

# Student Victimization in U.S. Schools

Results From the 2005 School Crime Supplement to the  
National Crime Victimization Survey





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National Crime Victimization Survey

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# Highlights

This report provides estimates of student victimization as defined by the 2005 School Crime Supplement (SCS) to the 2005 National Crime Victimization Survey (NCVS).<sup>1</sup> NCVS is the nation's primary source of information on crime victimization and the victims of crime in the United States. SCS is a supplement to NCVS that was created to collect information about school-related victimization on a national level. SCS was conducted in 1989, 1995, 1999, 2001, 2003, and 2005. The survey is designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels in making informed decisions concerning crime in schools.

Following the introduction, this report presents five sections of results. The first two sections discuss the prevalence and type of student victimization at school and selected characteristics of victims, including their demographic characteristics and school type. The third section explores victim and nonvictim reports of conditions of an unfavorable school climate, such as the presence of gangs and weapons and the availability of drugs. The fourth section examines victimization and student reports of security measures taken at school to secure school buildings and the use of personnel and enforcement of administrative procedures at school to ensure student safety. The fifth section examines fear and avoidance behaviors of victims and nonvictims, such as skipping class or avoiding specific places at school.

Readers should be aware of the limitations of the survey design and the analytical approach used here with regard to causality. SCS is cross-sectional and nonexperimental. Further, certain characteristics discussed in this report (e.g., school control, gang presence, security guards, and hallway monitors) may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal inferences should be made between school or student characteristics and victimization when reading these results.

Respondents are asked only about victimizations that occurred in the 6 months prior to the administration of the survey. Major findings from the 2005 NCVS and SCS include the following:

- ▶ Four percent of students ages 12 through 18 reported that they were victims of any crime at school and 3 percent reported being victims of theft (figure 1 and table B-1). One percent of students reported being victims of violent crime at school (i.e., rape, sexual assault, robbery, or aggravated or simple assault).
- ▶ Three percent of both males and females reported being victims of theft at school (table B-2). The percentage of males who reported being victims of a violent crime at school was higher than the percentage of females (2 percent vs. 1 percent).
- ▶ Of the students who reported they were victims of a violent crime at school, the percentage of 6th-grade and 7th-grade (2 percent and 3 percent, respectively) students was higher than the percentage of 10th-grade (1 percent) students (table B-2).
- ▶ Five percent of student victims of any crime reported living in households with incomes of \$35,000–49,999 or \$50,000 or more, which was higher than students who reported being victims of any crime living in households with incomes of \$25,000–34,999 (2 percent) (table B-2).
- ▶ Of those students who reported being victims of violent crime, a higher percentage reported receiving mostly C's (2 percent) than students who reported receiving mostly A's (1 percent) or mostly B's (1 percent) (table B-2).

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

- ▶ Three percent of students who attended public schools reported being victims of theft, compared to 1 percent of students who attended private schools (table B-2).
- ▶ Forty-one percent of student victims of any crime reported the presence of gangs at school compared to 23 percent of students who were not victims (figure 2 and table B-3). Forty-two percent of students who experienced a violent crime reported having been in a physical fight at school, compared to 5 percent of students who did not report a criminal victimization.
- ▶ Fifty percent of student victims of theft and 51 percent of student victims of violent crime said drugs were available at their schools, compared to 34 percent of students who were not victims (figure 2 and table B-3). Twenty-six percent of victims of any crime and 28 percent of victims of theft said that alcohol was available at their school, compared to 17 percent of nonvictims of any crime (figure 2 and table B-3).
- ▶ When asked about safety measures at their school, a higher percentage of students who reported being victims of theft reported that their schools used security guards or assigned police officers compared to nonvictims of any crime (77 percent vs. 68 percent, respectively) (figure 4 and table B-5). A higher percentage of students who reported experiencing a theft reported that visitors were required to sign in at their school compared to nonvictims of any crime (96 percent vs. 93 percent, respectively).
- ▶ The percentage of student victims of theft and violent crimes who reported being afraid of attack or harm at school (13 percent and 27 percent, respectively) was higher than nonvictims of any crime (6 percent) (figure 5 and table B-6).
- ▶ A higher percentage of students reporting violent crime reported avoiding specific places at school because of fear of attack or harm than nonvictims of any crime (27 percent vs. 4 percent, respectively) (figure 5 and table B-6). A higher percentage of students reporting violent crime also reported that they avoided extracurricular activities because of fear of attack or harm than students who did not report criminal victimization (7 percent vs. 1 percent, respectively).



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The School Crime Supplement to the National Crime Victimization Survey would not be possible without the continued support for data collection given by the U.S. Department of Education's Office of Safe and Drug-Free Schools, under the sponsorship of Bill Modzeleski.

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# Contents

	<i>Page</i>
Highlights .....	iii
Acknowledgments .....	v
List of Tables .....	viii
List of Figures.....	x
Introduction.....	1
Victimization at School .....	4
Characteristics of Nonvictims and Victims of Crime at School.....	6
Victimization and Conditions of Unfavorable School Climate .....	8
Victimization and Security Measures at School.....	10
Victimization, Fear, and Avoidance Behaviors at School .....	12
Summary.....	13
References .....	15
Appendix A: Technical Notes .....	A-1
Appendix B: Estimate Tables .....	B-1
Appendix C: Standard Error Tables .....	C-1
Appendix D: 2005 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) Instrument.....	D-1
Appendix E: Selected Items From the National Crime Victimization Survey Crime Incident Report (NCVS-2) .....	E-1

# List of Tables

<i>Table</i>	<i>Page</i>
A-1. Items included in the NCVS/SCS item nonresponse bias analysis: 2005 .....	A-5
A-2. Generalized variance function constant parameters: 2005.....	A-6
B-1. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: 2005 .....	B-1
B-2. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: 2005 ...	B-2
B-3. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of conditions of an unfavorable school climate and type of victimization: 2005 .....	B-3
B-4. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of selected security measures to secure school buildings and type of victimization: 2005.....	B-3
B-5. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: 2005 .....	B-4
B-6. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of personal avoidance behavior and type of victimization: 2005.....	B-4
C-1. Standard errors for B-1: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: 2005 .....	C-1
C-2. Standard errors for B-2: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: 2005 .....	C-2
C-3. Standard errors for B-3: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of conditions of an unfavorable school climate and type of victimization: 2005.....	C-3
C-4. Standard errors for B-4: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of selected security measures to secure school buildings and type of victimization: 2005 .....	C-3

*Table*

*Page*

C-5. Standard errors for B-5: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: 2005... C-4

C-6. Standard errors for B-6: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of personal avoidance behavior and type of victimization: 2005..... C-4

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# List of Figures

<i>Figure</i>	<i>Page</i>
1 Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2005.....	5
2 Percentage of students ages 12 through 18 who reported conditions of an unfavorable school climate during the previous 6 months, by reports of criminal victimization: 2005.....	9
3 Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings during the previous 6 months, by reports of criminal victimization: 2005 .....	10
4 Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures at school during the previous 6 months, by reports of criminal victimization: 2005 .....	11
5 Percentage of students ages 12 through 18 who reported personal avoidance behavior at school during the previous 6 months, by reports of criminal victimization: 2005 .....	12

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# Introduction

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

Crime at school has been a subject of national interest since the 1970s, when the Safe Schools Study was conducted by the National Institute of Education. The Safe Schools Study was a federally funded 3-year study commissioned to assess the level of violence and crime in American schools. Results from this study include the findings that theft was the most common type of crime at school and that violent criminal offenses tended to be more prevalent in inner-city schools than in suburban ones (U.S. Department of Health, Education, and Welfare 1978).

This report provides estimates of student victimization and characteristics of victims and nonvictims using data from the 2005 National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1), the NCVS Crime Incident Report (NCVS-2), and the School Crime Supplement (SCS) to the NCVS.<sup>2</sup> NCVS is the nation's primary source of information on crime victimization and the victims of crime. NCVS-2 collects data on victimizations that occur at school and those that occur in locations other than at school. SCS collects additional information about characteristics of school-related victimization on a national level. Created as a supplement to NCVS and co-designed by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), SCS was conducted in 1989, 1995, 1999, 2001, 2003, and 2005. This report includes data from 2005.

