

Student Reports of Bullying: Results From the 2022 School Crime Supplement to the National Crime Victimization Survey

WEB TABLES
MAY 2024

NCES 2024-109rev
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES

This report presents findings on bullying in U.S. public and private schools from the 2022 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS).¹ The NCVS is a household-based survey of nonfatal personal and property crimes conducted annually by the Bureau of Justice Statistics (BJS). The biennial SCS survey, sponsored by the National Center for Education Statistics (NCES), asks NCVS household members ages 12-18 who are enrolled in grades 6-12 to report on crime-related topics pertinent to their school experience, including bullying.

The SCS defines bullying² as actions taken during school by one or more students that make another student feel bad or that are hurtful to another student. According to this definition, bullying can occur in person or using technologies such as a telephone, the Internet, or social media. Students who are bullied may experience one or more of the following behaviors: being made fun of, called names, or insulted; being made the subject of rumors or efforts to cause others to

dislike them; having their private information, photos, or videos shared hurtfully; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they do not want to do; being excluded from activities, social media, or other communications; and having their property destroyed on purpose.

The tables in this report provide national-level estimates of the extent to which students ages 12-18 enrolled in grades 6-12 experience bullying during school. The tables show how bullying victimization varies by student and school characteristics such as sex, race/ethnicity, grade, household income, region, school locale, school enrollment size, and the percentage of students eligible for free or reduced-price lunch. The tables also show how rates of bullying victimization vary by crime-related characteristics such as: the presence of gangs, guns, drugs, alcohol, and hate-related graffiti at school; selected school security measures; student criminal victimization; personal fear of attack

or harm; avoidance behaviors; fighting; and the carrying of weapons to school.

Table 1.1 provides an overview of the percentage of students who reported being bullied by student- and school-level sociodemographic characteristics (table 1.1).

Tables 2.1-2.15 present detailed information on bullying, including where the bullying occurred, repetition and power imbalance in incidents of bullying, the type of bullying and the perceived reason for it, whether the student notified an adult, and the negative effects of bullying, by selected student and school characteristics.

Tables 3.1-3.4 display the percentage of students who reported being bullied during school by student reports of unfavorable conditions at school, selected school security measures, criminal victimization at school or on the way to or from school, personal fear of attack or harm, avoidance behaviors, fighting, and the carrying of weapons to school.

Suggested citation: Thomsen, E., Henderson, M., Moore, A., Price, N., and McGarrah, M.W. (2024). *Student Reports of Bullying: Results From the 2022 School Crime Supplement to the National Crime Victimization Survey* (NCES 2024-109rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109rev>.

For questions about this report, contact Michael Walsh McGarrah, Study Director for Crime and Safety Surveys at the National Center for Education Statistics, at Michael.McGarrah@ed.gov. To view this report online, go to <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109rev>. This report was prepared under Contract No. 91990020A0017, Task Order No. 91990023F0316, with RTI International. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

In addition to the tables, the following sections include a list of related NCES reports, a description of the SCS data, SCS response rates, appended data, the treatment of missing data, and the variables used to generate the tables.

RELATED NCES REPORTS

Student Reports of Bullying: Results From the 2019 School Crime Supplement to the National Crime Victimization Survey (NCES 2022-031).
<https://nces.ed.gov/pubs2022/2022031.pdf>

Student Victimization in U.S. Schools: Results From the 2017 School Crime Supplement to the National Crime Victimization Survey (NCES 2019-064).
<https://nces.ed.gov/pubs2019/2019064.pdf>

Students' Perceptions of Bullying (NCES 2020-040).
<https://nces.ed.gov/pubs2020/2020040.pdf>

Electronic Bullying: Online and by Text (NCES 2020-042).
<https://nces.ed.gov/pubs2020/2020042.pdf>

Student Perceptions of School Discipline and the Presence of Gangs or Guns at School (NCES 2020-041).
<https://nces.ed.gov/pubs2020/2020041.pdf>

Report on Indicators of School Crime and Safety: 2022 (NCES 2023-092/NCJ 307328).
<https://nces.ed.gov/pubs2023/2023092.pdf>

DATA

The SCS was conducted in 1989, 1995, and biennially between 1999 and 2019, as a supplement to the NCVS. Due to the COVID-19 pandemic, the 2021 administration of the SCS was postponed until 2022.

The U.S. Census Bureau selects addresses for the NCVS using a stratified, multistage cluster sampling design. Within the sample, all persons in the household ages 12 and older are eligible to participate in the NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine the extent of their crime victimization during the 6 months before the interview. All NCVS respondents ages 12-18 are eligible to complete the SCS. Eligible respondents complete the SCS only after first completing the NCVS. The SCS is administered between January and June of the year of data collection.

In 2022, approximately 112,000 sampled households were eligible to participate in the NCVS, and those NCVS households included 12,500 members ages 12-18. After completing the NCVS, youth ages 12-18 in participating households must also meet certain criteria specified in a set of SCS screening questions. These criteria require students to be currently enrolled in a primary or secondary education program leading to a high school diploma or enrolled sometime during the school year of the interview, not enrolled in fifth grade or below,³ and not exclusively homeschooled during the school year.⁴

For a student's data to be included in this report, additional criteria were applied. Students had to be enrolled in grades 6-12 and could not have received any part of their education through homeschooling during the school year.

In 2022, a total of 5,500 NCVS respondents were screened for the SCS, of which 4,600 met the criteria for completing the survey and 4,580 met the additional criteria for inclusion in this report.⁵

All interviews for the 2022 NCVS/SCS were administered using computer-assisted interviewing. Generally, when a household is being interviewed for the first time, the interviews are conducted in person, while follow-up interviews with that household (interviews 2 through 7) are typically conducted by telephone.

The data file used to produce the SCS estimates and the survey instrument are available for download through the Inter-University Consortium for Political and Social Research (ICPSR) via the NCES Crime and Safety Surveys Program website, located at https://nces.ed.gov/programs/crime/student_data.asp.

The data file is available in multiple software formats and contains variables collected in the SCS and cleared for release. Additionally, data for selected variables that were collected in the NCVS Basic Screen Survey (NCVS-1) and NCVS Crime Incident Report (NCVS-2), as well as selected school characteristics data from the 2020-21 Common Core of Data (CCD) and the 2019-20 Private School Universe Survey (PSS), are appended to the 2022 SCS data file. School characteristics appended to the file include region, sector (public or private), locale, level, enrollment size, student-to-full-time-equivalent (FTE) teacher ratio, the percentage of students of color enrolled, and the percentage of students eligible for free or reduced-price lunch.

Nationally representative estimates were computed using the weight variable SCS PERSON WEIGHT. Standard errors that account for the study's complex sample design were calculated with the Taylor series method, using variables PSEUDOSTRATUM and SECUCODE.

RESPONSE RATES

Unit response rates were calculated by Census using the full response population. Because the SCS interview is conducted after at least one adult household member and the student of the household have responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate (66 percent) and the student interview completion rate (46 percent). The overall weighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was 30 percent.

As in most surveys, some individuals did not respond to every item; however, individual item response rates for the 2022 SCS were high. The unweighted item response rate on all items included in this report exceeded 88 percent. On most items, the response rate was 95 percent or higher.

NCES requires that any stage of data collection within a survey that has a base-weighted response rate of less than 85 percent be evaluated for nonresponse bias before the data, or any analyses, are released. In 2022, the analysis of unit nonresponse bias⁶ showed statistically significant differences in person-level response rates among geographic subgroups (region) and among certain

demographic subgroups (age). Additionally, the percentage distributions across region and age groups differed for respondents and nonrespondents. However, after using weights adjusted for person nonresponse, there is no evidence that response differences introduced nonresponse bias in the final victimization estimates.

OTHER DATA SOURCES

The characteristics of the schools attended by SCS respondents appear in tables 1.1, 2.2, 2.4, 2.6, 2.8, 2.10, 2.12, and 2.14. In the SCS interview, respondents provided their school's name, location, and other information that was linked to school data in the 2020-21 CCD and the 2019-20 PSS. Census captured the school characteristics from those external datasets and appended school characteristics variables to the SCS dataset. Information about the CCD is available at <https://nces.ed.gov/ccd/>, and information on the PSS is available at <https://nces.ed.gov/surveys/pss/>. Readers should note that data are weighted to be representative of youth ages 12-18 in U.S. households only. School characteristics are not included in the weighting process.

MISSING DATA

When calculating column totals, readers should note that there are several sources of missing data.

Among the 4,580 students who completed the SCS and were eligible to be included in this analysis, 50 student records were missing responses on all subparts of the bullying victimization indicator (VS0073-VS0079, SCS294). These students were excluded from all tables and represent a total weighted number of about 246,000 students with missing bullying victimization information. The total weighted number of students with bullying victimization data is 24.8 million. Due to missing data, table details do not reflect the total weighted student population (25.0 million). For school characteristics, 4,150 students (90.5 percent, representing 22.6 million students) had bullying victimization data and school-level characteristics data matched to the CCD or PSS files. The remaining 430 students, who represent approximately 2.4 million students when sample weights are applied, could not be matched to schools and/or were missing bullying victimization data and were excluded from the estimates by school characteristics (tables 1.1, 2.2, 2.4, 2.6, 2.8, 2.10, 2.12, and 2.14).

There may also be missing data for school characteristics taken from the CCD and PSS school files. Details on missing information from those files are available in the CCD and PSS documentation references above.

VARIABLES USED

All variables used to produce the estimates in this report are shown in the table below. The 2022 School Crime Supplement (SCS) data file contains all the variables shown here, as well as additional variables collected in the SCS survey and selected variables from the National Crime Victimization Survey (NCVS) Basic Screen Survey (NCVS-1) and the NCVS Crime Incident Report (NCVS-2). The estimates appearing in tables 1.1, 2.2, 2.4, 2.6, 2.8, 2.10, 2.12, and 2.14 show the characteristics of schools attended by SCS respondents, which come from variables found in the 2020-21 Common Core of Data (CCD) and the 2019-20 Private School Universe Survey (PSS).

The SCS data file and survey instrument can be downloaded from the Inter-University Consortium for Political and Social Research (ICPSR) via the NCES Crime and Safety Surveys website, located at <https://nces.ed.gov/programs/crime/surveys.asp>. The NCVS surveys are also available through ICPSR.

Label	Variable Name	Source
Adult notification	VS0088	SCS
Alcohol at school	VS0058	SCS
Avoided a specific place at school	VS0113-VS0120, SCS208	SCS
Avoided classes	VS0122, SCS302	SCS
Avoided school activities	VS0121	SCS
Bullied	VS0073-VS0079, SCS294	SCS
Carried a weapon	VS0127-VS0129	SCS
Drugs at school	VS0059, VS0067, SCS209, SCS293	SCS
Engaged in a physical fight	VS0071	SCS
Enrollment size	SCS218	CCD/PSS
Feared attack or harm	VS0124, VS0125	SCS
Frequency of bullying	VS0080, VS0089	SCS
Gangs present at school	VS0133	SCS
Grade	VS0017	SCS
Hate-related graffiti	VS0112	SCS
Household income	SC214A	NCVS-1
Level	SCS217	CCD/PSS
Locale	SCS216	CCD/PSS
Location of bullying (a classroom at school, hallway or stairwell at school, bathroom or locker room at school, a gymnasium or weight room at school, in a cafeteria or lunchroom at school, outside on school grounds, on a school bus or at a bus stop, and online or by text)	VS0081-VS0083, VS0085-VS0087, SCS299, SCS211	SCS
Multiple persons bullying	VS0092	SCS
Negative effect reported	SCS196-SCS199	SCS
Perceived relation of bullying to selected characteristics	SCS200-SCS206	SCS
Percentage of students eligible for free or reduced-price lunch	SCS221	CCD
Percentage of students of color enrolled	SCS220	CCD/PSS
Power imbalance of bullying	VS0092-VS0097	SCS
Race/ethnicity	V3023A, V3024	NCVS-1
Recurrence of bullying	VS0090	SCS
Region	SCS214	CCD/PSS
Saw student with a gun	VS0131	SCS
School type	SCS215	CCD/PSS
Security cameras	VS0043	SCS
Security guards or assigned police officers	VS0036	SCS
Sex	V3018	NCVS-1
Staff supervision in hallways	VS0037	SCS
Stayed home from school	VS0123	SCS
Student code of conduct	VS0044	SCS
Student-to-full-time-equivalent (FTE) teacher ratio	SCS219	CCD/PSS
Type of bullying	VS0073-VS0079, SCS294	SCS
Type of victimization	V4529_1 - V4529_7	NCVS-2

ENDNOTES

¹ The SCS data are available for download through ICPSR via the Student Surveys link at the NCES Crime and Safety Surveys website, located at <https://nces.ed.gov/programs/crime>.

² In contrast to the Centers for Disease Control and Prevention (CDC) Uniform Definition of Bullying, the SCS definition of bullying does not exclude acts of aggression committed by siblings or by current dating partners, nor does it require an observed or perceived power imbalance between the perpetrator and the victim, repetition of the act(s), or the victim's belief that the act(s) will be repeated; however, tables 2.3, 2.4, 2.11, 2.12, 2.13, 2.14, and 2.15 provide estimates of the aspects of the CDC Uniform Definition of Bullying that are not part of the SCS definition. See Gladden, R.M.,

Vivolo-Kantor, A.M., Hamburger, M.E., and Lumpkin, C.D. (2014). *Bullying Surveillance Among Youths: Uniform Definition for Public Health and Recommended Data Elements, Version 1.0*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and U.S. Department of Education.

<https://www.cdc.gov/violenceprevention/pdf/Bullying-Definitions-FINAL-a.pdf>

³ Students in ungraded programs can complete the SCS.

⁴ 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. The homeschool

criterion resulted in the exclusion of 273 students who were homeschooled during the 2021-22 school year. Of these, 15 percent reported receiving homeschooling because of prior experiences with bullying.

⁵ The 20 respondents who completed the survey but did not meet the criteria for inclusion in the report were either categorized as missing data for grade level (16 respondents) or responded with "Other" for grade level (4 respondents).

