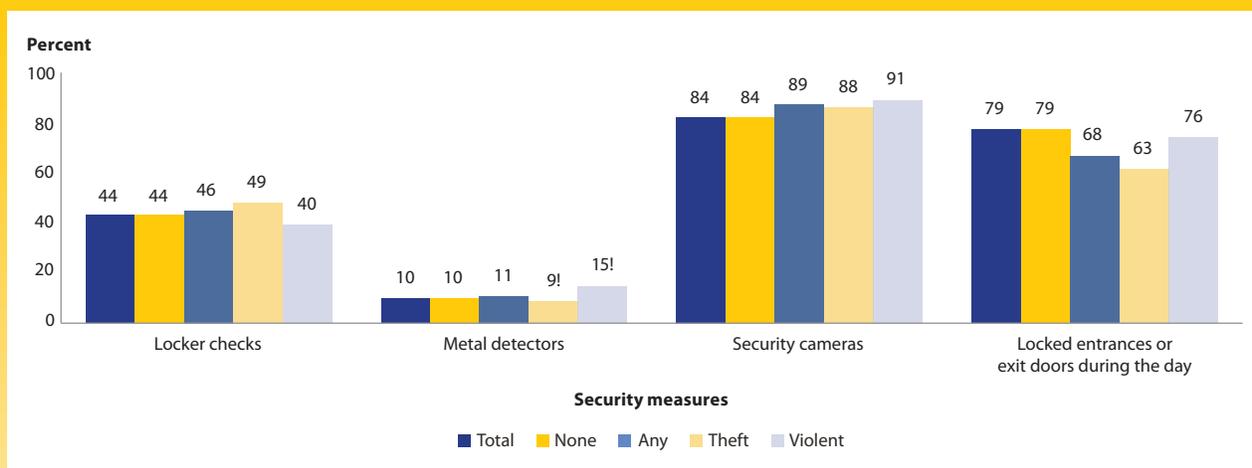
School authorities currently implement multiple security measures, including hiring law enforcement officers, using metal detectors or security cameras, locking entrances or exits during the school day, conducting locker checks, and using staff supervision in hallways. The 2017 SCS asked students ages 12 through 18 whether their schools

used certain security measures (figure 3). Among the responding students, 43.8 percent reported locker checks, 10.4 percent reported the use of metal detectors, 83.8 percent reported the use of security cameras, and 78.8 percent reported the use of locked entrance or exit doors during the day, in school year 2016–17 (table A-5).

With two exceptions, student reports of school security measures generally did not differ by reports of criminal victimization. Differences in the percentage of students who reported the use of locked entrance or exit doors during the day were found between students who reported either any criminal victimization or theft victimization (68.1 percent or 63.1 percent) and students who reported no criminal victimization (79.1 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 2016–17



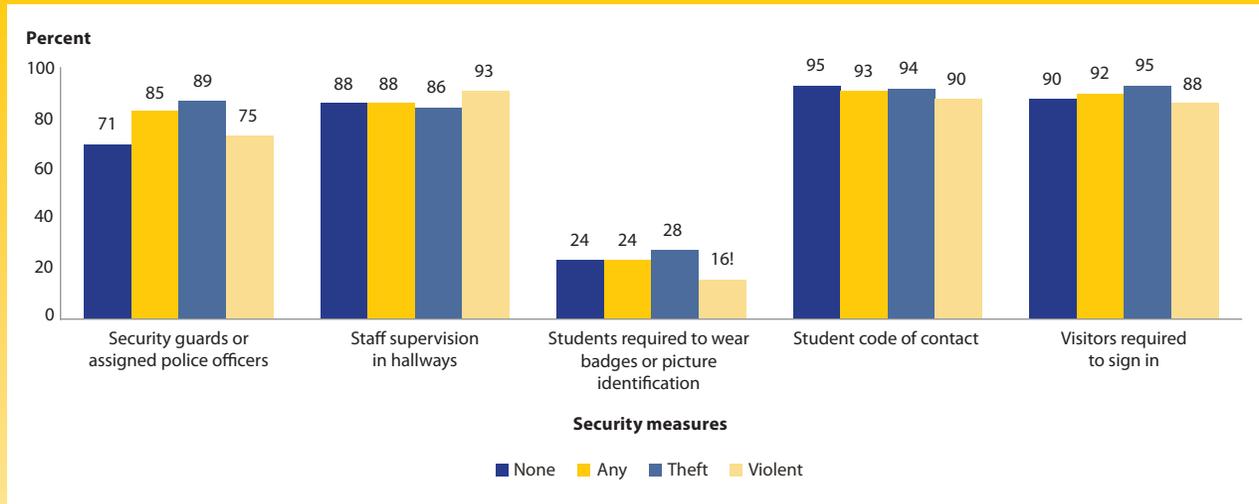
! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

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 25,023,000. "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), 2017.