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

This report includes only students who were ages 12 through 18 who were enrolled in 6th through 12th grade. Only students who were enrolled in school within 6 months prior to the survey and who were not homeschooled during that time are included in this analysis. A total of 6,297 responding students met these criteria. For the purposes of this report, victimization at school refers to incidents that occurred inside the school building, on school property, or on the way to or from school. School characteristics (including sector and security measures) are drawn from the 2005 SCS, while individual student characteristics (including sex, race/ethnicity, household income, grade level, academic grades, and urbanicity) are drawn from NCVS-1 variables appended to the SCS data file. Estimates of victimizations that occur at school, on school grounds, or on the way to or from school are obtained from the NCVS-2. See appendix D for the SCS instrument and appendix E for selected questions from the NCVS-2 instrument.

A total of 6,297 students participated in the 2005 SCS. The household completion rate was 91 percent and the student completion rate was 62 percent. The overall unweighted SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 56 percent in 2005. Due to the low unit

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<sup>2</sup> The SCS data are available for download from the student surveys link at National Center for Education Statistics (NCES) Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

<sup>3</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, are eligible as long as they have attended school at any time in the 6 months prior to the month of the interview. Students who are homeschooled are not included past the screening questions, since many of the questions in SCS are not relevant to their situation.

response rate, a unit nonresponse bias analysis was performed. Despite evidence of potential bias for the race, household income, and urbanicity variables, these variables were considered stable enough for examination in this report. Refer to appendix A for more information on the bias analysis performed.

NCVS and SCS data are also examined by Dinkes et al. (2006) in the Indicators of School Crime and Safety, a report produced annually by NCES and BJS. That report compiles data from multiple unique sources, including national surveys of students, teachers, and principals, as well as universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. It is designed to provide a “first look” at information from these data sources and makes trend comparisons of SCS findings. This report supplements the indicators report by reporting details of characteristics of school crime and victims.

In this report, the definition of criminal victimization is derived from the NCVS “type of crime” variable. Victimization are categorized as serious violent, violent, or theft. Serious violent victimizations include rape, sexual assault, robbery, and aggravated assault and are a subset of violent crimes. Violent victimizations include all serious violent victimizations and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. Victims of “any” crime reported at least one of the victimizations above. NCVS counts each crime against an individual as a victimization. However, estimates reported in this report are based on the prevalence, or percentage, of students who experience victimizations. For example, if a respondent reports two unique victimizations, such as an assault and a theft, during the previous 6 months, this student would be counted in the prevalence measure. However, this respondent would only be counted once in the overall prevalence (“any”) estimate, because “any” victimization constitutes at least one violent victimization or theft. For many of the comparisons discussed in this report, this is the baseline comparison. Measuring student victimization in this way provides the percentages of students who are directly affected by victimization, rather than the number of victimizations that occur at school.

Readers should note that limitations inherent to victimization surveys such as SCS and NCVS could have some effect on the estimates of victimization reported here (see Cantor and Lynch 2000). First, 13 percent of SCS interviews were new to the NCVS panel in 2005. Because there is no prior interview for new respondents to use as a point of reference when reporting victimization, their reports may include victimizations earlier than the desired 6 month reference period. To the extent that these earlier victimizations are included, rates are overreported. Second, respondent recall of a victimization event may be inaccurate. People may forget the event entirely or recall the characteristics of the event inaccurately. This could lead to misclassification of victimizations.

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

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The test procedure used in this report was Student’s t statistic, which tests the difference between two sample estimates. The standard error is calculated for each estimate provided in order to determine the “margin of error” for these estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged

that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors.

NCES statistical guidelines require symbolic notation of data presented in tables and figures that should be interpreted with caution or that do not meet reporting standards. For an estimate whose standard error is from 30 to 50 percent of the estimate's value, an exclamation point (!) is placed next to the estimate to indicate that the data in that particular cell should be interpreted with caution. For an estimate whose standard error is equal to 50 percent or more of the estimate's value, the estimate is replaced with a double-dagger symbol (‡) to indicate that the data do not meet reporting standards and the standard error is replaced with a single dagger (†) to indicate that the data are not applicable. In cases where an estimate is a true zero or rounds to zero, the estimate is replaced with a pound sign (#) and the standard error replaced with a single dagger (†) to indicate that the data are not applicable. Data that meet reporting standards but should be interpreted with caution are reported in the body of this report, and are not notated with an exclamation point. Please refer to the associated table in appendix B to determine the estimates that should be interpreted with caution. Data that were replaced with either a double dagger or a pound sign are not reported in the body of this report.



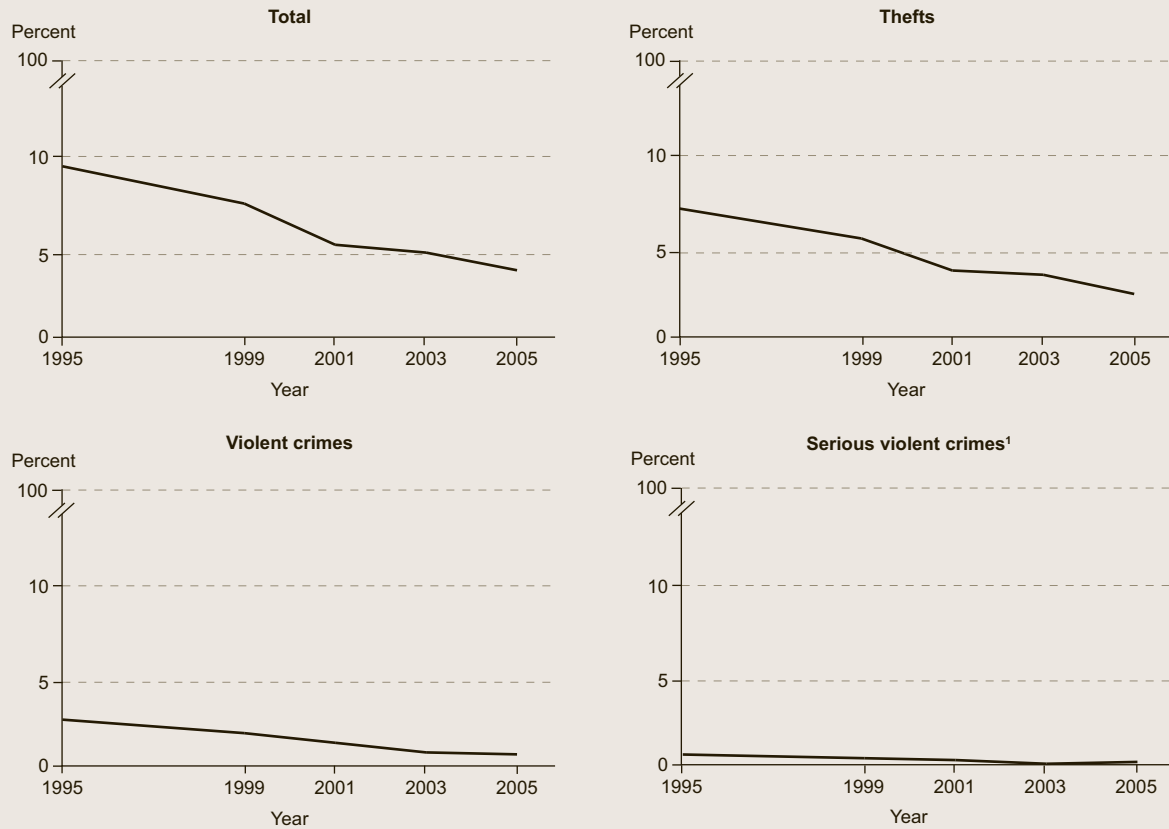
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# Victimization at School

In their analysis of data from the 1995, 1999, 2001, 2003, and 2005 NCVS Crime Incident Report (NCVS-2), Dinkes et al. (2006) found a decrease in the percentage of students ages 12 through 18 reporting at least one criminal victimization at school in the 6 months prior to the survey (figure 1). When victimizations that occurred in 1995 are compared to those that occurred in 2005, a decrease in various types of crime can be seen between these years. While 10 percent of students reported being victims of at least one crime at school in 1995, 4 percent of students reported at least one victimization at school in 2005. In 1995, 7 percent reported being victims of theft and 3 percent reported theft in 2005. Three percent of students reported being victims of violent crime in 1995 and 1 percent reported being victims of violent crime in 2005. In 1995 and 2005, less than 1 percent of students reported a serious violent crime.