⁶ U.S. Department of Justice, Bureau of Justice Statistics. (2024). *National Crime Victimization Survey: School Crime Supplement 2022: Codebook* (ICPSR 38666). Ann Arbor: MI: Inter-University Consortium for Political and Social Research, located at <https://www.icpsr.umich.edu/web/ICPSR/studies/38666>.

Table 1.1. Bullying and student and school characteristics: Among all students, percentage who reported being bullied during school, by selected student and school characteristics: School year 2021–22

Student and school characteristics	Percentage of students who were bullied
Total	19.2
Sex	
Male	16.7
Female	21.8
Race/ethnicity ¹	
American Indian or Alaska Native	‡
Asian	9.0
Black	17.0
Hispanic or Latino	16.4
Native Hawaiian or Other Pacific Islander	‡
White	21.6
Two or more races	30.1
Grade ²	
6th	26.9
7th	26.3
8th	25.1
9th	17.7
10th	15.8
11th	10.4
12th	14.8
Household income ³	
Less than \$25,000	19.6
\$25,000–\$49,999	22.3
\$50,000–\$99,999	17.9
\$100,000–\$149,999	17.1
\$150,000 or more	19.5
Region	
Northeast	22.1
Midwest	22.1
South	17.3
West	19.3
Sector	
Public	20.0
Private ⁴	14.5
Catholic	15.2
Other religious	15.8
Nonsectarian	16.6
Locale	
City	19.0
Suburb	16.8
Town	23.4
Rural	23.8
Level ⁵	
Elementary	23.6
Middle	26.3
Secondary or high	15.7
Other	15.6
Enrollment size	
Fewer than 300 students	26.6
300–599	23.3
600–999	21.0
1,000–1,499	18.3
1,500–1,999	14.5
2,000 or more students	14.2

See notes at end of table.

Table 1.1. Bullying and student and school characteristics: Among all students, percentage who reported being bullied during school, by selected student and school characteristics: School year 2021–22—Continued

Student and school characteristics	Percentage of students who were bullied
Student-to-full-time-equivalent (FTE) teacher ratio	
Fewer than 13 students	21.2
13 to less than 16 students	21.3
16 to less than 20 students	18.8
20 or more students	17.0
Percentage of students of color enrolled ⁶	
Fewer than 5 percent	26.0
5 to less than 20 percent	24.7
20 to less than 50 percent	19.9
50 percent or more	16.9
Percentage of students eligible for free or reduced-price lunch ⁷	
0 to less than 20 percent	20.8
20 to less than 50 percent	21.8
50 percent or more	17.7

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students of Hispanic or Latino ethnicity are included in the “Hispanic or Latino” category regardless of race and are not included in the race categories. “Black” includes African American.

² The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

³ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

⁴ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

⁵ The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The “Secondary or high” level combines the “Secondary” and “High” school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

⁶ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁷ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S1.1. Standard errors for Table 1.1: Bullying and student and school characteristics: Among all students, percentage who reported being bullied during school, by selected student and school characteristics: School year 2021–22

Student and school characteristics	Percentage of students who were bullied
Total	0.70
Sex	
Male	1.00
Female	1.02
Race/ethnicity	
American Indian or Alaska Native	†
Asian	2.09
Black	1.81
Hispanic or Latino	1.36
Native Hawaiian or Other Pacific Islander	†
White	0.94
Two or more races	4.59
Grade	
6th	2.64
7th	1.77
8th	1.78
9th	1.55
10th	1.59
11th	1.12
12th	1.31
Household income	
Less than \$25,000	2.46
\$25,000–\$49,999	1.64
\$50,000–\$99,999	1.22
\$100,000–\$149,999	1.58
\$150,000 or more	1.36
Region	
Northeast	1.95
Midwest	1.49
South	1.00
West	1.64
Sector	
Public	0.79
Private	2.01
Catholic	4.04
Other religious	4.74
Nonsectarian	3.66
Locale	
City	1.39
Suburb	0.92
Town	2.47
Rural	1.64
Level	
Elementary	2.92
Middle	1.28
Secondary or high	0.78
Other	2.29
Enrollment size	
Fewer than 300 students	2.91
300–599	1.90
600–999	1.30
1,000–1,499	1.36
1,500–1,999	1.58
2,000 or more students	1.54

See notes at end of table.

Table S1.1. Standard errors for Table 1.1: Bullying and student and school characteristics: Among all students, percentage who reported being bullied during school, by selected student and school characteristics: School year 2021–22—Continued

Student and school characteristics	Percentage of students who were bullied
Student-to-full-time-equivalent (FTE) teacher ratio	
Fewer than 13 students	1.67
13 to less than 16 students	1.58
16 to less than 20 students	1.41
20 or more students	1.13
Percentage of students of color enrolled	
Less than 5 percent	4.70
5 to less than 20 percent	1.82
20 to less than 50 percent	1.20
50 percent or more	0.96
Percentage of students eligible for free or reduced-price lunch	
0 to less than 20 percent	1.86
20 to less than 50 percent	1.23
50 percent or more	1.37

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.1. Bullying location by student characteristics: Among students who reported being bullied during school, percentage who reported various locations where the bullying occurred, by selected student characteristics: School year 2021–22

Student characteristics	In a classroom	In a hallway or stairwell	In a bathroom or locker room	In a gymnasium or weight room	Cafeteria at school	Outside on school grounds	School bus	Online or by text
Total	39.0	37.5	11.9	10.8	25.1	24.4	9.8	21.6
Sex								
Male	39.3	38.8	12.4	11.8	25.3	25.0	10.0	14.1
Female	38.8	36.4	11.5	10.1	24.9	23.9	9.7	27.7
Race/ethnicity ¹								
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡	‡	‡	‡
Black	35.3	28.7	10.6 !	7.2 !	32.8	29.2	11.3 !	14.9 !
Hispanic or Latino	38.1	38.2	9.8	9.7	17.3	21.2	6.1	20.1
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
White	39.1	39.3	13.1	12.3	27.3	23.8	11.9	23.2
Two or more races	48.8	30.2	13.9 !	10.9 !	22.2 !	30.4	‡	17.0 !
Grade ²								
6th	32.5	37.8	11.6 !	11.6 !	20.0	33.7	14.7	11.1 !
7th	44.4	40.2	12.5	15.0	30.4	27.4	10.1	15.2
8th	39.3	40.5	10.6	11.9	24.9	25.0	8.4	18.9
9th	39.0	34.9	12.3	10.3	23.3	28.3	10.2	24.5
10th	43.0	31.0	10.9 !	5.5 !	27.6	13.9	8.2 !	33.2
11th	39.8	33.4	12.0	5.7	22.5	11.2 !	‡	27.6
12th	29.9	40.4	14.2	10.7 !	22.0	23.9	9.4 !	28.7
Household income ³								
Less than \$25,000	37.1	40.7	22.5	12.1 !	18.2	14.3	10.3 !	17.0
\$25,000–\$49,999	38.5	34.9	13.1	10.8	24.3	24.2	9.7	15.1
\$50,000–\$99,999	39.2	42.1	12.5	11.0	26.8	21.2	10.2	24.0
\$100,000–\$149,999	42.7	40.9	9.0 !	9.6 !	23.0	32.3	11.9	23.3
\$150,000 or more	37.7	30.3	6.6 !	10.8	28.3	28.2	7.9	26.6

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories. "Black" includes African American.

² The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

³ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Location totals may sum to more than 100 percent because students could have reported bullying in more than one location. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.1. Standard errors for Table 2.1: Bullying location by student characteristics: Among students who reported being bullied during school, percentage who reported various locations where the bullying occurred, by selected student characteristics: School year 2021–22

Student characteristics	In a classroom	In a hallway or stairwell	In a bathroom or locker room	In a gymnasium or weight room	Cafeteria at school	Outside on school grounds	School bus	Online or by text
Total	1.62	1.89	1.21	1.21	1.57	1.61	1.24	1.51
Sex								
Male	2.70	2.70	1.85	1.74	2.40	2.43	1.76	2.00
Female	2.28	2.64	1.67	1.50	2.27	2.26	1.57	2.31
Race/ethnicity								
American Indian or Alaska Native	†	†	†	†	†	†	†	†
Asian	†	†	†	†	†	†	†	†
Black	5.74	5.19	3.61	2.95	6.11	5.48	4.23	4.59
Hispanic or Latino	3.88	4.31	2.68	2.07	3.33	3.60	1.41	3.47
Native Hawaiian or Other Pacific Islander	†	†	†	†	†	†	†	†
White	2.35	2.27	1.66	1.69	2.24	2.04	1.80	2.09
Two or more races	7.37	6.46	5.27	4.55	7.58	7.57	†	6.13
Grade								
6th	5.00	5.18	3.85	3.52	4.74	5.40	4.32	3.63
7th	3.83	3.86	2.64	3.19	3.54	4.07	2.64	2.75
8th	3.94	4.47	2.46	2.96	3.60	3.31	2.14	3.09
9th	4.48	4.41	3.13	2.68	3.94	4.49	3.00	3.91
10th	5.35	4.93	3.36	2.05	5.36	3.84	3.93	5.81
11th	6.68	5.58	3.34	1.31	5.74	4.76	†	6.31
12th	5.40	5.48	4.10	3.83	4.59	4.52	3.26	5.27
Household income								
Less than \$25,000	6.02	6.85	5.06	3.89	4.86	3.87	3.69	4.81
\$25,000–\$49,999	3.51	3.69	2.76	2.35	3.67	3.37	2.52	3.05
\$50,000–\$99,999	3.51	3.25	2.11	2.31	3.27	2.58	2.44	2.72
\$100,000–\$149,999	4.90	5.08	3.02	3.16	4.65	4.34	3.10	4.23
\$150,000 or more	3.43	3.62	2.09	2.41	3.19	3.73	2.27	3.40

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.2. Bullying location by school characteristics: Among students who reported being bullied during school, percentage who reported various locations where the bullying occurred, by selected school characteristics: School year 2021–22

School characteristics	In a classroom	In a hallway or stairwell	In a bathroom or locker room	In a gymnasium or weight room	Cafeteria at school	Outside on school grounds	School bus	Online or by text
Total	39.0	37.5	11.9	10.8	25.1	24.4	9.8	21.6
Region								
Northeast	40.6	38.4	6.6 !	8.3 !	24.3	22.7	14.9	25.7
Midwest	39.2	39.7	16.5	12.6	25.8	22.4	9.9	22.4
South	41.1	37.9	14.5	10.7	26.4	19.2	7.9	20.0
West	37.1	33.7	9.8	10.7	22.4	40.0	6.9 !	19.4
Sector								
Public	39.7	38.1	13.1	10.6	24.8	26.1	9.9	21.5
Private ¹	38.0	26.3	‡	13.0 !	27.2	15.5 !	#	19.5
Catholic	‡	‡	‡	‡	‡	‡	‡	‡
Other religious	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡
Locale								
City	41.1	35.2	13.8	10.2	26.7	24.7	9.6	19.5
Suburb	39.7	37.4	8.0	8.6	19.4	30.1	10.3	23.5
Town	42.5	35.4	14.5	11.7	18.8	23.6	4.8 !	17.2
Rural	36.2	40.9	16.5	13.8	34.1	21.4	10.4	23.0
Level ²								
Elementary	40.0	33.6	‡	11.6 !	23.2	36.2	‡	19.7 !
Middle	41.1	40.9	12.6	13.5	26.5	29.3	11.7	14.7
Secondary or high	37.3	35.5	12.4	8.4	22.9	19.5	9.1	27.6
Other	41.9	32.9	13.4 !	12.7 !	35.7	19.6	‡	16.9 !
Enrollment size								
Fewer than 300 students	42.1	41.6	15.8	18.9	27.4	25.4	4.7 !	21.4
300–599	40.8	41.7	16.5	8.5	24.9	31.3	9.2	24.8
600–999	40.7	37.0	11.4	11.9	23.1	24.0	10.8	16.8
1,000–1,499	36.2	28.4	7.6	9.5	22.3	22.9	9.8	22.3
1,500–1,999	34.7	39.8	11.3 !	5.7 !	18.0	24.6	9.0 !	20.2
2,000 or more students	39.8	37.9	14.9 !	8.1 !	37.7	26.4	11.6 !	28.7
Student-to-full-time-equivalent (FTE) teacher ratio								
Fewer than 13 students	38.4	33.6	12.6	12.0	26.0	23.6	6.6 !	21.1
13 to less than 16 students	38.7	42.1	14.9	13.9	23.9	19.9	9.1	22.5
16 to less than 20 students	41.6	36.1	11.6	10.0	25.2	29.2	12.7	23.4
20 or more students	39.4	35.2	10.6	8.8	24.6	31.5	10.1	18.4
Percentage of students of color enrolled ³								
Less than 5 percent	‡	‡	‡	‡	‡	‡	‡	‡
5 to less than 20 percent	41.0	38.8	14.2	13.4	26.6	22.8	11.3	22.4
20 to less than 50 percent	37.3	42.2	12.1	9.5	26.1	27.5	9.2	24.5
50 percent or more	39.7	33.4	13.0	10.7	23.9	27.3	8.5	18.6

See notes at end of table.

Table 2.2. Bullying location by school characteristics: Among students who reported being bullied during school, percentage who reported various locations where the bullying occurred, by selected school characteristics: School year 2021–22—Continued

School characteristics	In a classroom	In a hallway or stairwell	In a bathroom or locker room	In a gymnasium or weight room	Cafeteria at school	Outside on school grounds	School bus	Online or by text
Percentage of students eligible for free or reduced-price lunch ⁴								
0 to less than 20 percent	32.8	40.0	4.9 !	6.6 !	23.5	29.4	9.6	23.8
20 to less than 50 percent	39.4	36.4	14.7	12.8	29.3	26.1	12.9	25.6
50 percent or more	35.5	36.7	11.5	11.0	23.0	23.0	6.7	16.7

Rounds to zero.