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 6 months: School year 2016–17



! 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 25,023,000. "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), 2017.

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, 70.9 percent of students reported security guards or assigned police officers, 88.2 percent reported

staff supervision in the hallways, 24.4 percent reported a requirement that students wear picture identification, 94.7 percent reported a student code of conduct, and 90.4 percent reported a requirement that visitors sign in (table A-4). Student reports of additional safety measures generally did not differ by reports

of criminal victimization. However, students reporting being victims of theft (88.6 percent) or any crime (84.5 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 (70.6 percent).

4 How do fear, avoidance behaviors, and perceptions of crime and feeling safe vary among students reporting and not reporting criminal victimization?

The 2017 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.

When comparing students who reported any criminal victimization against those who reported no criminal

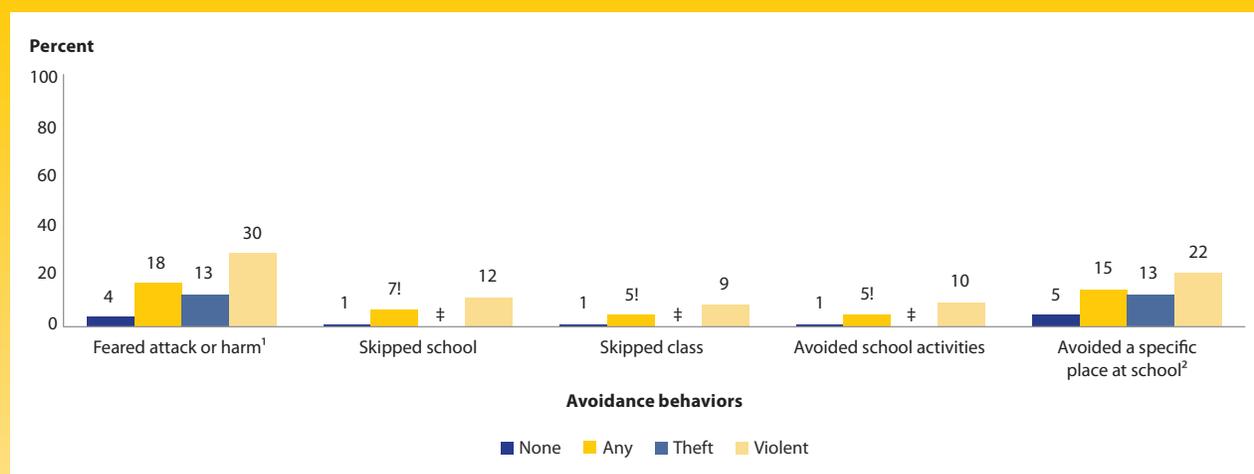
victimization, students who were criminally victimized reported higher percentages of fearing attack or harm at school (18.3 percent vs. 3.9 percent), skipping school (6.8 percent vs. 1.0 percent), skipping class (4.6 percent vs. 0.7 percent), and avoiding a specific place at school (15.3 percent vs. 4.7 percent). Additional differences can be found when looking at reported victims of violent crimes and nonvictims for those who reported fearing attack or harm (30.4 percent vs. 3.9 percent), skipping school (12.2 percent vs. 1.0 percent), skipping classes (8.7 percent vs. 0.7 percent), avoiding school activities (10.3 percent

vs. 1.2 percent), and avoiding a specific place at school (21.7 percent vs. 4.7 percent). Reported victims of theft also reported fearing attack or harm (13.1 percent vs. 3.9 percent) and avoiding a specific place at school (13.0 percent vs. 4.7 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 two times the rate of those reporting theft victimization (30.4 percent vs. 13.1 percent¹⁴).

¹⁴ The standard error for this estimate is from 30 to 50 percent of the estimate's value. Comparisons for this 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 criminal victimization at school during the previous 6 months: School year 2016–17



[!] 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.