This report supplements Dinkes et al. (2006) by providing estimates detailing the relationship between reports of school crime and characteristics of student victimization derived from the 2005 SCS. In 2005, one percent of students reported being victims of simple assault at school (classified as a violent crime but not a serious violent crime) and less than 1 percent reported being victims of a robbery or aggravated assault at school (both of which are types of serious violent crimes) (table B-1). Three percent of students reported being victims of theft. Subsequent sections of this report elaborate on the relationship between violent crime and theft as they relate to student perceptions of school climate and reports of fear and avoidance behavior, and specific characteristics of nonvictims and victims (table B-1).

**Figure 1. Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2005**



<sup>1</sup> Serious violent crimes are also included in violent crimes.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Serious violent" crimes include rape, sexual assault, robbery, and aggravated assault. "Violent" crimes include serious violent crimes and simple assault. "Total" crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and from 2001 onward, going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), selected years, 1995–2005; Indicators of School Crime and Safety: 2006 (NCES 2007–003/NCJ 214262).

# Characteristics of Nonvictims and Victims of Crime at School

Victimization at school may be related to student characteristics (including sex, race/ethnicity, grade level, household income, urbanicity, and academic grades) or school characteristics (e.g., public vs. private).

## Sex

In 2005, 3 percent of both males and females reported being victims of a theft, but a higher percentage of males reported being a victim of a violent crime (2 percent) than females (1 percent) (table B-2).

## Race/Ethnicity

No measurable differences were found between the percentages of White, non-Hispanic students, Black, non-Hispanic students, and Hispanic students who reported being victims of any crime (5 percent, 4 percent, and 4 percent, respectively), theft (3 percent for each group), or violent crime (1 percent for each group) at school in 2005 (table B-2). A higher percentage of White, non-Hispanic students, however, reported being victims of any crime (5 percent) at school than Other, non-Hispanic<sup>4</sup> students (3 percent).

## Grade Level

In 2005, a higher percentage of students in 6th grade than students in 10th grade reported being victims of a violent crime at school (2 percent vs. 1 percent, respectively) (table B-2). The percentage of students in 7th grade who reported being victims of a violent crime at school (3 percent) was higher than students in 9th grade (1 percent), 10th grade (1 percent), and 11th grade (1 percent). No measurable differences were detected in student reports of theft at school by grade level.

## Household Income<sup>5</sup>

Analysis of student household income found that a higher percentage of students living in households with incomes of \$7,500–14,999 reported experiencing any crime (8 percent) than students in households with incomes of \$25,000–34,999 (2 percent) (table B-2). In addition, a higher percentage of students living in households with incomes of \$7,500–14,999 reported a theft (5 percent) than students in households with incomes of \$25,000–34,999 (1 percent). The percentage of students living in households with incomes of \$35,000–49,999 and \$50,000 or more who reported any crime (5 percent for both groups) was higher than students living in households with incomes of \$25,000–34,999 (2 percent). No measurable differences were detected in student reports of violent crime by household income.

## Urbanicity

A higher percentage of students living in urban areas reported being victims of any crime (5 percent) or a violent crime (2 percent) than students living in rural areas (3 percent and 1 percent, respectively) (table B-2). No measurable differences were detected in student reports of any crime, theft, or violent crime when comparing urban areas to suburban areas or when comparing rural areas to suburban areas.

<sup>4</sup> “Other, non-Hispanic” includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). For this report, non-Hispanic students who identified themselves as more than one race (1 percent of all respondents) were included in the “Other, non-Hispanic” category.

<sup>5</sup> The income categories presented in this report are a recoding of the 14 categories offered in the NCVS-1 Basic Screen Questionnaire. Adjacent categories were collapsed to be consistent with other NCES products produced from this data set (see the table library at the NCES Crime and Safety Surveys portal at <http://nces.ed.gov/programs/crime>). Readers should use caution when interpreting the results of analysis from these collapsed categories. As with all categorical data, results may differ from different category breakdowns.

### **Student Academic Grades<sup>6</sup>**

When comparing students by self-reported academic grades, a higher percentage of those who reported mostly C's reported being victims of a violent crime (2 percent) than students who reported receiving mostly A's (1 percent) or mostly B's (1 percent) (table B-2).

### **School Sector (Public/Private)**

The percentage of public school students who reported being victims of any crime (4 percent) and theft (3 percent) was higher than private school students (3 percent and 1 percent, respectively) (table B-2). No measurable differences were found between public school student and private school student reports of being victims of a violent crime.

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<sup>6</sup> The academic grade categories presented in this report are the categories in the SCS questionnaire and are consistent with other NCES products produced from this data set (see the table library at the NCES Crime and Safety Surveys portal at <http://nces.ed.gov/programs/crime>). Readers should use caution when interpreting the results of analysis from these categories. As with all categorical data, results may differ from different category breakdowns.

# Victimization and Conditions of Unfavorable School Climate

In assessing the prevalence of school crime, it is also important to consider how the nature of the school environment may be related to student victimization. The 2005 SCS asked respondents about gangs, guns, fights, drugs, alcohol, and hate-related graffiti in their school. Specifically, students were asked if there were gangs at school, if they had seen another student with a gun at school, if they had engaged in a physical fight at school, if drugs<sup>7</sup> or alcohol were available at school, and if they had seen any hate-related graffiti at school.

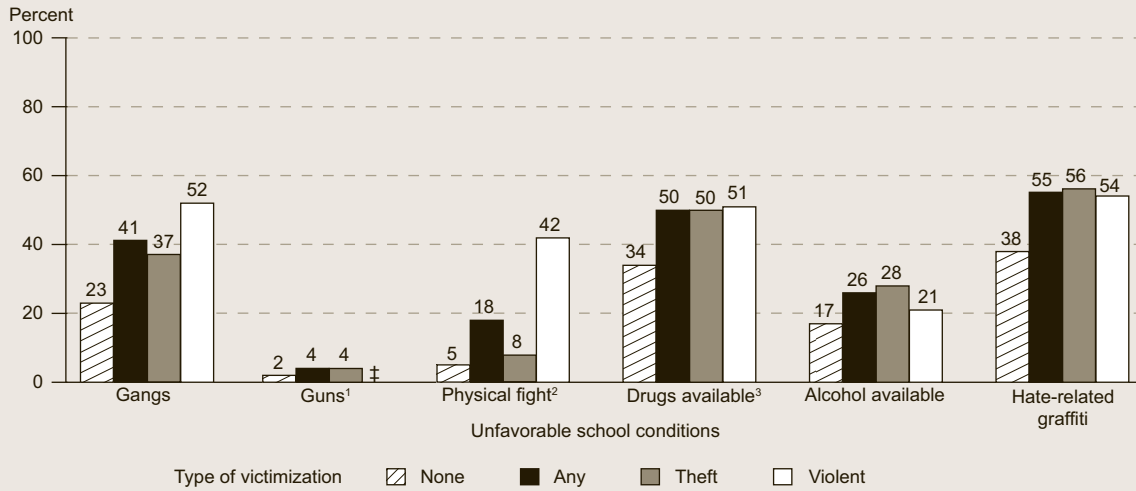
Findings show that there was a measurable difference between victims and students who did not report criminal victimization in all but one of the conditions of an unfavorable school climate. A higher percentage of victims of any crime reported the presence of gangs at their school compared to nonvictims of any crime (41 percent vs. 23 percent), to have engaged in a physical fight at school (18 percent vs. 5 percent), to report that drugs were available at their school (50 percent vs. 34 percent), to report that alcohol was available at their school (26 percent vs. 17 percent), and to have seen hate-related graffiti at school (55 percent vs. 38 percent) (figure 2 and table B-3). There were no measurable differences between victims and nonvictims of any crime having seen another student with a gun at school (4 percent vs. 2 percent).