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

² The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The "Secondary or high" level combines the "Secondary" and "High" school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

³ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁴ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Location totals may sum to more than 100 percent because students could have reported bullying in more than one location. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Among students who reported being bullied during school, 6.9 percent did not match to a school in the CCD or PSS data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.2. Standard errors for Table 2.2: Bullying location by school characteristics: Among students who reported being bullied during school, percentage who reported various locations where the bullying occurred, by selected school characteristics: School year 2021–22

School characteristics	In a classroom	In a hallway or stairwell	In a bathroom or locker room	In a gymnasium or weight room	Cafeteria at school	Outside on school grounds	School bus	Online or by text
Total	1.62	1.89	1.21	1.21	1.57	1.61	1.24	1.51
Region								
Northeast	4.94	5.53	2.69	2.66	4.69	4.01	3.35	4.49
Midwest	3.70	4.41	2.44	2.81	2.95	3.04	2.53	3.02
South	3.15	3.22	2.30	1.85	2.99	2.55	1.61	2.58
West	3.94	4.48	2.51	2.94	2.99	4.10	2.79	2.77
Sector								
Public	1.85	2.09	1.33	1.24	1.69	1.76	1.26	1.65
Private	8.12	6.45	†	6.14	6.78	4.95	†	4.69
Catholic	†	†	†	†	†	†	†	†
Other religious	†	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†	†
Locale								
City	3.99	3.86	3.01	2.53	3.62	3.22	2.58	2.57
Suburb	3.12	3.24	1.59	1.53	2.74	3.20	1.85	3.14
Town	5.70	5.37	3.88	2.96	3.68	4.26	1.68	3.85
Rural	4.19	4.20	2.83	3.03	3.78	3.15	2.50	3.47
Level								
Elementary	6.47	7.29	†	5.31	5.86	7.48	†	6.37
Middle	2.89	2.86	2.16	2.32	2.81	2.64	2.01	2.03
Secondary or high	2.74	2.93	1.70	1.38	2.36	2.27	1.79	2.55
Other	7.87	7.48	6.54	5.47	7.28	5.68	†	6.36
Enrollment size								
Fewer than 300 students	6.06	6.42	3.74	3.44	5.15	4.76	2.35	4.10
300–599	4.26	4.97	3.31	2.43	4.18	4.03	2.60	3.97
600–999	3.88	3.37	2.56	2.49	3.55	3.16	2.27	2.60
1,000–1,499	3.93	3.74	2.27	2.67	4.06	3.74	2.41	3.69
1,500–1,999	6.27	5.42	4.29	2.49	4.42	5.70	4.24	5.62
2,000 or more students	5.85	6.07	4.59	3.33	5.92	5.14	4.24	4.99
Student-to-full-time-equivalent (FTE) teacher ratio								
Fewer than 13 students	4.58	5.24	3.55	2.97	3.94	3.92	2.21	4.20
13 to less than 16 students	3.71	3.45	2.99	2.67	3.43	3.05	2.21	3.02
16 to less than 20 students	3.64	3.54	2.53	2.39	2.99	2.94	2.75	3.25
20 or more students	4.05	4.28	2.46	2.22	3.51	4.42	2.95	3.71
Percentage of students of color enrolled								
Less than 5 percent	†	†	†	†	†	†	†	†
5 to less than 20 percent	4.20	4.51	2.48	2.45	3.12	2.97	2.53	3.07
20 to less than 50 percent	2.79	3.43	2.08	1.45	2.80	2.87	1.78	2.92
50 percent or more	3.13	2.78	2.30	1.99	2.75	3.01	2.01	2.48
Percentage of students eligible for free or reduced-price lunch								
0 to less than 20 percent	5.11	5.17	2.03	2.18	4.94	4.60	2.39	4.31
20 to less than 50 percent	3.46	3.07	2.38	2.31	3.14	3.08	2.48	3.23
50 percent or more	3.64	3.95	2.23	2.36	3.56	3.18	1.94	2.72

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.3. Bullying frequency by student characteristics: Among students who reported being bullied during school, percentage who thought the bullying would happen again and percentage distribution of the frequency of bullying, by selected student characteristics: School year 2021–22

Student characteristics	Student thinks bullying would happen again	Frequency of bullying					
		One day—number of times			Two days	Three to 10 days	More than 10 days
		Once	More than once	Don't know			
Total	41.3	20.8	6.0	5.7	17.6	31.5	18.5
Sex							
Male	36.1	24.5	4.1	5.7	15.4	32.9	17.3
Female	45.8	17.8	7.5	5.7	19.3	30.3	19.4
Race/ethnicity¹							
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡	‡	‡
Black	30.7	27.0	‡	12.5 !	12.5 !	24.4	18.7
Hispanic or Latino	36.7	19.9	7.1	8.9	19.9	27.5	16.6
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡
White	46.8	20.9	4.4	3.5	17.5	34.1	19.6
Two or more races	33.5	11.6 !	14.0 !	‡	17.0	34.1	17.0 !
Grade²							
6th	38.4	22.1	5.1 !	‡	21.1	28.3	19.7
7th	44.9	14.1	11.4	4.6 !	14.8	33.2	21.8
8th	39.8	16.9	4.4 !	6.4 !	18.3	29.2	24.7
9th	44.3	22.5	5.6 !	5.7 !	15.5	33.3	17.5
10th	41.4	23.1	6.9 !	9.7 !	16.2	28.8	15.3
11th	39.0	37.0	#	‡	15.5 !	35.8	11.1
12th	38.3	22.5	‡	7.8 !	23.5	33.8	9.1 !
Household income³							
Less than \$25,000	41.1	13.1 !	‡	8.7 !	23.2	35.2	14.6
\$25,000–\$49,999	43.7	17.9	9.6	5.6 !	15.7	29.3	21.9
\$50,000–\$99,999	43.1	25.1	4.3 !	4.9 !	15.5	30.3	19.8
\$100,000–\$149,999	41.7	18.7	4.1 !	5.1 !	20.0	32.7	19.3
\$150,000 or more	36.5	23.6	6.0 !	5.7 !	17.6	32.6	14.5

Rounds to zero.

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories. "Black" includes African American.

² The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

³ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.3. Standard errors for Table 2.3: Bullying frequency by student characteristics: Among students who reported being bullied during school, percentage who thought the bullying would happen again and percentage distribution of the frequency of bullying, by selected student characteristics: School year 2021–22

Student characteristics	Student thinks bullying would happen again	Frequency of bullying					
		One day—number of times			Two days	Three to 10 days	More than 10 days
		Once	More than once	Don't know			
Total	1.53	1.74	0.85	0.96	1.60	2.01	1.61
Sex							
Male	2.98	3.03	1.10	1.46	1.85	3.38	2.44
Female	2.47	2.02	1.29	1.32	2.28	2.51	1.83
Race/ethnicity							
American Indian or Alaska Native	†	†	†	†	†	†	†
Asian	†	†	†	†	†	†	†
Black	5.86	5.75	†	4.35	3.79	5.34	5.18
Hispanic or Latino	4.36	3.76	1.77	2.31	3.60	3.94	2.87
Native Hawaiian or Other Pacific Islander	†	†	†	†	†	†	†
White	2.16	1.96	1.01	0.98	1.94	2.42	1.94
Two or more races	8.05	5.03	5.23	†	5.07	8.93	6.10
Grade							
6th	5.67	4.75	2.37	†	4.78	5.76	4.37
7th	4.13	2.53	2.66	1.91	3.11	4.28	3.39
8th	3.67	3.39	1.75	2.41	3.16	3.92	3.55
9th	5.00	4.22	2.13	2.62	3.33	5.14	4.18
10th	5.28	4.56	2.57	3.66	3.57	5.68	3.76
11th	5.88	7.72	†	†	4.67	6.82	3.13
12th	5.65	4.74	†	2.75	5.17	5.75	3.52
Household income							
Less than \$25,000	5.77	4.20	†	3.79	5.23	5.46	4.08
\$25,000–\$49,999	3.77	3.34	2.27	2.03	2.51	3.85	3.30
\$50,000–\$99,999	3.29	3.21	1.37	1.68	2.50	3.56	3.11
\$100,000–\$149,999	4.66	4.07	1.57	2.27	3.93	4.49	3.73
\$150,000 or more	3.92	3.35	1.87	1.86	3.17	3.97	2.52

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.4. Bullying frequency by school characteristics: Among students who reported being bullied during school, percentage who thought the bullying would happen again and percentage distribution of the frequency of bullying, by selected school characteristics: School year 2021–22

School characteristics	Student thinks bullying would happen again	Frequency of bullying					
		One day—number of times			Two days	Three to 10 days	More than 10 days
		Once	More than once	Don't know			
Total	41.3	20.8	6.0	5.7	17.6	31.5	18.5
Region							
Northeast	39.3	23.1	7.3 !	5.3 !	12.6	30.9	20.9
Midwest	44.6	18.4	4.8	3.9 !	18.4	34.4	20.0
South	41.6	21.7	6.3	5.9 !	18.1	30.6	17.4
West	39.9	19.3	4.0 !	6.8 !	20.3	31.8	17.8
Sector							
Public	41.6	20.9	5.6	5.6	17.0	32.1	18.9
Private ¹	41.1	15.0 !	‡	‡	32.1	28.7	15.9 !
Catholic	‡	‡	‡	‡	‡	‡	‡
Other religious	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡
Locale							
City	42.7	21.1	6.7	4.2 !	19.1	30.1	18.8
Suburb	36.1	22.5	5.3	4.6	17.6	31.7	18.3
Town	45.6	20.4	‡	‡	16.7	37.0	16.5
Rural	45.8	17.5	5.4 !	8.2	17.2	31.2	20.5
Level²							
Elementary	40.5	19.1 !	‡	‡	16.2 !	28.9	25.2
Middle	45.0	16.3	7.7	5.3	16.5	31.1	23.1
Secondary or high	38.3	26.0	4.1	6.5	17.4	32.9	13.1
Other	38.9	13.4 !	8.9 !	‡	27.7	20.9 !	24.0 !
Enrollment size							
Fewer than 300 students	40.3	18.5	5.4 !	6.0 !	16.2	36.0	17.9
300–599	52.2	16.2	4.0 !	‡	18.9	37.7	21.2
600–999	39.0	18.8	7.2	5.4 !	19.1	27.6	21.9
1,000–1,499	38.8	24.1	5.3 !	5.7 !	22.6	25.5	16.9
1,500–1,999	32.6	24.6	‡	‡	10.3 !	40.2	14.7
2,000 or more students	46.2	25.1	5.7 !	10.4 !	12.9	33.5	12.4 !
Student-to-full-time-equivalent (FTE) teacher ratio							
Fewer than 13 students	37.9	20.4	9.1	5.2 !	16.9	33.7	14.7
13 to less than 16 students	41.3	20.1	4.0 !	6.5 !	23.1	26.0	20.2
16 to less than 20 students	42.3	19.8	3.2 !	6.4 !	12.6	36.5	21.6
20 or more students	47.6	20.5	7.3	4.1 !	16.5	33.1	18.6
Percentage of students of color enrolled³							
Less than 5 percent	‡	‡	‡	‡	‡	‡	‡
5 to less than 20 percent	44.4	17.1	5.4 !	3.8 !	19.9	38.7	15.1
20 to less than 50 percent	43.9	21.8	4.4	5.3 !	16.0	31.1	21.4
50 percent or more	39.8	21.4	7.0	6.1	17.7	28.1	19.7

See notes at end of table.

Table 2.4. Bullying frequency by school characteristics: Among students who reported being bullied during school, percentage who thought the bullying would happen again and percentage distribution of the frequency of bullying, by selected school characteristics: School year 2021–22—Continued

School characteristics	Student thinks bullying would happen again	Frequency of bullying					
		One day—number of times			Two days	Three to 10 days	More than 10 days
		Once	More than once	Don't know			
Percentage of students eligible for free or reduced-price lunch ⁴							
0 to less than 20 percent	35.1	17.6	4.2 !	7.0 !	19.7	38.9	12.6
20 to less than 50 percent	39.5	24.3	6.1	5.7	13.8	30.8	19.4
50 percent or more	43.2	20.0	5.5 !	6.9	17.5	29.1	21.1

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

² The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The “Secondary or high” level combines the “Secondary” and “High” school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

³ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁴ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Among students who reported being bullied during school, 6.9 percent did not match to a school in the CCD or PSS data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.4. Standard errors for Table 2.4: Bullying frequency by school characteristics: Among students who reported being bullied during school, percentage who thought the bullying would happen again and percentage distribution of the frequency of bullying, by selected school characteristics: School year 2021–22

School characteristics	Student thinks bullying would happen again	Frequency of bullying					
		One day—number of times			Two days	Three to 10 days	More than 10 days
		Once	More than once	Don't know			
Total	1.53	1.74	0.85	0.96	1.60	2.01	1.61
Region							
Northeast	4.88	4.67	2.76	2.26	3.29	4.72	3.99
Midwest	3.39	3.26	1.43	1.60	3.09	4.14	3.19
South	3.05	3.01	1.59	1.89	2.75	3.25	2.53
West	3.79	3.25	1.47	2.46	4.03	5.00	3.61
Sector							
Public	1.67	1.86	0.91	1.02	1.64	2.15	1.73
Private	7.67	6.91	†	†	6.91	6.34	5.69
Catholic	†	†	†	†	†	†	†
Other religious	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†
Locale							
City	3.25	3.65	1.73	1.59	2.76	3.17	2.91
Suburb	3.01	3.11	1.43	1.37	2.49	3.20	2.62
Town	5.98	4.17	†	†	4.33	8.17	4.68
Rural	3.45	2.85	1.67	2.31	3.39	3.57	3.09
Level							
Elementary	7.60	6.03	†	†	5.27	7.16	6.23
Middle	2.86	2.25	1.66	1.53	2.41	3.18	2.83
Secondary or high	2.53	2.51	0.87	1.48	1.97	2.80	1.98
Other	8.34	5.52	3.99	†	7.80	6.91	8.16
Enrollment size							
Fewer than 300 students	5.00	4.31	2.22	2.92	4.03	6.52	4.46
300–599	4.96	3.30	1.59	†	3.47	4.70	3.83
600–999	3.27	2.71	1.99	1.73	3.17	3.05	2.98
1,000–1,499	4.16	3.77	1.90	1.79	3.69	3.88	3.44
1,500–1,999	5.06	5.27	†	†	3.19	6.28	3.67
2,000 or more students	5.93	5.66	2.43	4.46	3.78	5.53	3.93
Student-to-full-time-equivalent (FTE) teacher ratio							
Fewer than 13 students	4.22	4.55	2.56	2.30	4.04	4.37	3.11
13 to less than 16 students	3.74	3.12	1.42	2.10	3.13	3.44	2.96
16 to less than 20 students	3.98	2.74	1.20	2.00	2.26	3.94	2.62
20 or more students	3.94	3.85	2.04	1.82	3.75	4.36	3.64
Percentage of students of color enrolled							
Less than 5 percent	†	†	†	†	†	†	†
5 to less than 20 percent	3.88	3.20	1.66	1.70	3.66	4.34	2.89
20 to less than 50 percent	3.23	2.96	1.26	1.64	2.69	3.60	2.76
50 percent or more	2.59	2.90	1.62	1.62	2.55	2.52	2.67
Percentage of students eligible for free or reduced-price lunch							
0 to less than 20 percent	5.16	4.16	1.86	2.69	4.04	4.97	3.75
20 to less than 50 percent	2.99	3.47	1.57	1.65	2.67	3.31	2.55
50 percent or more	3.41	3.16	1.67	1.97	2.72	3.12	3.20