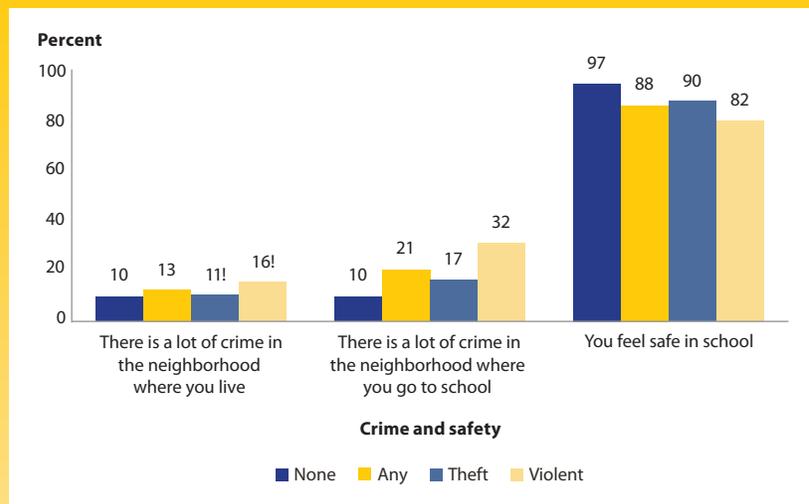
NOTE: Figure data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,023,000. "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), 2017.

Students were also asked about the crime in the neighborhoods around their home and school and if they felt safe at school. No differences in reports of home neighborhood crime were found by report or type of victimization. For students who reported any criminal victimization (21.0 percent) and violent victimization (31.7 percent), higher percentages agreed or strongly agreed that there was a lot of crime in the neighborhood where they go to school, compared to 9.5 percent of nonvictims (figure 6). Overall, students reported relatively high rates of feeling safe at school (96.9 percent) (table A-6). Those students who did not report any victimization also reported the highest rates of agreement with feeling safe in school (97.1 percent) compared to students who reported any criminal victimization (88.0 percent), theft victimization (89.8 percent), and violent victimization (82.4 percent).

FIGURE 6.

Percentage of students ages 12 through 18 who agree or strongly agree with statements about crime and feeling safe, by reported criminal victimization at school during the previous 6 months: School year 2016–17



! 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. Percentages include students who responded "agree" or "strongly agree" in response to the column header. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,023,000. "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), 2017.

FIND OUT MORE

For questions about content, to download this Statistics in Brief, or to view this report online, go to:

<http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2019064>

More detailed information on student victimization estimates from the 2017 School Crime Supplement 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:

Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., Kemp, J., Diliberti, M., and Oudekerk, B.A. (2018). *Indicators of School Crime and Safety: 2017* (NCES 2018-036/NCJ 251413). 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.

Student Reports of Bullying: Results From the 2017 School Crime Supplement to the National Crime Victimization Survey. Web Tables (NCES 2019-054). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019054>.

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 2017 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The National Center for Education Statistics (NCES) and Bureau of Justice Statistics co-designed 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, 2015, and 2017. 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,¹⁵ 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.¹⁶ 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.¹⁷ 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 (SCSWG_T) 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 25,023,000.

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 2017 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 9.4 and SAS-callable SUDAAN Release 11.0.3. The model applied to adjust variance estimations for the complex sample was the Taylor

¹⁵ 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.

¹⁶ For more information on the NCVS sample design and survey methodology, see <http://www.bjs.gov/index.cfm?ty=dcdetail&iid=245>.

¹⁷ 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 if they have attended school at any time during the school year of the interview. Students who receive all 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.

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 2017 (the incoming rotation interviews). An additional 5 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 2017 SCS data file contains all variables collected in the SCS as well as selected variables collected in the NCVS Basic Screen Questionnaire and NCVS Crime Incident Report. 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>.

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	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
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
Crime in the neighborhood where you live/go to school	SC212SCS, SC213SCS	
Drugs at school	SC041, SC159, SC209SCS	"Yes" on any item is "yes" drugs available at school
Engaged in a physical fight	SC103	

Continued on next page.