A higher percentage of victims of theft compared to nonvictims of any crime reported the presence of gangs at school (37 percent vs. 23 percent), that drugs were available at school (50 percent vs. 34 percent), that alcohol was available at school (28 percent vs. 17 percent), and that they had seen hate-related graffiti at school (56 percent vs. 38 percent) (figure 2 and table B-3). A higher percentage of students who reported a violent crime reported conditions of an unfavorable school climate than nonvictims of any crime. A higher percentage of students who experienced violent victimization reported the presence of gangs at school compared to nonvictims of any crime (52 percent vs. 23 percent), having been in a physical fight at school (42 percent vs. 5 percent), the availability of drugs at school (51 percent vs. 34 percent), and having seen hate-related graffiti at school (54 percent vs. 38 percent).

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<sup>7</sup> Students were asked whether marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, and other drugs were available at school.

**Figure 2. Percentage of students ages 12 through 18 who reported conditions of an unfavorable school climate during the previous 6 months, by reports of criminal victimization: 2005**



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

<sup>1</sup> Includes students who reported that they knew or saw another student who brought a gun to school.

<sup>2</sup> Includes students who reported being involved in one or more physical fights at school.

<sup>3</sup> Includes students who reported that marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, or other drugs were available at school.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000.

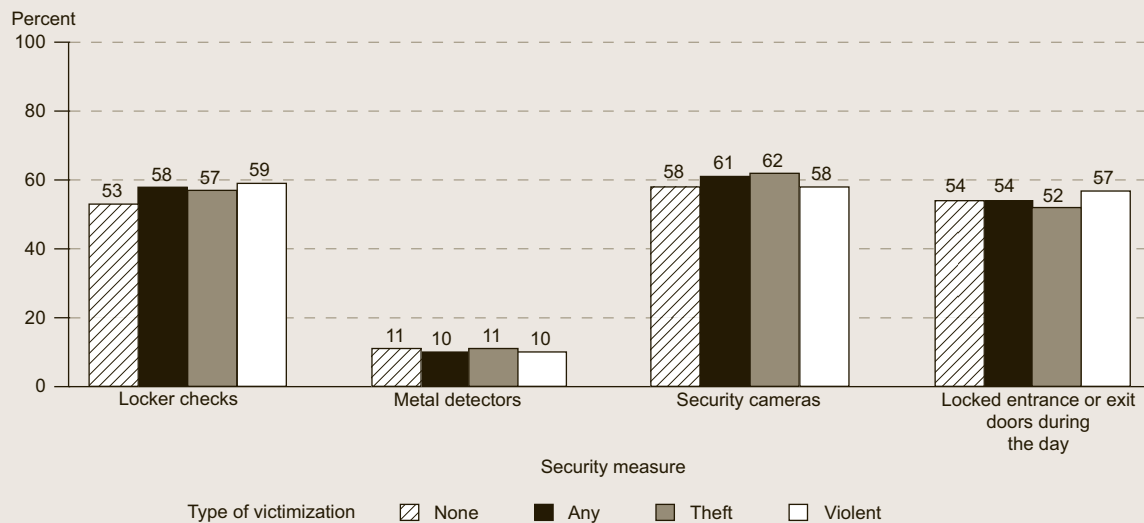
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

# Victimization and Security Measures at School

School authorities are faced with the important task of deciding which security measures to implement, including hiring law enforcement officers, using metal detectors or security cameras, locking entrances and exits during the school day, and using staff supervision in hallways. Analysis of the 2004 School Survey on Crime and Safety (SSOCS),<sup>8</sup> a principal-based survey of U.S. public schools, found that 87 percent of schools used paid law enforcement or security at school during school hours, 6 percent of schools used random metal detector checks on students, and 36 percent used security cameras to monitor the school.

Although the 2005 SCS asked students whether their schools use certain security measures, examination of the data found few measurable differences between victims of any crime, theft, and violent crime and nonvictims of any crime in reporting the presence of security measures in their school. There were no measurable differences between victims' and nonvictims' reports of locker checks, metal detectors, security cameras, or locked entrance or exit doors during the day (figure 3 and table B-4).

**Figure 3. Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings during the previous 6 months, by reports of criminal victimization: 2005**



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000.

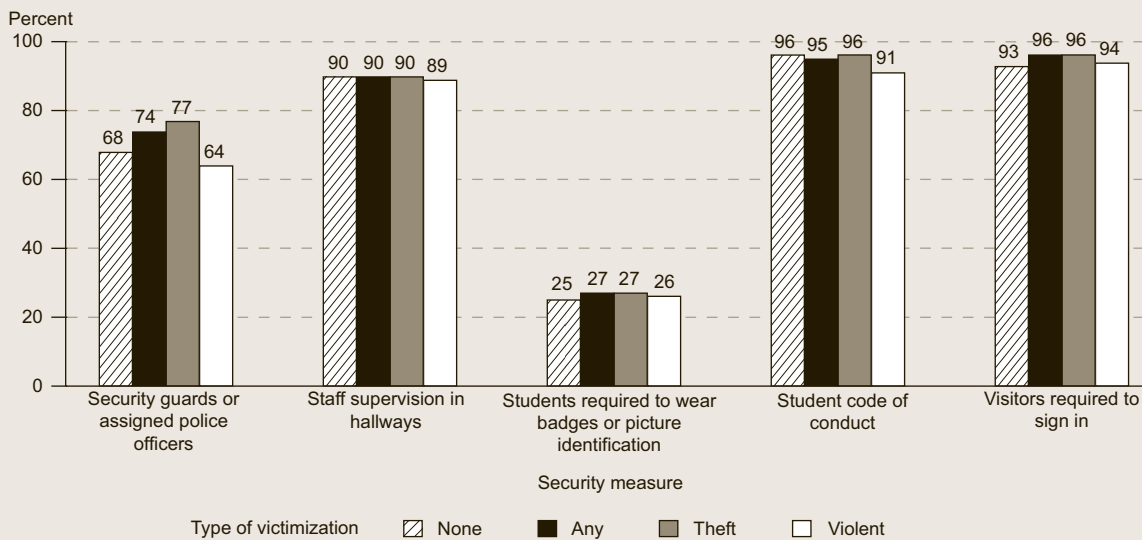
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

<sup>8</sup> The 2004 SSOCS web tables are available for download from the principal/school surveys link at the NCES Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.



Students were also asked about the use of designated personnel and enforcement of administrative procedures to ensure student safety at school. No measurable differences were found between nonvictims of any crime and victims of any crime or violent crime in their reports of the use of security guards or assigned police officers at school, staff supervision of hallways, a requirement that students wear badges or picture identification, and the use of a student code of conduct (figure 4 and table B-5). There were no measurable differences found between victims of violent crime and nonvictims of any crime in their reports of their school requiring that visitors sign in. However, a higher percentage of victims of theft compared to nonvictims of any crime reported that their schools use security guards or assigned police officers (77 percent vs. 68 percent). The percentage of victims of any crime and theft who reported that their school requires visitors to sign in (96 percent for each) was higher than nonvictims of any crime (93 percent).

**Figure 4. Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures at school during the previous 6 months, by reports of criminal victimization: 2005**



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

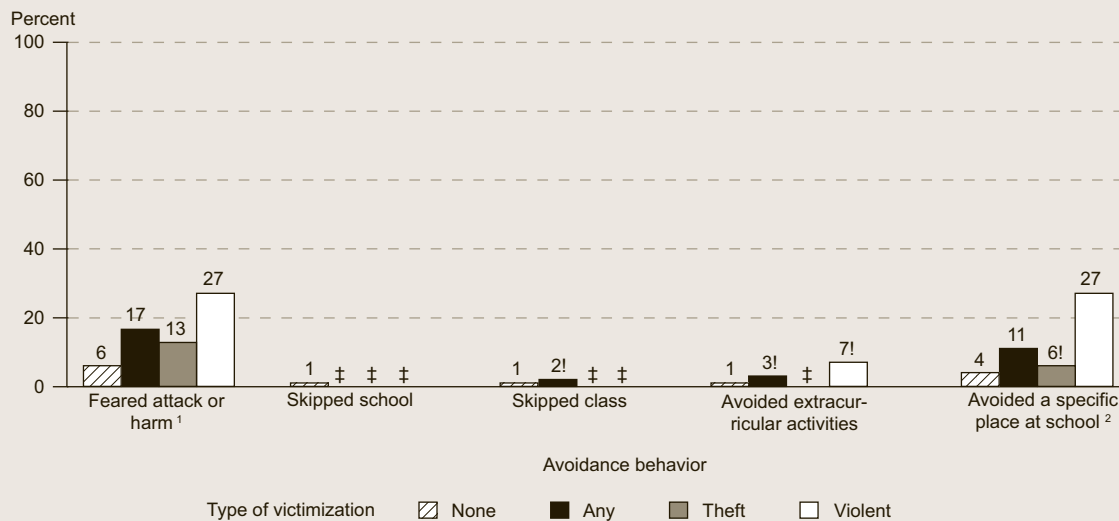
# Victimization, Fear, and Avoidance Behaviors at School

This section compares fear and avoidance behaviors among students who were victims of any crime, violent crime, or theft to fear and avoidance behaviors among students who did not report criminal victimization.