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.5. Type of bullying by student characteristics: Among all students, percentage who experienced various types of bullying, by selected student characteristics: School year 2021–22

Student characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Total	19.2	11.9	13.0	2.5	3.3	4.9	2.5	3.7	1.4
Sex									
Male	16.7	10.5	9.7	1.8	3.7	6.0	2.6	2.6	2.0
Female	21.8	13.4	16.6	3.2	2.9	3.7	2.5	4.9	0.8
Race/ethnicity ¹									
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
Asian	9.0	5.5 !	6.5	‡	‡	‡	2.2 !	2.4 !	#
Black	17.0	10.4	10.8	3.2	4.3	3.9	3.3	2.7 !	1.7 !
Hispanic or Latino	16.4	9.5	11.2	2.4	2.1	4.4	1.9	2.2	1.1 !
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
White	21.6	13.5	14.8	2.5	3.7	5.6	2.8	4.8	1.7
Two or more races	30.1	24.2	20.2	2.6 !	7.6 !	9.3 !	2.7 !	4.6 !	‡
Grade ²									
6th	26.9	18.4	16.5	2.6	4.6	12.0	4.6	4.0	4.7
7th	26.3	20.7	15.3	4.2	5.5	8.5	3.8	5.2	1.9
8th	25.1	16.1	17.4	2.2	3.5	8.4	3.9	3.7	1.7
9th	17.7	9.9	12.0	3.2	3.1	2.7	1.6	3.5	1.1 !
10th	15.8	7.9	12.4	2.5	3.3	3.4	2.0 !	2.1	0.7 !
11th	10.4	6.2	7.0	1.4	1.7	0.9 !	1.8 !	3.3	‡
12th	14.8	6.7	11.5	1.5 !	1.9 !	1.2 !	0.9 !	4.5	‡
Household income ³									
Less than \$25,000	19.6	13.1	12.9	2.5 !	3.6	4.9	3.2 !	2.6	3.3
\$25,000–\$49,999	22.3	14.3	15.7	2.4	4.0	5.8	2.7	4.0	1.0 !
\$50,000–\$99,999	17.9	11.0	11.6	2.8	4.0	4.9	2.1	3.7	1.4
\$100,000–\$149,999	17.1	11.6	12.1	2.5 !	2.1 !	4.9	2.7	3.5	1.2 !
\$150,000 or more	19.5	10.6	13.3	2.3	2.6	4.0	2.5	4.2	0.9 !

Rounds to zero.

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories.

"Black" includes African American.

² The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

³ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. "Bullied in any way" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.5. Standard errors for Table 2.5: Type of bullying by student characteristics: Among all students, percentage who experienced various types of bullying, by selected student characteristics: School year 2021–22

Student characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Total	0.70	0.55	0.59	0.26	0.32	0.39	0.27	0.30	0.19
Sex									
Male	1.00	0.75	0.85	0.29	0.46	0.63	0.40	0.41	0.31
Female	1.02	0.88	0.91	0.45	0.44	0.43	0.38	0.47	0.19
Race/ethnicity									
American Indian or Alaska Native	†	†	†	†	†	†	†	†	†
Asian	2.09	1.68	1.61	†	†	†	1.05	0.90	†
Black	1.81	1.48	1.52	0.90	0.94	0.93	0.85	0.84	0.54
Hispanic or Latino	1.36	1.01	1.18	0.52	0.41	0.69	0.44	0.48	0.35
Native Hawaiian or Other Pacific Islander	†	†	†	†	†	†	†	†	†
White	0.94	0.70	0.75	0.34	0.44	0.57	0.41	0.45	0.29
Two or more races	4.59	4.23	3.48	1.23	2.72	2.93	1.32	1.75	†
Grade									
6th	2.64	2.27	2.22	0.74	1.10	1.94	1.37	1.20	1.31
7th	1.77	1.65	1.62	0.86	1.04	1.26	0.82	0.67	0.55
8th	1.78	1.57	1.62	0.64	0.70	1.13	0.66	0.70	0.48
9th	1.55	1.21	1.33	0.69	0.71	0.65	0.46	0.74	0.52
10th	1.59	1.17	1.34	0.69	0.72	0.75	0.63	0.55	0.30
11th	1.12	0.96	0.95	0.32	0.52	0.35	0.60	0.73	†
12th	1.31	0.94	1.25	0.54	0.62	0.40	0.42	0.82	†
Household income									
Less than \$25,000	2.46	1.94	2.26	0.76	0.96	1.16	0.98	0.76	0.85
\$25,000–\$49,999	1.64	1.35	1.42	0.52	0.75	0.82	0.66	0.66	0.36
\$50,000–\$99,999	1.22	0.93	0.97	0.51	0.59	0.64	0.39	0.59	0.34
\$100,000–\$149,999	1.58	1.30	1.37	0.77	0.66	0.99	0.74	0.74	0.46
\$150,000 or more	1.36	1.01	1.23	0.45	0.52	0.66	0.61	0.65	0.33

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.6. Type of bullying by school characteristics: Among all students, percentage who experienced various types of bullying, by selected school characteristics: School year 2021–22

School characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Total	19.2	11.9	13.0	2.5	3.3	4.9	2.5	3.7	1.4
Region									
Northeast	22.1	14.6	13.4	2.1 !	3.9	5.0	1.8 !	3.9	1.8 !
Midwest	22.1	14.2	15.4	3.1	4.0	5.4	3.1	4.9	1.0 !
South	17.3	10.6	11.9	2.7	3.1	4.7	2.6	3.6	1.6
West	19.3	11.8	13.0	2.1	3.0	5.2	2.5	2.8	1.1 !
Sector									
Public	20.0	12.6	13.6	2.6	3.6	5.2	2.6	3.8	1.4
Private ¹	14.5	7.8	8.2	2.1 !	‡	2.3 !	2.2 !	2.7 !	‡
Catholic	15.2	8.6 !	9.6 !	3.4 !	‡	‡	#	‡	#
Other religious	15.8	7.3 !	10.0 !	‡	#	‡	‡	‡	‡
Nonsectarian	16.6	10.2	8.0 !	‡	#	‡	‡	‡	#
Locale									
City	19.0	13.4	11.9	2.1	3.8	5.2	2.7	3.6	1.3
Suburb	16.8	9.7	11.5	2.9	3.0	3.9	2.3	2.8	1.2
Town	23.4	13.9	17.6	2.0	3.8	5.4	2.4	3.9	1.4 !
Rural	23.8	15.0	15.7	3.0	3.5	6.6	3.0	5.8	1.8 !
Level ²									
Elementary	23.6	16.5	15.5	6.2 !	2.9 !	7.9	3.0 !	6.0	‡
Middle	26.3	19.1	16.4	2.5	5.5	9.8	4.4	4.2	2.8
Secondary or high	15.7	8.2	11.4	2.2	2.5	2.3	1.6	3.3	0.8
Other	15.6	9.3	10.3	2.3 !	‡	4.1 !	2.3 !	3.2 !	‡
Enrollment size									
Fewer than 300 students	26.6	17.2	17.7	3.6	4.2	9.9	2.6 !	6.9	‡
300–599	23.3	15.1	16.6	3.4	4.6	5.6	3.4	4.6	1.7 !
600–999	21.0	14.4	13.5	1.9	3.1	5.7	2.8	3.2	2.0
1,000–1,499	18.3	11.3	11.5	2.5	2.7	4.3	2.6	2.6	1.5 !
1,500–1,999	14.5	8.4	9.6	2.7	2.9	2.7	2.1 !	3.1	‡
2,000 or more students	14.2	6.8	11.1	1.9 !	3.5	2.8	1.6 !	3.7	‡
Student-to-full-time-equivalent (FTE) teacher ratio									
Fewer than 13 students	21.2	13.5	13.0	2.9	3.0	6.2	2.0 !	4.6	2.1 !
13 to less than 16 students	21.3	14.1	14.8	2.4	3.9	5.1	3.6	3.4	1.0 !
16 to less than 20 students	18.8	11.3	12.9	2.7	3.9	5.3	2.4	3.9	1.3
20 or more students	17.0	11.3	11.6	1.9	3.1	3.8	1.7	3.3	1.2 !
Percentage of students of color enrolled ³									
Less than 5 percent	26.0	13.2	19.5	‡	‡	7.3 !	4.0 !	6.1 !	‡
5 to less than 20 percent	24.7	15.3	17.6	3.0	3.2	5.6	2.5	4.7	1.6
20 to less than 50 percent	19.9	12.4	12.9	2.8	3.3	6.2	3.0	4.9	1.5
50 percent or more	16.9	11.0	11.2	2.2	3.7	4.0	2.2	2.5	1.2

See notes at end of table.

Table 2.6. Type of bullying by school characteristics: Among all students, percentage who experienced various types of bullying, by selected school characteristics: School year 2021–22—Continued

School characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Percentage of students eligible for free or reduced-price lunch ⁴									
0 to less than 20 percent	20.8	12.9	13.8	2.2 !	2.3	5.3	2.1 !	3.2	‡
20 to less than 50 percent	21.8	13.6	14.9	3.6	4.2	5.8	3.2	5.1	1.3
50 percent or more	17.7	11.6	11.7	1.4	3.8	4.4	2.1	2.7	1.6

Rounds to zero.

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

² The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The “Secondary or high” level combines the “Secondary” and “High” school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

³ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁴ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. “Bullied in any way” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.6. Standard errors for Table 2.6: Type of bullying by school characteristics: Among all students, percentage who experienced various types of bullying, by selected school characteristics: School year 2021–22

School characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Total	0.70	0.55	0.59	0.26	0.32	0.39	0.27	0.30	0.19
Region									
Northeast	1.95	1.73	1.51	0.75	0.96	1.07	0.69	0.87	0.65
Midwest	1.49	1.12	1.35	0.61	0.72	0.71	0.58	0.78	0.31
South	1.00	0.87	0.88	0.46	0.45	0.54	0.45	0.42	0.35
West	1.64	1.13	1.64	0.49	0.68	1.16	0.65	0.60	0.35
Sector									
Public	0.79	0.62	0.66	0.29	0.37	0.44	0.30	0.33	0.21
Private	2.01	1.44	1.43	0.71	†	0.90	0.93	0.94	†
Catholic	4.04	3.04	3.08	1.24	†	†	†	†	†
Other religious	4.74	2.95	3.97	†	†	†	†	†	†
Nonsectarian	3.66	2.82	2.50	†	†	†	†	†	†
Locale									
City	1.39	1.23	1.07	0.48	0.67	0.83	0.58	0.60	0.38
Suburb	0.92	0.78	0.72	0.43	0.48	0.46	0.39	0.36	0.35
Town	2.47	1.83	2.48	0.60	0.84	1.42	0.73	1.08	0.47
Rural	1.64	1.35	1.23	0.66	0.80	0.87	0.68	0.80	0.55
Level									
Elementary	2.92	2.76	2.35	1.86	1.27	1.95	1.15	1.79	†
Middle	1.28	1.18	1.24	0.46	0.73	0.98	0.63	0.54	0.44
Secondary or high	0.78	0.62	0.67	0.31	0.32	0.30	0.30	0.38	0.20
Other	2.29	1.71	2.01	0.96	†	1.40	1.01	1.06	†
Enrollment size									
Fewer than 300 students	2.91	1.84	3.06	1.03	1.24	2.00	0.84	1.64	†
300–599	1.90	1.53	1.63	0.82	0.87	0.97	0.86	0.82	0.58
600–999	1.30	1.21	1.10	0.41	0.58	0.80	0.51	0.60	0.43
1,000–1,499	1.36	1.31	1.16	0.67	0.59	0.65	0.55	0.52	0.47
1,500–1,999	1.58	1.36	1.28	0.70	0.72	0.72	0.68	0.75	†
2,000 or more students	1.54	1.02	1.47	0.61	0.85	0.79	0.77	0.74	†
Student-to-full-time-equivalent (FTE) teacher ratio									
Fewer than 13 students	1.67	1.25	1.33	0.69	0.67	1.07	0.60	0.94	0.65
13 to less than 16 students	1.58	1.41	1.25	0.53	0.69	0.78	0.70	0.59	0.35
16 to less than 20 students	1.41	1.07	1.23	0.54	0.65	0.85	0.54	0.63	0.36
20 or more students	1.13	0.92	1.07	0.44	0.65	0.68	0.45	0.63	0.39
Percentage of students of color enrolled									
Less than 5 percent	4.70	3.90	3.82	†	†	2.55	1.45	2.51	†
5 to less than 20 percent	1.82	1.25	1.92	0.71	0.74	1.13	0.57	0.81	0.44
20 to less than 50 percent	1.20	0.97	0.96	0.45	0.50	0.63	0.51	0.54	0.36
50 percent or more	0.96	0.87	0.78	0.36	0.51	0.52	0.39	0.35	0.28

See notes at end of table.