NCVS/SCS VARIABLES USED IN THIS REPORT—CONTINUED

Label in report	Data file source code	Calculation/recoding applied
Feared attack or harm	SC079, SC080	"Sometimes" or "most of the time" on either question is "yes" feared attack or harm
Feel safe in school	SC189SCS	
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 five categories collapsed into two (Public and Private)
Students required to wear badges or picture identification	SC094	
Visitors required to sign in	SC032	

RESPONSE RATES

In 2017, there were approximately 93,700 eligible households in the NCVS sample and 13,695 NCVS household members who were ages 12 through 18. Of those eligible, 7,146 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 76.9 percent, and the weighted student response rate was 52.5 percent. The overall weighted SCS unit response rate (calculated by multiplying the household response rate by the student response rate) was 40.3 percent.

Furthermore, as in most surveys, some individuals did not give a response to every item. However, individual item response rates for the 2017 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.¹⁸ The analysis of unit nonresponse bias found evidence of potential bias for both the NCVS and SCS portions of the interview. Respondents on both versions of the survey were included in the analysis. The unit nonresponse bias analysis takes into account nonresponses on both the NCVS and the SCS. For the 2017 SCS interview, Census' analysis of unit nonresponse bias found race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions are significantly different for only the race/

¹⁸ Memorandum for Rachel Hansen and Lynn Langton from Jennifer G. Tancreto, Subject: Source and Accuracy Statement for the 2017 School Crime Supplement to the National Crime Victimization Survey, July 18, 2018.

ethnicity subgroup. However, after using weights adjusted for person nonresponse, there is no evidence that these response differences introduced nonresponse bias in the final victimization estimates.

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 recognize that apparently large differences between estimates may not be significant differences due to large standard errors.¹⁹

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.

¹⁹ 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 2016–17

Reported criminal victimization	Bullied at school	Bullied inside school ¹	Bullied outside on school grounds	Bullied on the bus	Bullied online
All students	20.2	16.5	4.4	1.6	3.1
None	19.5	15.8	4.1	1.5	2.9
Victimization					
Any	50.6	44.9	17.8	5.8	8.2
Theft	36.6	30.4	16.8	5.0	5.4!
Violent	80.4	73.4	22.4!	8.0!	15.9!

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

¹ Includes reports of being bullied at school in a classroom, hallway or stairwell, bathroom or locker room, cafeteria, or somewhere else in 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 25,023,000. "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), 2017.

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 2016–17

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	8.6	0.7	3.3	31.7	21.2	23.2
None	8.4	0.7	3.0	31.4	21.0	22.8
Victimization						
Any	18.0	‡	16.8	44.0	30.3	40.8
Theft	20.2	‡	‡	48.9	32.4	47.7
Violent	12.8!	#	38.6	34.2	27.3	28.9

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, 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 25,023,000. "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), 2017.

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 2016–17

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	43.8	10.4	83.8	78.8
None	43.7	10.3	83.6	79.1
Victimization				
Any	46.3	11.4	89.5	68.1
Theft	48.9	9.4!	87.6	63.2
Violent	40.0	14.8!	90.9	76.4

! 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 25,023,000. "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), 2017.

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 2016–17

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	70.9	88.2	24.4	94.7	90.4
None	70.6	88.2	24.4	94.7	90.4
Victimization					
Any	84.5	88.3	24.2	92.7	92.4
Theft	88.6	85.7	28.0	93.7	94.6
Violent	75.5	93.2	15.6!	90.0	87.7

! 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 25,023,000. "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), 2017.

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 2016–17

Reported criminal victimization	Feared attack or harm ¹	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school ²
All students	4.2	1.2	0.8	1.3	4.9
None	3.9	1.0	0.7	1.2	4.7
Victimization					
Any	18.3	6.8!	4.6!	4.9!	15.3
Theft	13.1	‡	‡	‡	13.0
Violent	30.4	12.2!	8.7!	10.3!	21.7

! 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 25,023,000. "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), 2017.

Table A-6. Percentage of students ages 12 through 18 who agree or strongly agree with statements about crime and feeling safe, by reported criminal victimization at school during the previous 6 months: School year 2016–17

Reported criminal victimization	There is a lot of crime in the neighborhood where you live	There is a lot of crime in the neighborhood where you go to school	You feel safe in school
All students	10.1	9.8	96.9
None	10.1	9.5	97.1
Victimization			
Any	12.8	21.0	88.0
Theft	11.1!	16.5	89.8
Violent	15.8!	31.7	82.4

! 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. Percentages include students who responded "agree" or "strongly agree" in response to the column header. The weighted population estimate for all students meeting the criteria for inclusion in this table is 25,023,000. "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), 2017.