In the 2005 SCS, students were asked how often they had been afraid of an attack or harm at school during the previous 6 months. Findings show that a lower percentage of nonvictims of any crime reported being afraid of attack or harm (6 percent) than students who reported experiencing any crime (17 percent), theft (13 percent), or violent crime (27 percent) (figure 5 and table B-6).

Students were also asked whether they skipped school or class, avoided extracurricular activities, or avoided specific places inside the school building<sup>9</sup> because they thought someone might attack or harm them. A higher percentage of students who reported experiencing a violent crime reported avoiding extracurricular activities (7 percent) than nonvictims of any crime (1 percent). The percentage of victims of any crime and violent crime who reported avoiding specific places in the school building (11 percent and 27 percent, respectively) was higher than nonvictims of any crime (4 percent) (figure 5 and table B-6).

**Figure 5. Percentage of students ages 12 through 18 who reported personal avoidance behavior at school during the previous 6 months, by reports of criminal victimization: 2005**



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

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

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

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

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

<sup>9</sup> These include the entrance to the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

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# Summary

The U.S. public continues to be concerned about crime in school and the safety of students, as well as how victimization at school may be an impediment to student success. Crime in schools can have negative implications not only for those directly involved in the incident but also for other students, faculty, and staff, and create an environment that is unfavorable for successful educational attainment. Findings presented in this report aid in identifying the scope of victimization at school, environmental conditions that may be associated with it, and its ramifications. These findings can help educators, policymakers, administrators, and parents understand the extent of student victimization in order to develop policies that better address issues of school crime and violence.

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# Appendix A: Technical Notes

## Sponsorship and Purpose of the Survey

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

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

## Sample Design and Data Collection

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

Once in the panel, respondents are administered NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. The SCS questionnaire is administered after NCVS to persons in the sample household ages 12 through 18 who are enrolled in primary or secondary education programs leading to a high school diploma (elementary through high school) or who have been enrolled sometime during the 6 months prior to the interview.<sup>1</sup> The first interview is considered the incoming rotation, while the second through the seventh interviews are considered continuing rotations.

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

SCS is administered to all eligible respondents within NCVS households between January and June of the year of data collection. In order to be eligible for SCS, students must be 12 through 18 years old, have attended school in grades 6 through 12 at some point in the 6 months before the interview, and not have been homeschooled

<sup>1</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, are eligible as long as they have attended school at any time in the 6 months prior to the month of the interview. Students who are homeschooled are not included past the screening questions, since many of the questions in SCS are not relevant to their situation.



in the 6 months before the interview. In 2005, there were approximately 57,500 households in the NCVS sample, and 11,525 NCVS respondents were eligible to complete SCS.

The prevalence of victimization for the 2005 SCS was calculated by using NCVS incident variables appended to the SCS data file. The NCVS “type of crime” (TOC) variable was used to classify victimizations of students in SCS as serious violent, violent, or theft. NCVS-2 variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school.

### **Changes in Questionnaire Wording**

The SCS questionnaire has been modified in several ways since its inception. First, in 1995 and 1999, “at school” was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for “at school” was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of “at school” in NCVS; the same change was made to the 2003 and 2005 questionnaires. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of “at school” would not have a substantial impact on the estimates.

Second, the SCS questions pertaining to fear and avoidance have been changed. In 1995, 1999, 2003, and 2005, students were asked if they were fearful or avoidant because they thought someone would “attack or harm” them. In 2001, students were asked if they were fearful or avoidant because they thought someone would “attack or threaten to attack” them. In the 1999 and 2001 SCS surveys, students were asked to exclude times they were at school or going to or from school in the question about fear away from school. In 2003 and 2005, when asked about fear away from school, students were asked to exclude times they were at school; however, in these years the definition of “at school” included going to and from school. These changes should be considered when making comparisons across survey years.

Third, the introduction to and definition of gangs, as well as the placement of the item about gangs in the questionnaire, were changed beginning with the 2001 SCS. Thus, the reader should be cautioned not to compare estimates of gangs based on 2005 SCS data presented in this report with estimates of gangs based on data prior to the 2001 SCS.

In 2005, the SCS question pertaining to bullying was changed. In 1999, 2001, and 2003, students were asked a single question about bullying, whereas the 2005 SCS included a series of questions (students were not asked about bullying in the 1995 SCS). Because of significant changes in questionnaire wording, comparisons between the 2005 SCS questions on bullying and the question in prior survey years should be made with caution.

### **Classification of Crimes**

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

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

## Survey Limitations

In addition to concerns of measurement error resulting from nonresponse and changes in questionnaire wording, other limitations are worth noting. The first consideration is the level of sampling error. Because the sample of students selected for each administration of the SCS is just one of many possible samples that could have been selected, it is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples.

The effects of unbounded and bounded interviews should also be considered (Cantor and Lynch 2000). According to Addington (2005), the effects of bounding may not be a concern when reporting victimization using a 6-month window; however, this possibility should be acknowledged. The Bureau of Justice Statistics excludes unbounded interviews when producing estimates using NCVS; that is data from the first interview are excluded. In contrast, SCS estimates include data from the first interview, which may result in reporting events outside of the reference period. Literature concerning such “forward telescoping” has found varying estimates of inflation rates caused by unbounded interviews, with some reporting increases as high as 40–50 percent (Hemenway, Azrael, and Miller 2000) and others reporting 10 percent or less (Gaskell, Wright, and O’Muircheartaigh 2000). On a crime-specific basis, Gottfredson and Hindelang (1981) found that unbounded interviews typically yielded reports of victimization that were 20 percent greater than bounded interviews. In the current paper, 13 percent of SCS interviews were new to the NCVS panel. Because first-time interviews are unbounded, there is a chance that victimizations preceding the desired 6-month reference period may be included. To the extent that they are, victimization reports may be inflated.

## Unit and Item Response Rates

Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to NCVS, the unit completion rate for SCS reflects both the household interview completion rate and the student interview completion rate. A total of 6,297 students participated in the 2005 SCS. The unweighted household completion rate was 91 percent, and the unweighted student completion rate was 62 percent. The overall unweighted SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 56 percent.

The rate at which respondents provide a valid response to a given item on the survey instrument is referred to as the item response rate. Item response rates for most items used in this report were typically over 95 percent for all eligible respondents. For most questions in SCS, “don’t know” and refusal responses were not offered explicitly but were considered valid if given by the respondent. In this report, “don’t know” was included in the analysis when it appeared as a response option on the questionnaire. No explicit imputation procedure was used to correct for item nonresponse.

## Unit Nonresponse Bias Analysis

The National Center for Education Statistics (NCES) requires that any survey stage of data collection with a unit or item response rate of less than 85 percent must be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003).

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

Due to the low unit response rate in 2005 (56 percent), a unit nonresponse bias analysis was performed to determine the extent to which there might be bias in the estimates produced using SCS data. The SCS sampling frame has four key student characteristic variables for which data are known for respondents and

nonrespondents—sex, race/ethnicity, household income, and urbanicity. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

The analysis of unit nonresponse bias found evidence of potential bias for the race, household income, and urbanicity variables. White, non-Hispanic and Other, non-Hispanic respondents had higher response rates than did Black, non-Hispanic, and Hispanic respondents. Respondents from households with incomes of \$35,000–49,999 and \$50,000 or more had higher response rates than did those from households with incomes of less than \$7,500, \$7,500–14,999, \$15,000–24,999, and \$25,000–34,999. Respondents who live in urban areas had lower response rates than did those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be assessed, weighting adjustments, which correct for differential response rates, reduce the problem introduced by these differences.