Table S2.6. Standard errors for Table 2.6: Type of bullying by school characteristics: Among all students, percentage who experienced various types of bullying, by selected school characteristics: School year 2021–22—Continued

School characteristics	Bullied in any way	Made fun of, called names, or insulted	Spread rumors	Shared private information, photos, or videos	Threatened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things they did not want to do	Excluded from activities, social media, or communications	Property destroyed on purpose
Percentage of students eligible for free or reduced-price lunch									
0 to less than 20 percent	1.86	1.48	1.62	0.77	0.66	0.92	0.76	0.71	†
20 to less than 50 percent	1.23	1.02	1.05	0.57	0.72	0.81	0.63	0.69	0.38
50 percent or more	1.37	1.14	1.07	0.39	0.64	0.59	0.45	0.50	0.37

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.7. Negative effects of bullying by student characteristics: Among students who reported being bullied during school, percentage who notified an adult about the bullying and percentage who reported negative effects of bullying in various aspects of their lives, by selected student characteristics: School year 2021–22

Student characteristics	Adult was notified about the bullying	Negative effects reported ¹			
		Schoolwork	Relationships with family and friends	Feelings about self	Physical health
Total	44.2	19.7	18.5	27.8	13.4
Sex					
Male	43.7	16.2	13.2	21.3	8.9
Female	44.5	22.6	22.8	33.0	17.1
Race/ethnicity ²					
American Indian or Alaska Native	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡
Black	52.0	17.8	5.5 !	21.9	10.3 !
Hispanic or Latino	35.9	18.8	14.2	27.4	12.1
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
White	44.2	19.9	23.6	28.3	15.4
Two or more races	53.7	27.2	8.2 !	33.9	8.1 !
Grade ³					
6th	61.7	17.8	7.2 !	21.2	8.8 !
7th	57.0	20.4	18.9	30.4	15.5
8th	39.2	17.5	17.1	28.1	12.4
9th	36.5	24.3	18.1	22.2	15.0
10th	37.0	18.1	20.8	37.2	17.5
11th	40.7	17.3	17.7	26.8	14.7 !
12th	32.2	22.5	31.2	26.2	8.4 !
Household income ⁴					
Less than \$25,000	45.1	22.4	15.9	29.9	8.7 !
\$25,000–\$49,999	48.1	27.1	17.2	29.9	17.7
\$50,000–\$99,999	45.0	20.5	19.7	30.8	12.0
\$100,000–\$149,999	43.5	17.4	18.0	29.7	15.1
\$150,000 or more	39.0	11.2	19.9	19.1	11.8

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes students who reported being negatively affected by bullying “somewhat” or “a lot” in various aspects of their lives, such as schoolwork. Affected aspects may sum to more than total because students could have experienced negative effects in more than one aspect of their lives.

² Students of Hispanic or Latino ethnicity are included in the “Hispanic or Latino” category regardless of race and are not included in the race categories. “Black” includes African American.

³ The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

⁴ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.7. Standard errors for Table 2.7: Negative effects of bullying by student characteristics: Among students who reported being bullied during school, percentage who notified an adult about the bullying and percentage who reported negative effects of bullying in various aspects of their lives, by selected student characteristics: School year 2021–22

Student characteristics	Adult was notified about the bullying	Negative effects reported			
		Schoolwork	Relationships with family and friends	Feelings about self	Physical health
Total	1.99	1.58	1.53	1.97	1.21
Sex					
Male	2.71	2.13	1.95	3.09	1.74
Female	2.68	2.07	2.31	2.22	1.96
Race/ethnicity					
American Indian or Alaska Native	†	†	†	†	†
Asian	†	†	†	†	†
Black	5.60	4.97	2.50	4.95	3.43
Hispanic or Latino	4.22	3.50	2.81	3.83	2.69
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
White	2.66	1.87	2.13	2.33	1.66
Two or more races	8.37	6.27	3.98	7.22	3.53
Grade					
6th	5.39	4.18	2.78	4.71	3.02
7th	4.15	3.41	3.43	4.07	2.78
8th	3.72	3.27	3.10	4.36	2.63
9th	4.44	3.98	3.53	3.94	3.41
10th	5.04	4.22	4.43	5.67	4.49
11th	6.57	4.95	5.11	5.55	4.49
12th	5.66	5.14	5.62	5.47	3.26
Household income					
Less than \$25,000	6.53	5.67	4.35	6.96	3.39
\$25,000–\$49,999	3.64	3.23	3.15	3.51	3.20
\$50,000–\$99,999	3.67	2.65	2.91	3.03	2.03
\$100,000–\$149,999	5.43	3.57	3.27	4.97	3.44
\$150,000 or more	4.00	2.58	3.09	3.28	2.61

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.8. Negative effects of bullying by school characteristics: Among students who reported being bullied during school, percentage who notified an adult about the bullying and percentage who reported negative effects of bullying in various aspects of their lives, by selected school characteristics: School year 2021–22

School characteristics	Adult was notified about the bullying	Negative effects reported ¹			
		Schoolwork	Relationships with family and friends	Feelings about self	Physical health
Total	44.2	19.7	18.5	27.8	13.4
Region					
Northeast	50.4	16.4	14.8	19.6	13.7
Midwest	43.5	22.5	22.6	34.1	14.5
South	43.8	19.0	16.6	25.4	13.4
West	40.2	20.1	18.7	31.6	11.4
Sector					
Public	43.7	20.3	18.5	28.6	13.4
Private ²	49.3	8.9 !	14.7 !	18.4 !	10.0 !
Catholic	‡	‡	‡	‡	‡
Other religious	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡
Locale					
City	43.3	25.2	20.2	28.9	14.7
Suburb	45.1	17.1	17.1	24.0	11.8
Town	40.8	16.9	12.5 !	36.0	16.4
Rural	45.0	18.9	21.4	28.4	12.1
Level ³					
Elementary	65.9	25.7	14.3 !	41.3	15.2 !
Middle	50.2	18.1	16.3	24.8	13.3
Secondary or high	36.6	20.4	21.2	28.1	13.4
Other	42.9	18.3 !	15.7 !	28.0	13.7 !
Enrollment size					
Fewer than 300 students	47.0	20.5	18.1	42.8	19.3
300–599	51.1	17.8	17.3	30.4	14.3
600–999	48.1	18.9	16.7	22.4	12.0
1,000–1,499	39.0	22.6	21.2	24.4	10.2
1,500–1,999	34.3	17.9	19.0	22.6	11.1 !
2,000 or more students	35.6	21.7	17.9	27.8	14.4 !
Student-to-full-time-equivalent (FTE) teacher ratio					
Fewer than 13 students	57.5	15.9	13.9	23.3	16.6
13 to less than 16 students	38.9	17.3	20.8	28.5	9.4
16 to less than 20 students	43.3	24.8	22.4	29.4	13.9
20 or more students	40.8	24.2	13.9	29.4	13.4
Percentage of students of color enrolled ⁴					
Less than 5 percent	‡	‡	‡	‡	‡
5 to less than 20 percent	42.0	17.8	21.6	33.5	15.2
20 to less than 50 percent	39.5	17.9	19.9	22.8	10.5
50 percent or more	48.5	23.4	15.2	26.8	15.3

See notes at end of table.

Table 2.8. Negative effects of bullying by school characteristics: Among students who reported being bullied during school, percentage who notified an adult about the bullying and percentage who reported negative effects of bullying in various aspects of their lives, by selected school characteristics: School year 2021–22—Continued

School characteristics	Adult was notified about the bullying	Negative effects reported ¹			
		Schoolwork	Relationships with family and friends	Feelings about self	Physical health
Percentage of students eligible for free or reduced-price lunch ⁵					
0 to less than 20 percent	41.2	14.3	19.6	19.6	12.1 !
20 to less than 50 percent	42.6	22.8	17.7	31.7	14.6
50 percent or more	44.7	24.2	18.2	26.9	12.5

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes students who reported being negatively affected by bullying "somewhat" or "a lot" in various aspects of their lives, such as schoolwork. Affected aspects may sum to more than total because students could have experienced negative effects in more than one aspect of their lives.

² Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

³ The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The "Secondary or high" level combines the "Secondary" and "High" school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

⁴ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁵ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Among students who reported being bullied during school, 6.9 percent did not match to a school in the CCD or PSS data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.8. Standard errors for Table 2.8: Negative effects of bullying by school characteristics: Among students who reported being bullied during school, percentage who notified an adult about the bullying and percentage who reported negative effects of bullying in various aspect of their lives, by selected school characteristics: School year 2021–22

School characteristics	Adult was notified about the bullying	Negative effects reported			
		Schoolwork	Relationships with family and friends	Feelings about self	Physical health
Total	1.99	1.58	1.53	1.97	1.21
Region					
Northeast	5.17	3.44	3.17	4.31	3.66
Midwest	4.73	3.07	2.83	3.74	2.69
South	3.52	2.52	2.70	2.86	2.30
West	4.13	4.05	3.64	5.41	2.10
Sector					
Public	2.22	1.71	1.66	2.12	1.25
Private	7.80	4.47	5.11	5.55	4.52
Catholic	†	†	†	†	†
Other religious	†	†	†	†	†
Nonsectarian	†	†	†	†	†
Locale					
City	4.09	3.77	3.11	3.59	2.69
Suburb	3.15	2.73	2.40	2.91	2.07
Town	4.49	4.46	3.77	5.08	3.33
Rural	4.58	2.59	3.27	4.07	2.20
Level					
Elementary	6.83	6.53	4.76	7.04	5.31
Middle	2.74	2.30	2.20	2.53	1.84
Secondary or high	3.01	2.26	2.35	2.72	2.09
Other	8.29	7.17	5.67	7.39	5.44
Enrollment size					
Fewer than 300 students	5.88	4.67	4.19	5.88	4.07
300–599	4.76	3.24	2.89	4.30	3.09
600–999	3.55	2.81	2.78	2.83	1.96
1,000–1,499	4.09	3.81	3.61	3.60	2.47
1,500–1,999	4.77	4.95	4.58	5.32	3.41
2,000 or more students	6.26	5.18	5.27	6.59	5.04
Student-to-full-time-equivalent (FTE) teacher ratio					
Fewer than 13 students	4.80	3.46	3.16	4.18	3.52
13 to less than 16 students	3.70	2.92	3.04	3.49	2.01
16 to less than 20 students	3.80	3.27	3.67	3.40	2.25
20 or more students	4.76	3.79	3.57	4.40	2.80
Percentage of students of color enrolled					
Less than 5 percent	†	†	†	†	†
5 to less than 20 percent	4.17	3.20	3.79	5.04	2.71
20 to less than 50 percent	3.22	2.25	2.53	2.74	1.79
50 percent or more	3.19	2.89	2.39	3.09	2.31
Percentage of students eligible for free or reduced-price lunch					
0 to less than 20 percent	5.28	3.66	4.81	4.51	3.75
20 to less than 50 percent	3.81	2.87	2.77	3.64	2.14
50 percent or more	4.12	3.20	3.26	3.48	2.43

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.9. Bullying relation to personal characteristics by student characteristics: Among students who reported being bullied during school, percentage who perceived the bullying was related to various personal characteristics, by selected student characteristics: School year 2021–22

Student characteristics	Race	Religion	Ethnic origin	Disability	Gender	Sexual orientation	Appearance
Total	13.0	5.8	9.4	9.7	9.2	8.9	32.7
Sex							
Male	12.3	6.1	9.1	11.6	5.2	4.1	27.3
Female	13.6	5.6	9.7	8.2	12.5	13.0	37.1
Race/ethnicity ¹							
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡	‡	‡
Black	26.4	9.2 !	10.4 !	7.4 !	10.2 !	10.1 !	26.7
Hispanic or Latino	15.3	‡	17.4	6.5	11.2	7.0	29.1
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡
White	6.3	7.0	4.6	11.7	7.8	10.1	32.6
Two or more races	26.5	‡	‡	‡	11.6 !	‡	48.2
Grade ²							
6th	9.4 !	‡	‡	10.4 !	4.9 !	‡	24.1
7th	14.8	7.3 !	11.8	9.3	9.1	7.5 !	32.8
8th	15.4	5.2 !	11.5	10.6	9.9	9.8	36.6
9th	14.0	6.3 !	10.4	12.3	14.1	8.1	38.0
10th	11.5	‡	8.5 !	8.6 !	5.8 !	7.6 !	29.5
11th	8.7 !	11.1 !	9.0 !	9.6 !	7.6 !	13.4 !	31.5
12th	12.3 !	7.2 !	8.6 !	6.2 !	11.1 !	15.7	31.6
Household income ³							
Less than \$25,000	5.2 !	‡	6.7 !	4.1 !	12.8 !	11.0 !	32.4
\$25,000–\$49,999	18.9	8.2 !	15.0	11.3	11.4	7.3 !	34.5
\$50,000–\$99,999	14.4	6.1 !	8.4	10.0	9.0	10.7	35.2
\$100,000–\$149,999	16.5	3.9 !	9.3 !	4.8 !	6.8 !	9.3 !	30.8
\$150,000 or more	6.3 !	6.2 !	6.2 !	13.9	6.9	7.2	29.0

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories. "Black" includes African American.