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 2016–17

Reported criminal victimization	Percent of students
None	0.22
Any	0.22
Theft	0.17
Violent	0.12
Simple assault	0.10
Serious violent	0.06
Rape and sexual assault	†
Robbery	†
Aggravated assault	0.05

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

Student and school characteristic	Standard error of weighted population estimate	Victimization			
		None	Reported criminal victimization		
			Any	Theft	Violent
All students	573,500	0.22	0.22	0.17	0.12
Sex					
Male	372,700	0.34	0.34	0.27	0.20
Female	321,700	0.28	0.28	0.24	0.14
Race/ethnicity					
White, not Hispanic or Latino	416,400	0.27	0.27	0.20	0.19
Black, not Hispanic or Latino	212,100	0.52	0.52	0.51	0.31
Hispanic or Latino	279,600	0.45	0.45	0.36	0.23
Asian, not Hispanic or Latino	109,700	1.05	1.05	1.05	†
All other races, not Hispanic or Latino	94,400	1.14	1.14	0.96	†
Grade					
6th	109,800	0.75	0.75	0.42	0.60
7th	162,500	0.60	0.60	0.39	0.45
8th	186,200	0.51	0.51	0.41	0.29
9th	157,300	0.67	0.67	0.60	†
10th	153,800	0.49	0.49	0.39	0.32
11th	148,700	0.40	0.40	0.36	†
12th	149,400	0.41	0.41	0.42	†
Household income					
Less than \$7,500	79,900	1.39	1.39	†	†
\$7,500–14,999	90,200	1.06	1.06	0.92	†
\$15,000–24,999	152,100	0.83	0.83	0.63	0.49
\$25,000–34,999	144,600	0.57	0.57	0.48	0.32
\$35,000–49,999	182,200	0.43	0.43	0.39	0.33
\$50,000 or more	392,300	0.31	0.31	0.24	0.14
Student-reported school type					
Public	536,300	0.24	0.24	0.20	0.13
Private	113,200	0.47	†	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

Reported criminal victimization	Bullied total	Bullied inside school	Bullied outside on school grounds	Bullied on the bus	Bullied online
All students	0.71	0.62	0.36	0.20	0.27
None	0.72	0.63	0.34	0.20	0.27
Victimization					
Any	4.20	4.09	3.66	1.43	2.42
Theft	5.36	5.16	3.93	1.06	2.33
Violent	6.50	7.20	7.21	3.84	5.83

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

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	0.48	0.14	0.28	0.77	0.67	0.83
None	0.48	0.14	0.28	0.79	0.66	0.83
Victimization						
Any	3.47	†	3.46	4.12	4.29	4.45
Theft	4.55	†	†	4.78	4.65	5.43
Violent	4.83	†	8.25	7.85	7.77	6.80

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

Reported criminal victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
All students	1.01	0.57	0.76	0.85
None	1.02	0.57	0.77	0.84
Victimization				
Any	4.51	3.09	3.34	4.00
Theft	5.62	3.52	4.53	4.88
Violent	7.99	6.25	4.58	7.35

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

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	1.06	0.58	0.99	0.40	0.53
None	1.07	0.58	0.99	0.41	0.54
Victimization					
Any	3.60	3.07	4.56	2.42	2.44
Theft	3.71	3.98	5.63	2.61	2.52
Violent	6.66	3.73	6.93	5.17	5.12

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

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 2016–17

Reported criminal victimization	Feared attack or harm	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school
Total	0.32	0.16	0.12	0.17	0.35
None	0.30	0.15	0.12	0.17	0.34
Victimization					
Any	3.60	2.45	1.54	1.94	2.80
Theft	3.74	†	†	†	2.92
Violent	7.48	5.60	3.26	4.60	6.37

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.

Table B-8. Standard errors for Table A-6: Percentage of students ages 12 through 18 who agree or strongly agree with statements about crime and feeling safe, by reported criminal victimization at school during the previous 6 months: School year 2016–17

Reported criminal victimization	There is a lot of crime in the neighborhood where you live	There is a lot of crime in the neighborhood where you go to school	You feel safe in school
All students	0.50	0.48	0.27
None	0.51	0.47	0.27
Victimization			
Any	3.27	4.10	3.05
Theft	3.79	4.43	3.70
Violent	5.81	7.83	5.70

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2017.