### **Item Nonresponse Bias Analysis**

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

The mean item response rate for the 2005 NCVS/SCS was greater than 95 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. For the items with response rates lower than 85 percent, however, the potential for nonresponse bias exists. Since item nonresponse bias may be viewed as a function of both the item response rate and the extent to which the item respondents differ from the item nonrespondents, bounds on the item nonresponse bias may be obtained by imposing extreme assumptions on the item nonrespondents. This procedure evaluates how missing values impact a distribution by imputing nonresponse items using extreme values. For example, if the item is a discrete variable, the smallest possible value and largest possible value for that item would be imputed and differences between the two samples with different imputed extreme values would be examined. For continuous items, the lowest extreme is the 5 percent cut-off point and the largest extreme is the 95 percent cut-off. If differences exist between two imputed samples, there is potential for bias in the particular item.

An item nonresponse bias analysis was performed to determine the extent to which there might be bias in estimates of the items with weighted response rates lower than 85 percent.<sup>2</sup> Table A-1 lists the 9 items included in the item nonresponse bias analysis, one of which (SC214, income) is used as an analytic variable in this report. When the distributions of item respondents and nonrespondents were examined across sex, race/ethnicity, and urbanicity, no measurable differences were found for all items except income. Thus, there was no evidence of bias for any items with response rates less than 85 percent except income. Further analysis on the income item that compared the distributions of income respondents and nonrespondents within survey items associated with income (e.g., drug availability, the presence of gangs, etc.) did not yield evidence of bias. As a result, the income item was included in this report as an analytic variable.

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<sup>2</sup> Since the mean item response rate for survey items was above 95 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be negligible for most items. For items that had a small number of respondents, other sources of error, such as sampling error, and disclosure risk, could have a much larger effect on estimates than item nonresponse bias. Therefore, only items that had 30 or more respondents were included in the item nonresponse bias analysis. For the same reason, items that were applicable to less than 100 respondents and had item response rates of less than 30 percent were excluded.

**Table A-1. Items included in the NCVS/SCS item nonresponse bias analysis: 2005**

Variable name	Variable description	Number of observations	Weighted response rate	Unweighted response rate
SC115 (SCS)	How many days skipped class	525	81.2	81.0
SC214 (NCVS)	Household income	7112	81.3	81.5
SC219 (NCVS)	Public housing	1832	83.2	83.2
SC55211 (NCVS)	First incident	41	63.4	63.4
SC578 (NCVS)	Has job / worked last 2 weeks or more	311	67.9	68.8
SC683A_1 (NCVS)	Number of others harms or robbed (allocated)	32	78.1	78.1
SC684A_1 (NCVS)	Number of household members harmed/robbed (allocated)	32	78.1	78.1
SC708_1 (NCVS)	Single offender race	141	79.5	80.1
SC778_1 (NCVS)	Value of property after recovered	56	73.5	76.8

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

## Weighting

The purpose of SCS is to be able to make inferences about criminal victimization in the 12- to 18-year-old student population in the United States. Before such inferences can be drawn, it is important to adjust, or “weight,” the sample of students to ensure it is similar to the entire population in this age group. The weights used in this report are a combination of household-level and person-level adjustment factors. In NCVS, adjustments were made to account for both household- and person-level noninterviews. Additional factors were then applied to reduce the variance of the estimate by correcting for the differences between the sample distributions of age, race, and sex and the known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons in the file.

A special weighting adjustment was performed on the SCS data. Noninterview adjustment factors were computed to adjust the weighting for SCS noninterviews, and two SCS person weights were computed as a result of applying special adjustment factors to the NCVS final person weight. The first SCS weight computed was derived using the final NCVS person weight that was calculated for all interviewed persons in interviewed continuing households and applying a within-SCS noninterview adjustment factor. This weight should be used if producing NCVS estimates using only the continuing rotations. The second SCS weight was derived using the final NCVS person weight that was calculated for all interviewed persons in interviewed continuing and incoming households and applying a within-SCS noninterview adjustment factor. This weight should be used if producing SCS estimates using all rotations and was used to create the estimates in all figures and tables in this report.

## Standard Errors

The sample of students selected for each administration of SCS is just one of many possible samples that could have been selected, so it is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples. This type of variability is called sampling error because it arises from using a sample of students rather than all students. The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than one standard error is about 0.68. The probability that the difference would be less than 1.65 standard errors is about 0.90, and the probability that the difference would be less than 1.96 standard errors is about 0.95. Standard errors for the estimates discussed in this report are presented in appendix C.

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

Standard errors are typically developed assuming the sample is drawn with equal probability. Since the SCS sample is not a simple random sample, calculation of the standard errors requires procedures that are markedly different from those used when the data are from a simple random sample. To estimate the statistics and standard errors, this report utilized the Taylor series approximation method<sup>3</sup> using primary sampling unit (PSU) and strata variables available in the data file.

Another way that standard errors can be calculated is by using generalized variance function (gvf) constant parameters. The gvf represents the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The three constant parameters (a, b, and c) derived from the curve-fitting process are provided in table A-2 for those who prefer to use this alternative method of calculating standard errors:<sup>4</sup>

**Table A-2. Generalized variance function constant parameters: 2005**

Year	a	b	c
2005	-0.00032187	4,074	3.137

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics (n.d.) *National Crime Victimization Survey: School Crime Supplement, 2005*. Retrieved May 3, 2007, from <https://www.icpsr.umich.edu/ICPSR/>.

To calculate the standard errors associated with percentages, the following formula is used:

$$\text{standard error of } p = \sqrt{\frac{bp(1.0 - p)}{y} + \frac{cp(\sqrt{p} - p)}{\sqrt{y}}}$$

where  $p$  is the percentage of interest expressed as a proportion and  $y$  is the size of the population to which the percentage applies. Once the standard error of the proportion is estimated, it needs to be multiplied by 100 to make it applicable to the percentage.

To calculate the adjusted standard errors associated with population counts, the following formula is used:

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

where  $x$  is the estimated number of students who experienced a given event (e.g., violent victimization).

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

## Statistical Tests

Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure the differences are larger than those that might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The statistical comparisons in this report were based on

<sup>3</sup> Further information about the Taylor series approximation method can be found in Wolter (1985).

<sup>4</sup> A more detailed description of the gvf constant parameters developed for NCVS and SCS can be found at <http://ojp.usdoj.gov/bjs/pub/pdf/cvus/cvus01mt.pdf>.



Student's  $t$  statistic. Whether the statistical test is considered significant or not is determined by calculating a  $t$  value for the difference between a pair of means or proportions and comparing this value to published tables of values, called critical values. The alpha level is an a priori statement of the probability that a difference exists in fact rather than by chance.

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

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

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

To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using a categorical search algorithm called Chi-Square Automatic Interaction Detection (CHAID). Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response, and so forth, until a tree is formed with all of the response predictors that were identified at each step. The final result is a division of the entire data set into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the data set into groups within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible, creating nonresponse adjustment cells. This procedure identifies the characteristics of data that are the best predictors of response.

## Glossary of Variables Used

Each variable used in the analyses for this report is described below, along with the source code for the particular variable. The data file contains all variables collected in SCS as well as selected variables collected in the NCVS Basic Screen Questionnaire (NCVS-1) that have been appended to SCS. The data are available for download from the Inter-University Consortium for Political and Social Research via the student surveys link at NCES's Crime and Safety Surveys portal located at <http://nces.ed.gov/programs/crime/surveys.asp>.

Prior to analysis, the 2005 SCS data file was filtered to include only students who were ages 12 through 18 (using SC003 [RESPONDENT AGE]), were enrolled in 6th through 12th grade (using SC008 [GRADE LEVEL IN SCHOOL]), were enrolled in school in the past 6 months (using SC006 [DID YOU ATTEND SCHOOL DURING THE LAST 6 MONTHS?]), and were not homeschooled during that time (using SC092 [HOME SCHOOLED DURING LAST 6 MONTHS?]). Students who did not fulfill the school enrollment requirements were deleted from the analysis. The final unweighted sample size was 6,297. Victimization refers to incidents that occurred inside the school building, on school property, or on the way to or from school.