² The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

³ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Students who were bullied were asked if they thought the bullying they experienced was in relation to their race; religion; ethnic background or national origin, for example people of Hispanic origin; any condition they may have, such as a physical, mental, or developmental condition; gender; sexual orientation; or physical appearance. Perceived relation totals may sum to more than 100 percent because students could have selected more than one perceived relation. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.9. Standard errors for Table 2.9: Bullying relation to personal characteristics by student characteristics: Among students who reported being bullied during school, percentage who perceived the bullying was related to various personal characteristics, by selected student characteristics: School year 2021–22

Student characteristics	Race	Religion	Ethnic origin	Disability	Gender	Sexual orientation	Appearance
Total	1.24	1.01	1.03	0.99	1.16	1.16	1.76
Sex							
Male	1.91	1.29	1.41	1.79	1.30	1.03	2.66
Female	1.56	1.43	1.38	1.19	1.65	1.71	2.49
Race/ethnicity							
American Indian or Alaska Native	†	†	†	†	†	†	†
Asian	†	†	†	†	†	†	†
Black	5.93	3.99	3.97	3.01	3.43	3.61	5.56
Hispanic or Latino	3.29	†	3.45	1.94	2.52	1.80	3.99
Native Hawaiian or Other Pacific Islander	†	†	†	†	†	†	†
White	1.44	1.44	1.16	1.52	1.39	1.64	2.44
Two or more races	6.98	†	†	†	5.43	†	8.68
Grade							
6th	3.51	†	†	3.13	2.06	†	4.60
7th	2.95	2.44	2.58	1.86	2.25	2.30	3.67
8th	3.16	1.72	2.78	2.38	2.40	2.43	3.80
9th	3.34	2.16	2.81	2.60	3.21	2.43	4.46
10th	3.39	†	2.94	2.87	2.14	2.77	5.06
11th	3.88	4.86	3.99	4.13	3.58	4.88	5.90
12th	3.81	3.37	3.25	2.87	4.12	4.30	5.71
Household income							
Less than \$25,000	2.17	†	2.43	1.97	4.24	3.56	6.20
\$25,000–\$49,999	3.08	2.67	2.76	2.42	2.41	2.37	3.62
\$50,000–\$99,999	2.64	1.86	2.13	1.82	2.18	2.17	3.45
\$100,000–\$149,999	4.29	1.81	3.61	1.73	2.11	3.20	5.02
\$150,000 or more	1.96	1.89	1.98	2.60	1.84	1.77	3.75

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.10. Bullying relation to personal characteristics by school characteristics: Among students who reported being bullied during school, percentage who perceived the bullying was related to various personal characteristics, by selected school characteristics: School year 2021–22

School characteristics	Race	Religion	Ethnic origin	Disability	Gender	Sexual orientation	Appearance
Total	13.0	5.8	9.4	9.7	9.2	8.9	32.7
Region							
Northeast	11.3 !	4.4 !	10.9 !	4.7 !	‡	8.8 !	26.6
Midwest	7.0 !	8.6 !	‡	12.3	9.9	10.6	33.3
South	17.4	5.3 !	10.9	10.2	10.8	10.2	33.7
West	15.6	6.5 !	13.9	10.5	10.9	6.5	36.9
Sector							
Public	13.8	6.4	10.0	10.0	9.5	9.7	32.9
Private ¹	‡	‡	‡	7.6 !	‡	‡	37.9
Catholic	‡	‡	‡	‡	‡	‡	‡
Other religious	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡
Locale							
City	14.8	7.3	11.5	8.6	13.4	12.0	36.3
Suburb	14.6	5.8	12.0	8.9	9.2	8.3	29.3
Town	13.0	5.9 !	7.4 !	12.3	6.6 !	7.8 !	34.0
Rural	10.2	6.0 !	5.8 !	11.3	6.9	8.3 !	34.5
Level ²							
Elementary	18.4 !	‡	10.8 !	‡	‡	‡	29.5
Middle	14.2	5.9	10.2	11.8	10.2	8.3	33.1
Secondary or high	12.0	6.4	8.8	8.5	9.1	10.2	32.2
Other	‡	#	‡	11.5 !	12.5 !	‡	37.6
Enrollment size							
Fewer than 300 students	12.3	6.3 !	9.7 !	9.8 !	‡	7.9 !	35.3
300–599	14.2	10.0	8.3	10.6	8.6	7.9 !	37.2
600–999	10.6	5.6 !	8.1	10.5	8.7	8.2	29.8
1,000–1,499	12.8	4.0 !	9.1	7.2 !	8.9	10.1	32.6
1,500–1,999	14.6 !	6.5 !	13.5 !	12.3	13.3	11.0	29.3
2,000 or more students	18.4	5.5 !	14.5	8.0 !	16.9	13.4 !	35.9
Student-to-full-time-equivalent (FTE) teacher ratio							
Fewer than 13 students	10.0	9.6	7.9 !	7.7 !	4.6 !	7.0 !	29.0
13 to less than 16 students	10.8	4.5 !	8.0	9.2	8.2	8.0	34.5
16 to less than 20 students	19.7	7.2	11.1	11.6	11.1	11.3	32.6
20 or more students	13.9	6.1 !	14.2	9.5	15.1	9.8	39.0
Percentage of students of color enrolled ³							
Less than 5 percent	‡	‡	‡	‡	‡	‡	‡
5 to less than 20 percent	4.6 !	6.9 !	‡	8.9	7.2	10.4	34.2
20 to less than 50 percent	15.1	5.3	8.1	11.3	9.3	10.3	32.4
50 percent or more	18.3	6.5	16.3	9.6	12.0	8.4	34.2

See notes at end of table.

Table 2.10. Bullying relation to personal characteristics by school characteristics: Among students who reported being bullied during school, percentage who perceived the bullying was related to various personal characteristics, by selected school characteristics: School year 2021–22—Continued

School characteristics	Race	Religion	Ethnic origin	Disability	Gender	Sexual orientation	Appearance
Percentage of students eligible for free or reduced-price lunch ⁴							
0 to less than 20 percent	7.9 !	6.3 !	6.4 !	4.9 !	7.9 !	5.5 !	22.0
20 to less than 50 percent	14.0	7.4	10.4	10.8	8.8	10.1	35.9
50 percent or more	17.8	7.0	12.9	9.5	11.9	8.2	30.3

Rounds to zero.

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

² The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The “Secondary or high” level combines the “Secondary” and “High” school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

³ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁴ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Students who were bullied were asked if they thought the bullying they experienced was in relation to their race; religion; ethnic background or national origin, for example, people of Hispanic origin; any condition they may have, such as a physical, mental, or developmental condition; gender; sexual orientation; or physical appearance. Perceived relation totals may sum to more than 100 percent because students could have selected more than one perceived relation. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Among students who reported being bullied during school, 6.9 percent did not match to a school in the CCD or PSS data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.10. Standard errors for Table 2.10: Bullying relation to personal characteristics by school characteristics: Among students who reported being bullied during school, percentage who perceived the bullying was related to various personal characteristics, by selected school characteristics: School year 2021–22

School characteristics	Race	Religion	Ethnic origin	Disability	Gender	Sexual orientation	Appearance
Total	1.24	1.01	1.03	0.99	1.16	1.16	1.76
Region							
Northeast	3.48	2.10	3.35	1.93	†	2.78	4.34
Midwest	2.16	2.92	†	2.25	2.29	2.47	3.22
South	2.64	1.62	2.06	1.72	2.15	2.06	2.88
West	2.70	2.31	2.48	2.22	2.88	1.93	3.14
Sector							
Public	1.41	1.12	1.13	1.06	1.25	1.26	1.82
Private	†	†	†	3.21	†	†	7.19
Catholic	†	†	†	†	†	†	†
Other religious	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†
Locale							
City	2.77	1.91	2.24	1.93	2.93	2.99	3.88
Suburb	2.37	1.61	2.04	1.66	1.76	1.62	2.92
Town	3.19	2.67	3.00	3.48	2.66	3.21	4.39
Rural	2.82	2.25	1.92	2.32	1.79	2.57	3.45
Level							
Elementary	6.11	†	3.99	†	†	†	7.05
Middle	2.13	1.57	1.87	1.72	1.79	1.70	2.83
Secondary or high	1.63	1.54	1.26	1.50	1.55	1.85	2.57
Other	†	†	†	4.60	4.18	†	7.15
Enrollment size							
Fewer than 300 students	3.44	2.77	3.24	3.84	†	3.28	5.51
300–599	3.16	2.80	2.19	2.56	2.47	2.45	4.68
600–999	2.14	1.86	1.91	1.93	1.58	1.75	3.29
1,000–1,499	2.82	1.86	2.25	2.21	2.38	2.64	4.44
1,500–1,999	5.28	2.91	4.37	3.54	3.50	3.30	5.87
2,000 or more students	4.14	2.73	3.36	3.13	4.82	4.15	5.52
Student-to-full-time-equivalent (FTE) teacher ratio							
Fewer than 13 students	2.80	2.85	2.54	2.58	1.66	2.39	3.98
13 to less than 16 students	2.52	1.58	1.96	1.93	1.78	2.36	3.79
16 to less than 20 students	2.92	1.98	2.07	2.21	2.13	2.16	3.11
20 or more students	2.96	2.08	2.63	2.03	3.33	2.67	4.29
Percentage of students of color enrolled							
Less than 5 percent	†	†	†	†	†	†	†
5 to less than 20 percent	1.93	2.36	†	2.21	1.76	2.48	3.37
20 to less than 50 percent	2.29	1.32	1.50	1.71	1.84	2.14	2.85
50 percent or more	2.55	1.74	2.39	1.72	2.15	2.04	3.08
Percentage of students eligible for free or reduced-price lunch							
0 to less than 20 percent	3.38	2.33	2.96	1.93	2.63	2.13	4.07
20 to less than 50 percent	2.45	1.90	2.04	1.95	1.81	2.26	3.11
50 percent or more	3.02	1.95	2.29	1.93	2.40	2.24	3.75

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.11. Bullying with repetition and power imbalance by student characteristics: Among all students, percentage who reported being bullied during school with repetition or with a power imbalance, by selected student characteristics: School year 2021–22

Student characteristics	Bullied	Bullied with repetition ¹	Bullied with power imbalance ²	Bullied with repetition and power imbalance
Total	19.2	14.5	15.4	12.7
Sex				
Male	16.7	11.9	12.8	10.3
Female	21.8	17.2	18.2	15.2
Race/ethnicity ³				
American Indian or Alaska Native	‡	‡	‡	‡
Asian	9.0	6.7	7.3	6.0
Black	17.0	10.3	12.6	8.8
Hispanic or Latino	16.4	12.0	13.3	9.9
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡
White	21.6	16.9	17.5	15.1
Two or more races	30.1	25.1	23.9	22.4
Grade ⁴				
6th	26.9	20.5	19.8	16.5
7th	26.3	22.4	21.1	19.3
8th	25.1	19.2	20.4	17.4
9th	17.7	12.9	14.1	11.1
10th	15.8	11.1	12.7	9.6
11th	10.4	6.9	8.5	6.3
12th	14.8	10.5	12.6	9.8
Household income ⁵				
Less than \$25,000	19.6	16.1	15.4	13.4
\$25,000–\$49,999	22.3	16.9	19.0	15.3
\$50,000–\$99,999	17.9	13.3	14.5	11.8
\$100,000–\$149,999	17.1	13.6	13.0	11.7
\$150,000 or more	19.5	13.8	15.1	12.0

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ "Repetition" includes students who reported being bullied more than one day or more than once in a day and students who thought the bullying would happen again.

² "Power imbalance" includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in another way) and students who reported being bullied by multiple students acting as a team or acting both alone and as a team.

³ Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories. "Black" includes African American.

⁴ The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

⁵ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.11. Standard errors for Table 2.11: Bullying with repetition and power imbalance by student characteristics: Among all students, percentage who reported being bullied during school with repetition or with a power imbalance, by selected student characteristics: School year 2021–22

Student characteristics	Bullied	Bullied with repetition	Bullied with power imbalance	Bullied with repetition and power imbalance
Total	0.70	0.61	0.64	0.60
Sex				
Male	1.00	0.90	0.90	0.87
Female	1.02	0.97	1.04	0.96
Race/ethnicity				
American Indian or Alaska Native	†	†	†	†
Asian	2.09	1.59	1.69	1.54
Black	1.81	1.47	1.58	1.34
Hispanic or Latino	1.36	1.17	1.19	1.05
Native Hawaiian or Other Pacific Islander	†	†	†	†
White	0.94	0.85	0.85	0.81
Two or more races	4.59	4.15	4.02	3.88
Grade				
6th	2.64	2.56	2.28	2.22
7th	1.77	1.77	1.67	1.70
8th	1.78	1.59	1.73	1.60
9th	1.55	1.39	1.36	1.23
10th	1.59	1.35	1.53	1.30
11th	1.12	1.01	1.00	1.00
12th	1.31	1.22	1.23	1.17
Household income				
Less than \$25,000	2.46	2.34	2.12	2.10
\$25,000–\$49,999	1.64	1.43	1.52	1.40
\$50,000–\$99,999	1.22	1.03	1.07	0.96
\$100,000–\$149,999	1.58	1.43	1.43	1.36
\$150,000 or more	1.36	1.21	1.21	1.11

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.12. Bullying with repetition and power imbalance by school characteristics: Among all students, percentage who reported being bullied during school with repetition or with a power imbalance, by selected school characteristics: School year 2021–22

School characteristics	Bullied	Bullied with repetition ¹	Bullied with power imbalance ²	Bullied with repetition and power imbalance
Total	19.2	14.5	15.4	12.7
Region				
Northeast	22.1	16.2	18.0	14.4
Midwest	22.1	17.5	19.0	15.9
South	17.3	13.4	13.4	11.1
West	19.3	14.0	15.7	12.9
Sector				
Public	20.0	15.1	16.2	13.4
Private ³	14.5	11.5	11.7	9.3
Catholic	15.2	13.1	15.2	13.1
Other religious	15.8	12.3 !	11.6 !	8.1 !
Nonsectarian	16.6	11.6	12.0	8.6
Locale				
City	19.0	14.4	15.3	12.5
Suburb	16.8	12.6	13.7	11.2
Town	23.4	17.4	18.4	15.1
Rural	23.8	18.8	19.7	16.6
Level ⁴				
Elementary	23.6	18.8	17.6	15.2
Middle	26.3	21.3	21.4	19.0
Secondary or high	15.7	10.8	12.6	9.6
Other	15.6	12.6	12.3	9.6
Enrollment size				
Fewer than 300 students	26.6	20.6	22.4	18.5
300–599	23.3	19.1	19.9	17.6
600–999	21.0	16.5	16.3	13.8
1,000–1,499	18.3	13.4	14.6	11.9
1,500–1,999	14.5	9.8	11.6	9.0
2,000 or more students	14.2	9.9	11.8	8.6
Student-to-full-time-equivalent (FTE) teacher ratio				
Fewer than 13 students	21.2	16.1	17.3	14.4
13 to less than 16 students	21.3	16.1	17.2	14.1
16 to less than 20 students	18.8	14.1	15.5	12.9
20 or more students	17.0	13.5	13.6	11.4
Percentage of students of color enrolled ⁵				
Less than 5 percent	26.0	14.9	22.0	12.3
5 to less than 20 percent	24.7	20.3	20.8	18.7
20 to less than 50 percent	19.9	14.8	16.4	13.4
50 percent or more	16.9	12.7	13.2	10.7

See notes at end of table.