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

**household income** (SC214): Household income refers to income as reported by the head of household and was collapsed into the following categories: (1) Less than \$7,500, (2) \$7,500–14,999, (3) \$15,000–24,999, (4) \$25,000–34,999, (5) \$35,000–49,999, and (6) \$50,000 or more.

**place of residence** (UCMSTA): Refers to the Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 1990 by the U.S. Census Bureau. Categories include "central city of an (S)MSA (Urban)," "in (S)MSA but not in central city (Suburban)," and "not (S)MSA (Rural)."

**race/ethnicity, Hispanic origin** (SC412R and SC413): SC412R asked respondents their race and SC413 asked whether they are of Hispanic origin. Non-Hispanics were classified as White, Black, or Other. Beginning in 2003, students were given the option of identifying themselves as more than one race. Respondents who identified themselves as being of Hispanic origin were classified as Hispanic, regardless of their race. Non-

Hispanic students who identified themselves as more than one race in 2005 (1 percent of all respondents) were included in the “Other, non-Hispanic” category. “Other, non-Hispanic” includes Asians, Pacific Islanders, and American Indians (including Alaska Natives).

**sex** (SC407A): SC407A asked respondents their sex.

**victimization** (TOCNEW\_1 through TOCNEW\_7): Each SCS respondent represents a student who reported as many as seven incidents of victimization in the NCVS-1 in 2005. For each incident of victimization reported, an NCVS Crime Incident Report (NCVS-2) was completed. These Incident reports were appended to the SCS data file for each respondent who reported at least one victimization. The victimization categories used in this report were determined using the Type of Crime (TOC) code reported in the NCVS-1 for each incident.

Each of these TOC variables was used to construct the serious violent, violent, and theft crime categories used in this report. Serious violent crimes include completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons, sexual assault without injury, and unwanted sexual contact without force. Violent crimes include the serious violent crimes listed above, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. “Any” crimes include one or more reports of any of the crimes listed above. Each of these variables measures the prevalence of victimization.

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

**location where incident occurred** (SC616): This question asks students where the incident occurred, specifically, inside the school building or on school property (school parking area, play area, school bus, etc.). See question 10 in the NCVS-2 questionnaire in appendix E.

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

## **Variables Taken From SCS**

**afraid of attack at school, on the way to or from school, and away from school** (SC079, SC080, and SC081): This series of questions asks students if they were afraid someone would attack or threaten to attack them at school, on the way to or from school, and away from school. See questions 23, 24, and 25 in the SCS questionnaire in appendix D.

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

**avoiding certain areas of the school and skipping school, class, or extracurricular activities** (SC068, SC069, SC070, SC071, SC072, SC073, SC074, SC075, SC076, SC077, and SC078): Student reports of avoiding certain areas in schools include avoiding shortest route to school (SC068), avoiding entrance to school (SC069), avoiding hallways or stairs (SC070), avoiding school cafeteria (SC071), avoiding restrooms (SC072), avoiding other places in school building (SC073), avoiding parking lot (SC074), avoiding other places on school grounds (SC075), avoiding extracurricular activities (SC076), avoiding class (SC077), and staying home from school (SC078). See questions 22a–22d in the SCS questionnaire in appendix D.

**drug availability** (SC040, SC041, SC042, SC043, SC097, SC098, SC045, SC046, SC047, SC048): Students were asked about drug availability at their school. Drugs referenced are marijuana (SC041), crack (SC042), cocaine (SC043), uppers (SC097), downers (SC098), LSD (SC045), PCP (SC046), heroin (SC047), and other illegal drugs (SC048) at school. See question 17a (items b through j) in the SCS questionnaire in appendix D.

**gang presence** (SC058): Students were asked whether there are street gangs present at their school. See question 29 in the SCS questionnaire in appendix D.

**grade** (SC008): Response options included “Fifth or under,” “Sixth,” “Seventh,” “Eighth,” “Ninth,” “Tenth,” “Eleventh,” and “Twelfth” grades, “Other,” and “College/GED/Postgraduate/Other noneligible.” Only respondents in grades 6 through 12 were included in the analysis. See question 2b in the SCS questionnaire in appendix D.

**hallway supervision by school staff** (SC029): Students were asked whether there was hallway supervision by school staff or other adults at the respondent’s school to ensure the safety of students. See question 14b in the SCS questionnaire in appendix D.

**hate-related graffiti** (SC066): This question asks students whether they have seen hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of their school building. See question 21 in the SCS questionnaire in appendix D.

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

**locked entrance or exit doors during day** (SC031): This refers to whether school entrance or exit doors were locked during the day to ensure student safety. See question 14d in the SCS questionnaire in appendix D.

**locker checks** (SC033): This refers to whether student locker checks were performed to ensure student safety. See question 14f in the SCS questionnaire in appendix D.

**metal detectors** (SC030): Students were asked whether there were metal detectors present at the respondent’s school to ensure the safety of students. See question 14c in the SCS questionnaire in appendix D.

**presence of security officers or assigned police** (SC028): This refers to whether there were security guards and/or assigned police officers present at the respondent’s school to ensure the safety of students. See question 14a in the SCS questionnaire in appendix D.

**required to wear badges or picture identification** (SC094): This refers to whether students are required to wear badges or picture identification at school as a measure to ensure student safety at school. See question 14g in the SCS questionnaire in appendix D.

**school type** (SC016): This refers to the type of school for each student: “public” or “private.” See question 7a in the SCS questionnaire in appendix D.

**security cameras** (SC095): This refers to the presence of security cameras to monitor the school as a measure to ensure student safety. See question 14h in the SCS questionnaire in appendix D.

**saw another student with a gun at school** (SC086): Students were asked if they had actually seen another student with a gun at school. See question 27b in the SCS questionnaire in appendix D.

**self-reports of grades** (SC116): This question asks students what grade they received across most subjects in the past school year. Response options included “mostly A’s,” “mostly B’s,” “mostly C’s,” “mostly D’s,” “mostly F’s,” and “School does not give grades/no alphabetic grade equivalent.” See question 33 in the SCS questionnaire in appendix D.

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



**visitor sign-in (SC032):** This refers to whether there is a school requirement that visitors sign in as a measure to ensure student safety. See question 14e in the SCS questionnaire in appendix D.

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

# Appendix B: Estimate Tables

**Table B-1. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: 2005**

Type of victimization	Percent of students
None	95.7
Any	4.3
Theft	3.1
Personal larceny	#
Other theft	3.1
Violent	1.2
Simple assault	0.9
Serious assault	0.3
Rape and sexual assault	#
Robbery	0.1
Aggravated assault	0.2

# Rounds to zero.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes serious violent crimes and simple assault. "Serious violent" includes rape, sexual assault, robbery, and aggravated assault. "Any" includes violent crimes and theft. Details of student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. "At school" includes inside the school building, on school property, and on the way to or from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table B-2. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: 2005**

Student and school characteristic	Total number of students	Type of victimization			
		None	Any	Theft	Violent
Total	25,794,000	95.7	4.3	3.1	1.2
<b>Sex</b>					
Male	13,156,000	95.4	4.6	3.1	1.6
Female	12,638,000	96.1	3.9	3.2	0.8
<b>Race/ethnicity</b>					
White, non-Hispanic	15,720,000	95.3	4.7	3.4	1.3
Black, non-Hispanic	3,996,000	96.2	3.8	2.7	1.3!
Hispanic	4,352,000	96.1	3.9	3.1	0.9
Other, non-Hispanic <sup>1</sup>	1,726,000	97.5	2.5!	1.9!	‡
<b>Grade</b>					
6th	2,285,000	95.4	4.6	2.8	1.9
7th	4,101,000	94.6	5.4	2.9	2.6
8th	4,312,000	96.4	3.6	2.4	1.4
9th	4,126,000	95.3	4.7	3.7	1.0
10th	4,114,000	95.7	4.3	3.8	0.5!
11th	3,686,000	96.4	3.6	2.8	0.7!
12th	3,171,000	96.2	3.8	3.5	‡
<b>Household income</b>					
Less than \$7,500	593,000	97.4	‡	‡	‡
\$7,500–14,999	1,251,000	92.4	7.6	5.4	2.2!
\$15,000–24,999	2,296,000	95.9	4.1	2.3	1.9
\$25,000–34,999	2,272,000	98.2	1.8	1.0	0.9
\$35,000–49,999	3,509,000	94.8	5.2	4.0	1.2
\$50,000 or more	11,145,000	95.3	4.7	3.6!	1.2!
<b>Metropolitan statistical area<sup>2</sup></b>					
Urban	6,906,000	94.7	5.3	3.6!	1.8!
Suburban	14,350,000	95.8	4.2	3.2	1.1!
Rural	4,538,000	97.2	2.8	2.2	0.6
<b>Student-reported grades across all subjects</b>					
Mostly A's	8,884,000	96.3	3.7	3.1	0.6
Mostly B's	10,789,000	95.9	4.1	3.0	1.0
Mostly C's	4,640,000	95.1	4.9	2.8!	2.2!
Mostly D's	660,000	92.3	7.7	4.8	‡
Mostly F's	242,000	91.5	8.5	‡	5.5!
<b>Student-reported school type</b>					
Public	23,794,000	95.6	4.4	3.3	1.2
Private	1,971,000	97.3	2.7!	1.3!	1.4