Table 2.12. Bullying with repetition and power imbalance by school characteristics: Among all students, percentage who reported being bullied during school with repetition or with a power imbalance, by selected school characteristics: School year 2021–22—Continued

School characteristics	Bullied	Bullied with repetition ¹	Bullied with power imbalance ²	Bullied with repetition and power imbalance
Percentage of students eligible for free or reduced-price lunch ⁶				
0 to less than 20 percent	20.8	15.8	16.8	14.4
20 to less than 50 percent	21.8	16.0	17.7	14.2
50 percent or more	17.7	13.4	14.4	11.7

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

¹ "Repetition" includes students who reported being bullied more than one day or more than once in a day and students who thought the bullying would happen again.

² "Power imbalance" includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in another way) and students who reported being bullied by multiple students acting as a team or acting both alone and as a team.

³ Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

⁴ The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The "Secondary or high" level combines the "Secondary" and "High" school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

⁵ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁶ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.12. Standard errors for Table 2.12: Bullying with repetition and power imbalance by school characteristics: Among all students, percentage who reported being bullied during school with repetition or with a power imbalance, by selected school characteristics: School year 2021–22

School characteristics	Bullied	Bullied with repetition	Bullied with power imbalance	Bullied with repetition and power imbalance
Total	0.70	0.61	0.64	0.60
Region				
Northeast	1.95	1.74	1.84	1.71
Midwest	1.49	1.26	1.26	1.15
South	1.00	0.93	0.88	0.79
West	1.64	1.48	1.45	1.44
Sector				
Public	0.79	0.70	0.71	0.67
Private	2.01	1.93	1.80	1.60
Catholic	4.04	3.54	4.04	3.54
Other religious	4.74	3.95	4.24	3.14
Nonsectarian	3.66	3.37	2.93	2.55
Locale				
City	1.39	1.20	1.37	1.20
Suburb	0.92	0.85	0.86	0.82
Town	2.47	2.12	2.17	2.07
Rural	1.64	1.46	1.50	1.37
Level				
Elementary	2.92	2.72	2.69	2.52
Middle	1.28	1.22	1.22	1.18
Secondary or high	0.78	0.66	0.69	0.61
Other	2.29	2.29	2.10	1.98
Enrollment size				
Fewer than 300 students	2.91	2.60	2.69	2.73
300–599	1.90	1.80	1.73	1.60
600–999	1.30	1.21	1.20	1.14
1,000–1,499	1.36	1.32	1.25	1.22
1,500–1,999	1.58	1.34	1.59	1.33
2,000 or more students	1.54	1.35	1.44	1.28
Student-to-full-time-equivalent (FTE) teacher ratio				
Fewer than 13 students	1.67	1.61	1.60	1.58
13 to less than 16 students	1.58	1.44	1.49	1.33
16 to less than 20 students	1.41	1.24	1.28	1.19
20 or more students	1.13	1.17	0.96	1.01
Percentage of students of color enrolled				
Less than 5 percent	4.70	3.85	4.02	2.95
5 to less than 20 percent	1.82	1.67	1.69	1.66
20 to less than 50 percent	1.20	1.11	1.09	1.03
50 percent or more	0.96	0.84	0.84	0.78
Percentage of students eligible for free or reduced-price lunch				
0 to less than 20 percent	1.86	1.54	1.70	1.56
20 to less than 50 percent	1.23	1.12	1.16	1.07
50 percent or more	1.37	1.22	1.24	1.14

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.13. Type of power imbalance associated with bullying by student characteristics: Among students who reported being bullied during school, percentage who reported various types of power imbalance, by selected student characteristics: School year 2021–22

Student characteristics	Physically stronger	More popular	More money	Ability to influence what other students think	More power in another way	Multiple people acting as a team ¹
Total	39.7	52.0	35.2	56.3	6.5	35.2
Sex						
Male	39.2	47.6	31.2	48.1	6.6	31.4
Female	40.1	55.5	38.6	62.9	6.4	38.3
Race/ethnicity ²						
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡	‡
Black	44.4	48.8	40.1	53.8	‡	28.9
Hispanic or Latino	36.2	47.5	28.7	50.3	6.1 !	28.1
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡	‡
White	38.8	54.5	36.8	58.5	7.4	38.5
Two or more races	52.1	47.8	33.9 !	53.7	7.7 !	33.9
Grade ³						
6th	33.1	46.1	16.7	41.7	6.0 !	29.8
7th	45.5	53.1	38.0	53.4	9.0	31.7
8th	40.6	59.9	34.6	58.5	8.0	37.3
9th	39.5	51.9	31.8	54.9	6.4 !	37.6
10th	42.9	43.0	37.4	57.0	4.1 !	35.1
11th	36.0	40.6	47.9	59.8	‡	37.1
12th	32.9	60.6	44.6	72.7	5.3 !	39.2
Household income ⁴						
Less than \$25,000	39.3	56.1	51.3	56.9	11.1 !	30.8
\$25,000–\$49,999	41.8	54.2	41.5	60.2	3.7 !	37.8
\$50,000–\$99,999	43.7	51.1	34.7	53.7	7.0	34.4
\$100,000–\$149,999	33.1	47.8	25.0	58.0	6.2 !	34.9
\$150,000 or more	36.9	52.0	28.1	54.0	6.9	35.9

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes respondents who reported being bullied by multiple students acting as a team or acting both alone and as a team.

² Students of Hispanic or Latino ethnicity are included in the "Hispanic or Latino" category regardless of race and are not included in the race categories. "Black" includes African American.

³ The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade, who are commonly 11–12 years old. Comparisons between students in 6th grade and those in other grades should be made with caution.

⁴ Income quintiles presented here approximate the income quintiles reported by Census. The median household income in 2021 was \$70,784 (Current Population Survey, 2021 and 2022 Annual Social and Economic Supplement [CPS ASEC], <https://www.census.gov/library/visualizations/2022/comm/median-household-income.html>).

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. "Power imbalance" includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in another way) and students who reported being bullied by multiple students acting as a team or acting both alone and as a team. Type of power imbalance totals may sum to more than 100 percent because students could have experienced more than one type of power imbalance. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.13. Standard errors for Table 2.13: Type of power imbalance associated with bullying by student characteristics: Among students who reported being bullied during school, percentage who reported various types of power imbalance, by selected student characteristics: School year 2021–22

Student characteristics	Physically stronger	More popular	More money	Ability to influence what other students think	More power in another way	Multiple people acting as a team
Total	1.84	1.81	1.95	2.06	0.93	1.73
Sex						
Male	2.71	3.33	2.99	3.08	1.38	2.46
Female	2.81	2.23	2.56	2.72	1.18	2.60
Race/ethnicity						
American Indian or Alaska Native	†	†	†	†	†	†
Asian	†	†	†	†	†	†
Black	6.95	6.13	6.35	6.13	†	5.27
Hispanic or Latino	4.64	4.60	3.43	4.09	1.85	3.85
Native Hawaiian or Other Pacific Islander	†	†	†	†	†	†
White	2.29	2.16	2.38	2.56	1.29	2.15
Two or more races	6.81	6.29	10.57	7.84	3.69	6.49
Grade						
6th	5.01	5.37	4.15	5.34	2.19	4.91
7th	4.16	3.92	4.91	4.11	2.55	3.95
8th	4.40	3.84	4.48	4.75	2.12	4.01
9th	4.44	4.78	4.68	4.86	2.20	4.73
10th	5.39	5.20	5.35	5.16	1.93	5.44
11th	6.69	6.67	7.49	7.44	†	7.09
12th	5.62	5.48	6.34	5.21	2.23	5.69
Household income						
Less than \$25,000	6.64	7.10	5.66	5.83	3.67	5.83
\$25,000–\$49,999	4.08	4.18	4.14	4.29	1.26	3.82
\$50,000–\$99,999	3.41	3.20	3.48	3.57	1.69	3.43
\$100,000–\$149,999	4.71	4.86	4.73	4.75	2.33	4.64
\$150,000 or more	3.64	3.84	4.06	4.04	1.98	3.50

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.14. Type of power imbalance associated with bullying by school characteristics: Among students who reported being bullied during school, percentage who reported various types of power imbalance, by selected school characteristics: School year 2021–22

School characteristics	Physically stronger	More popular	More money	Ability to influence what other students think	More power in another way	Multiple people acting as a team ¹
Total	39.7	52.0	35.2	56.3	6.5	35.2
Region						
Northeast	37.5	46.2	36.0	53.4	‡	34.2
Midwest	43.7	58.5	34.1	57.7	8.2	42.5
South	40.6	47.9	40.7	59.3	6.0	33.2
West	37.4	54.4	29.9	56.4	7.9	32.8
Sector						
Public	39.8	52.1	35.9	57.1	6.8	35.5
Private ²	44.4	47.5	32.2	58.8	‡	37.7
Catholic	‡	‡	‡	‡	‡	‡
Other religious	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡
Locale						
City	40.3	51.0	34.2	62.3	4.8	36.4
Suburb	42.0	47.3	31.4	56.5	5.3	31.3
Town	43.0	60.7	45.2	50.2	9.0 !	35.7
Rural	35.7	54.5	37.3	56.5	9.4	40.7
Level ³						
Elementary	26.0	52.1	24.5	52.0	12.1 !	30.8
Middle	45.4	53.9	32.0	51.9	7.1	34.9
Secondary or high	36.9	49.5	38.9	59.7	5.2	36.0
Other	36.7	58.5	36.7	63.6	‡	33.9
Enrollment size						
Fewer than 300 students	38.9	58.4	36.6	45.9	10.4 !	43.9
300–599	42.0	60.3	36.9	60.8	9.7	35.2
600–999	37.4	48.1	32.4	55.2	5.8	31.7
1,000–1,499	43.6	44.7	37.1	59.1	6.1 !	35.6
1,500–1,999	34.0	51.9	39.4	58.9	‡	40.1
2,000 or more students	44.1	52.6	36.9	63.4	‡	32.4
Student-to-full-time-equivalent (FTE) teacher ratio						
Fewer than 13 students	40.1	48.3	38.2	49.6	6.8 !	31.0
13 to less than 16 students	40.4	49.2	37.9	62.7	5.4 !	36.7
16 to less than 20 students	41.2	54.7	41.7	60.2	8.1	39.3
20 or more students	39.6	52.8	29.1	59.1	6.1 !	31.8
Percentage of students of color enrolled ⁴						
Less than 5 percent	‡	‡	‡	‡	‡	‡
5 to less than 20 percent	35.8	60.5	44.8	58.7	9.6	41.8
20 to less than 50 percent	45.0	49.8	38.0	58.0	7.0	34.6
50 percent or more	40.3	46.9	29.6	56.7	4.9	32.8

See notes at end of table.

Table 2.14. Type of power imbalance associated with bullying by school characteristics: Among students who reported being bullied during school, percentage who reported various types of power imbalance, by selected school characteristics: School year 2021–22—Continued

School characteristics	Physically stronger	More popular	More money	Ability to influence what other students think	More power in another way	Multiple people acting as a team ¹
Percentage of students eligible for free or reduced-price lunch ⁵						
0 to less than 20 percent	40.2	52.9	35.5	57.7	3.4 !	33.2
20 to less than 50 percent	37.0	48.0	37.9	56.6	6.9	34.4
50 percent or more	40.2	53.8	34.4	58.2	5.9	33.2

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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes respondents who reported being bullied by multiple students acting as a team or acting both alone and as a team.

² Total for private schools includes Catholic schools, other religious schools, nonsectarian schools, and schools with no religious affiliation data reported.

³ The School Crime Supplement sample includes students ages 12–18 who were enrolled in grades 6–12. Elementary schools are predominantly composed of students in grades K–5. Therefore, comparisons between elementary and other school levels should be made with caution. The "Secondary or high" level combines the "Secondary" and "High" school levels as defined in the 2020–21 Common Core of Data (CCD; NCES, 2022), which together are predominantly composed of students in grades 9–12. School level is based on student-reported data when student-reported school could not be matched to the 2020–21 CCD.

⁴ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic or Latino, Native Hawaiian/Pacific Islander, and of Two or more races.

⁵ Data on free or reduced-price lunch eligibility are only available for public schools.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. Estimates are based on the 19.2 percent of students who were bullied. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. "Power imbalance" includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in another way) and students who reported being bullied by multiple students acting as a team or acting both alone and as a team. Type of power imbalance totals may sum to more than 100 percent because students could have experienced more than one type of power imbalance. Data on school characteristics were not available for 9.0 percent of all students who did not match to a school in the CCD or the Private School Universe Survey (PSS) data. Among students who reported being bullied during school, 6.9 percent did not match to a school in the CCD or PSS data. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.14. Standard errors for Table 2.14: Type of power imbalance associated with bullying by school characteristics: Among students who reported being bullied during school, percentage who reported various types of power imbalance, by selected school characteristics: School year 2021–22

School characteristics	Physically stronger	More popular	More money	Ability to influence what other students think	More power in another way	Multiple people acting as a team
Total	1.84	1.81	1.95	2.06	0.93	1.73
Region						
Northeast	5.51	5.47	6.24	5.21	†	4.50
Midwest	4.20	3.66	4.67	5.17	1.99	3.25
South	3.11	2.96	3.33	3.69	1.51	3.08
West	3.60	3.98	3.29	4.09	2.01	4.03
Sector						
Public	2.03	1.92	2.22	2.25	1.02	1.88
Private	7.53	7.87	7.36	7.33	†	8.26
Catholic	†	†	†	†	†	†
Other religious	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†
Locale						
City	3.63	4.23	4.36	4.35	1.39	3.62
Suburb	3.57	3.07	3.32	3.44	1.26	3.22
Town	4.72	4.93	5.21	4.52	2.85	5.25
Rural	4.06	3.79	5.30	4.21	2.45	3.55
Level						
Elementary	6.26	6.99	7.08	6.71	3.89	6.45
Middle	2.58	2.94	2.61	3.06	1.51	2.90
Secondary or high	2.77	2.56	2.96	2.83	1.17	2.58
Other	7.52	8.65	8.75	7.77	†	7.31
Enrollment size						
Fewer than 300 students	4.51	6.33	5.93	6.12	3.31	5.31
300–599	4.83	4.48	4.64	4.17	2.48	4.39
600–999	3.43	3.83	3.57	3.59	1.60	3.48
1,000–1,499	4.09	4.22	4.97	4.36	1.86	4.17
1,500–1,999	6.08	5.70	5.22	6.78	†	6.23
2,000 or more students	5.48	6.51	6.24	6.36	†	5.30
Student-to-full-time-equivalent (FTE) teacher ratio						
Fewer than 13 students	4.42	5.25	5.27	5.01	2.71	4.06
13 to less than 16 students	3.38	3.47	4.47	3.72	1.72	3.51
16 to less than 20 students	3.20	3.85	3.80	3.62	1.78	3.22
20 or more students	4.48	4.77	4.52	5.14	2.06	3.98
Percentage of students of color enrolled						
Less than 5 percent	†	†	†	†	†	†
5 to less than 20 percent	3.88	4.31	4.19	4.14	2.01	4.20
20 to less than 50 percent	3.21	3.32	3.57	3.23	1.61	3.26
50 percent or more	3.35	3.13	3.08	3.47	1.31	3.14
Percentage of students eligible for free or reduced-price lunch						
0 to less than 20 percent	5.49	4.85	5.61	5.66	1.54	4.75
20 to less than 50 percent	3.14	3.26	3.68	3.46	1.94	3.20
50 percent or more	3.75	3.90	3.80	4.07	1.63	3.73

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 2.15. Bullying type, location, frequency, effects, and other components: Among students who were bullied during school, percentage of students who reported being bullied during school and percentage of students who reported being bullied during school, outside of sibling and dating relationships, and with a power imbalance and repetition, by selected components of bullying: School year 2021–22

Type of bullying reported, location, frequency, effects, and other components	Percentage of students who reported any bullying ¹	Percentage of students who reported bullying outside of sibling and dating relationships, with an observed or perceived power imbalance, and with repetition or the belief that there will be repetition ²
Total	100.0	100.0
Type of bullying		
Made fun of, called names, or insulted	62.1	74.1
Spread rumors	67.8	72.2
Shared private information, photos, or videos	13.1	16.7
Threatened with harm	17.2	20.1
Pushed, shoved, tripped, or spit on	25.5	28.3
Tried to make do things they did not want to do	13.2	15.6
Excluded from activities, social media, or communications	19.4	26.2
Property destroyed on purpose	7.2	8.7
Location of bullying		
In a classroom	39.0	47.0
In a hallway or stairwell	37.5	43.1
In a bathroom or locker room	11.9	15.9
In a gymnasium or weight room	10.8	14.3
Cafeteria at school	25.1	31.0
Outside on school grounds	24.4	28.1
School bus	9.8	11.7
Online or by text	21.6	25.1
Frequency of bullying		
One day	32.5	10.7
Once	20.8	2.8
More than once	6.0	7.6
Don't know	5.7	‡
Two days	17.6	20.8
Three to 10 days	31.5	43.2
More than 10 days	18.5	25.3
Student thinks the bullying would happen again	41.3	56.3
Negative effects reported ³		
Schoolwork	19.7	27.0
Relationships with family and friends	18.5	24.3
Feelings about self	27.8	37.5
Physical health	13.4	18.8
Adult was notified about the bullying	44.2	49.0
Perceived relationship of bullying to ⁴		
Race	13.0	15.2
Religion	5.8	6.5
Ethnic origin	9.4	11.2
Disability	9.7	13.3
Gender	9.2	11.4
Sexual orientation	8.9	12.6
Appearance	32.7	41.6

See notes at end of table.

Table 2.15. Bullying type, location, frequency, effects, and other components: Among students who were bullied during school, percentage of students who reported being bullied during school and percentage of students who reported being bullied during school, outside of sibling and dating relationships, and with a power imbalance and repetition, by selected components of bullying: School year 2021–22—Continued

Type of bullying reported, location, frequency, effects, and other components	Percentage of students who reported any bullying ¹	Percentage of students who reported bullying outside of sibling and dating relationships, with an observed or perceived power imbalance, and with repetition or the belief that there will be repetition ²
Type of power imbalance ⁵		
Physically stronger	39.7	53.0
More popular	52.0	66.7
More money	35.2	46.7
Ability to influence what other students think	56.3	74.3
More power in another way	6.5	9.2
Multiple people acting as a team	35.2	50.2

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Estimates in this column are based on the 19.2 percent of students who meet the School Crime Supplement (SCS) definition of bullying. Reported bullying behavior was done by any student during school. The bullying could occur in person or using technologies, such as a telephone, the Internet, or social media.

² Estimates in this column are based on the 12.4 percent of students who meet the Centers for Disease Control and Prevention (CDC) uniform definition of bullying. Reported bullying behavior was done by a student who is not the respondent’s current boyfriend, current girlfriend, brother, or sister. The bullying occurred with an observed or perceived power imbalance, and with repetition or the belief that there will be repetition. This includes 64.6 percent of those students who meet the SCS definition of bullying.

³ Includes students who reported being negatively affected by bullying “somewhat” or “a lot” in various aspects of their lives, such as schoolwork.

⁴ Students who were bullied were asked if they thought the bullying they experienced was in relation to their race; religion; ethnic background or national origin, for example, people of Hispanic origin; any condition they may have, such as a physical, mental, or developmental condition; gender; sexual orientation; or physical appearance.

⁵ “Power imbalance” includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in another way) and students who reported being bullied by multiple students acting as a team or acting both alone and as a team.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. Some totals may sum to more than 100 percent because students could have been bullied in more than one location, reported more than one negative effect, reported multiple types of relationships to bullying, etc. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S2.15. Standard errors for Table 2.15: Bullying type, location, frequency, effects, and other components: Among students who were bullied during school, percentage of students who reported being bullied during school and percentage of students who reported being bullied during school, outside of sibling and dating relationships, and with a power imbalance and repetition, by selected components of bullying: School year 2021–22

Type of bullying reported, location, frequency, effects, and other components	Percentage of students who reported any bullying	Percentage of students who reported bullying outside of sibling and dating relationships, with an observed or perceived power imbalance, and with repetition or the belief that there will be repetition
Total	†	†
Type of bullying		
Made fun of, called names, or insulted	1.84	2.09
Spread rumors	1.72	2.07
Shared private information, photos, or videos	1.35	1.83
Threatened with harm	1.59	2.15
Pushed, shoved, tripped, or spit on	1.67	2.09
Tried to make do things they did not want to do	1.34	1.76
Excluded from activities, social media, or communications	1.56	2.22
Property destroyed on purpose	0.98	1.41
Location of bullying		
In a classroom	1.62	2.22
In a hallway or stairwell	1.89	2.53
In a bathroom or locker room	1.21	1.74
In a gymnasium or weight room	1.21	1.72
Cafeteria at school	1.57	2.04
Outside on school grounds	1.61	1.92
School bus	1.24	1.47
Online or by text	1.51	2.12
Frequency of bullying		
One day	1.93	1.37
Once	1.74	0.77
More than once	0.85	1.15
Don't know	0.96	†
Two days	1.60	1.92
Three to 10 days	2.01	2.57
More than 10 days	1.61	2.23
Student thinks the bullying would happen again	1.53	2.09
Negative effects reported		
Schoolwork	1.58	2.26
Relationships with family and friends	1.53	2.16
Feelings about self	1.97	2.61
Physical health	1.21	1.69
Adult was notified about the bullying	1.99	2.50
Perceived relationship of bullying to		
Race	1.24	1.74
Religion	1.01	1.24
Ethnic origin	1.03	1.48
Disability	0.99	1.43
Gender	1.16	1.57
Sexual orientation	1.16	1.77
Appearance	1.76	2.37
Type of power imbalance		
Physically stronger	1.84	2.21
More popular	1.81	2.19
More money	1.95	2.47
Ability to influence what other students think	2.06	2.26
More power in another way	0.93	1.34
Multiple people acting as a team	1.73	2.44

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 3.1. Unfavorable school conditions and school bullying: Percentage of students who reported unfavorable school conditions, by student reports of being bullied during school: School year 2021–22

Bullying reported	Gangs present at school	Saw student with a gun	Drugs at school¹	Alcohol at school	Saw hate-related graffiti at school
Total	5.5	0.9	28.0	13.5	22.5
Bullied	11.5	2.4	44.2	23.3	43.6
Not bullied	4.1	0.6	24.1	11.1	17.5

¹ Includes students who reported that it is possible for students to obtain any of the following while at school: marijuana; heroin or prescription opioids; other prescription drugs; or other illegal drugs, such as cocaine.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S3.1. Standard errors for Table 3.1: Unfavorable school conditions and school bullying: Percentage of students who reported unfavorable school conditions, by student reports of being bullied during school: School year 2021–22

Bullying reported	Gangs present at school	Saw student with a gun	Drugs at school	Alcohol at school	Saw hate-related graffiti at school
Total	0.48	0.17	0.88	0.76	0.86
Bullied	1.36	0.59	1.95	1.74	2.27
Not bullied	0.45	0.16	0.90	0.81	0.79

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 3.2. School security measures and school bullying: Percentage of students who reported presence of selected school security measures, by student reports of being bullied during school: School year 2021–22

Bullying reported	Security guards or assigned police officers	Staff supervision in hallways	Security cameras	Student code of conduct
Total	77.3	88.2	89.0	92.4
Bullied	77.0	87.2	92.8	94.1
Not bullied	77.4	88.5	88.0	92.0

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. “Bullied” includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. “During school” includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S3.2. Standard errors for Table 3.2: School security measures and school bullying: Percentage of students who reported presence of selected school security measures, by student reports of being bullied during school: School year 2021–22

Bullying reported	Security guards or assigned police officers	Staff supervision in hallways	Security cameras	Student code of conduct
Total	1.15	0.58	0.64	0.55
Bullied	1.79	1.32	1.16	0.87
Not bullied	1.25	0.65	0.78	0.60

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 3.3. Criminal victimization and school bullying: Percentage of students who reported experiencing criminal victimization at school or on the way to or from school, by student reports of being bullied during school: School year 2021–22

Bullying reported	No victimization	Any victimization¹	Theft victimization²	Violent victimization³
Total	98.0	2.0	1.1	1.0
Bullied	93.8	6.2	2.5	3.9
Not bullied	99.0	1.0	0.8	0.3 !

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

¹ "Any victimization" includes theft and violent crimes.

² "Theft victimization" 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.

³ "Violent victimization" includes rape, sexual assault, robbery, aggravated assault, and simple assault.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S3.3. Standard errors for Table 3.3: Criminal victimization and school bullying: Percentage of students who reported experiencing criminal victimization at school or on the way to or from school, by student reports of being bullied during school: School year 2021–22

Bullying reported	No victimization	Any victimization	Theft victimization	Violent victimization
Total	0.25	0.25	0.18	0.19
Bullied	0.93	0.93	0.57	0.76
Not bullied	0.22	0.22	0.17	0.13

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table 3.4. Bullying, fear and avoidance behaviors, fighting, and weapons carrying: Percentage of students who reported fear of attack or harm, avoidance behaviors, fighting, and carrying a weapon at school, by student reports of being bullied during school: School year 2021–22

Bullying reported	Feared attack or harm¹	Stayed home from school²	Avoided classes³	Avoided school activities	Avoided a specific place at school⁴	Engaged in a physical fight	Carried a weapon to school⁵
Total	3.8	2.2	1.2	1.8	5.4	3.1	2.5
Bullied	12.8	7.8	4.5	6.7	18.3	11.9	5.4
Not bullied	1.6	0.9	0.4 !	0.7	2.4	1.0	1.9

! Interpret data with caution. The standard error for this estimate is 30 to 50 percent 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 during school.

² Includes students who reported staying home from school because they thought someone might attack or harm them in the school building, on school property, on a school bus, or going to and from school.

³ Includes students who reported avoiding classes because they thought someone might attack or harm them.

⁴ Includes the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

⁵ Includes guns, knives, or some other weapon.

NOTE: Data include only students who reported being enrolled in grades 6–12 and not receiving any of their education through homeschooling during the school year. "Bullied" includes students who reported that another student made fun of them, called them names, or insulted them in a hurtful way; spread rumors about them or tried to make others dislike them; purposely shared their private information, photos, or videos in a hurtful way; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them do things they did not want to do, for example, giving them money or other things; excluded them from activities, social media, or other communications on purpose to hurt them; or destroyed their property on purpose. "During school" includes interactions in the school building; on school property; on the school bus; going to and from school; and using the phone, internet, or social media during the 2021–22 school year. Detail may not sum to totals because of rounding and/or missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.

Table S3.4. Standard errors for Table 3.4: Bullying, fear and avoidance behaviors, fighting, and weapons carrying: Percentage of students who reported fear of attack or harm, avoidance behaviors, fighting, and carrying a weapon at school, by student reports of being bullied during school: School year 2021–22

Bullying reported	Feared attack or harm	Stayed home from school	Avoided classes	Avoided school activities	Avoided a specific place at school	Engaged in a physical fight	Carried a weapon to school
Total	0.31	0.28	0.21	0.25	0.40	0.39	0.29
Bullied	1.28	1.12	0.76	0.96	1.52	1.59	0.87
Not bullied	0.20	0.18	0.14	0.17	0.33	0.18	0.28

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2022.