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

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

<sup>1</sup> "Other, non-Hispanic" includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). For this report, non-Hispanic students who identified themselves as more than one race (1 percent of all respondents) were included in the "other, non-Hispanic" category. Respondents who identified themselves as being of Hispanic origin were classified as Hispanic, regardless of their race.

<sup>2</sup> Urbanicity refers to the Metropolitan Statistical Area (MSA) status of the respondents household as defined in 1990 by the U.S. Census Bureau.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Detail does not sum to total for "household income," "student-reported grades across all subjects," and "self-reported school type" because of "don't know" responses. Detail does not sum to total for "metropolitan statistical area" because of rounding. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table B-3. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of conditions of an unfavorable school climate and type of victimization: 2005**

Type of victimization	Gangs present at school	Seen student with a gun	Engaged in physical fight <sup>1</sup>	Drugs at school <sup>2</sup>	Alcohol at school	Seen hate-related graffiti
Total	24.2	1.8	5.7	34.5	17.5	38.4
None	23.4	1.8	5.1	33.8	17.1	37.7
<b>Victimization</b>						
Any	40.8	3.6	17.5	50.1	25.6	54.7
Theft	36.8	4.2	8.3	50.1	27.8	55.6
Violent	51.6	‡	41.5	51.4	20.7	53.9

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

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

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

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. With the exception of "physical fight," detail may not sum to 100 percent because of "don't know" responses. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table B-4. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of selected security measures to secure school buildings and type of victimization: 2005**

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	53.2	10.7	57.9	54.3
None	53.0	10.7	57.8	54.3
<b>Victimization</b>				
Any	57.8	10.4	60.9	53.9
Theft	57.3	10.9	61.5	52.2
Violent	58.8	10.4	57.5	57.1

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. With the exception of "physical fight," detail may not sum to 100 percent because of "don't know" responses. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12–18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table B-5. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: 2005**

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	68.3	90.1	24.9	95.5	93.0
None	68.1	90.1	24.8	95.5	92.9
Victimization					
Any	73.5	90.3	27.4	94.6	95.6
Theft	77.4	90.1	27.3	96.3	96.4
Violent	64.2	89.3	25.5	90.7	93.8

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. With the exception of "physical fight," detail may not sum to 100 percent because of "don't know" responses. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12-18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table B-6. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of personal avoidance behavior and type of victimization: 2005**

Type of victimization	Feared attack or harm <sup>1</sup>	Skipped school	Skipped class	Avoided extracurricular activities	Avoided a specific place at school <sup>2</sup>
Total	6.3	0.7	0.7	1.0	4.5
None	5.8	0.6	0.6	0.9	4.2
Victimization					
Any	16.7	‡	2.2!	3.1!	10.9
Theft	13.2	‡	‡	‡	5.7!
Violent	27.3	‡	‡	6.6!	26.6

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

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

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

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

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. With the exception of "physical fight," detail may not sum to 100 percent because of "don't know" responses. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Population size for students ages 12-18 is 25,811,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

# Appendix C: Standard Error Tables

**Table C-1. Standard errors for table B-1: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: 2005**

Type of victimization	Percent of students
None	0.31
Any	0.31
Theft	0.27
Personal larceny	†
Other theft	0.26
Violent	0.15
Simple assault	0.14
Serious assault	0.07
Rape and sexual assault	†
Robbery	0.04
Aggravated assault	0.05

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table C-2. Standard errors for table B-2: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: 2005**

Student and school characteristic	Total number of students	Type of victimization			
		None	Any	Theft	Violent
Total	613,500	0.31	0.31	0.27	0.15
<b>Sex</b>					
Male	353,800	0.42	0.42	0.34	0.25
Female	347,900	0.38	0.38	0.36	0.15
<b>Race/ethnicity</b>					
White, non-Hispanic	511,500	0.35	0.35	0.32	0.20
Black, non-Hispanic	236,800	0.80	0.80	0.65	0.46
Hispanic	258,500	0.70	0.70	0.64	0.24
Other, non-Hispanic	119,000	0.86	0.86	0.78	†
<b>Grade</b>					
6th	106,300	0.83	0.83	0.75	0.55
7th	139,300	0.71	0.71	0.50	0.53
8th	196,600	0.63	0.63	0.53	0.39
9th	145,600	0.69	0.69	0.61	0.29
10th	162,100	0.71	0.71	0.66	0.24
11th	156,700	0.51	0.51	0.45	0.31
12th	154,500	0.85	0.85	0.85	†
<b>Household income</b>					
Less than \$7,500	65,100	1.36	†	†	†
\$7,500–14,999	96,700	1.73	1.73	1.57	0.93
\$15,000–24,999	147,800	0.96	0.96	0.74	0.61
\$25,000–34,999	133,800	0.48	0.48	0.38	0.35
\$35,000–49,999	209,800	0.89	0.89	0.78	0.43
\$50,000 or more	387,200	0.42	0.42	0.39	0.21
<b>Metropolitan statistical area</b>					
Urban	338,900	0.65	0.65	0.51	0.34
Suburban	581,400	0.34	0.34	0.31	0.18
Rural	569,800	0.69	0.69	0.68	0.26
<b>Student-reported grades across all subjects</b>					
Mostly A's	312,100	0.47	0.47	0.44	0.18
Mostly B's	297,000	0.40	0.40	0.34	0.19
Mostly C's	186,400	0.77	0.77	0.53	0.51
Mostly D's	55,600	2.43	2.43	1.77	†
Mostly F's	38,500	3.35	3.35	†	2.67
<b>Student-reported school type</b>					
Public	601,600	0.32	0.32	0.28	0.15
Private	122,200	0.77	0.77	0.48	0.60

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table C-3. Standard errors for table B-3: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of conditions of an unfavorable school climate and type of victimization: 2005**

Type of victimization	Gangs present at school	Seen student with a gun	Engaged in physical fight	Drugs at school	Alcohol at school	Seen hate-related graffiti
Total	0.93	0.20	0.32	0.84	0.59	0.83
None	0.93	0.19	0.30	0.86	0.59	0.81
<b>Victimization</b>						
Any	3.50	1.28	2.73	3.07	2.91	3.72
Theft	3.89	1.69	2.11	3.81	3.37	4.20
Violent	6.39	†	7.01	5.82	4.52	6.80

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table C-4. Standard errors for table B-4: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of selected security measures to secure school buildings and type of victimization: 2005**

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	0.90	0.74	1.35	1.06
None	0.92	0.75	1.37	1.10
<b>Victimization</b>				
Any	2.88	1.97	3.27	3.55
Theft	3.34	2.23	3.85	3.78
Violent	5.84	3.05	5.87	6.30

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.



**Table C-5. Standard errors for table B-5: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: 2005**

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	1.13	0.42	1.20	0.36	0.49
None	1.16	0.44	1.22	0.37	0.52
Victimization					
Any	3.05	1.85	2.77	1.49	1.19
Theft	3.25	2.18	3.48	1.31	1.26
Violent	5.95	3.83	4.78	3.63	2.83

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

**Table C-6. Standard errors for table B-6: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by student reports of personal avoidance behavior and type of victimization: 2005**

Type of victimization	Feared attack or harm	Skipped school	Skipped class	Avoided extracurricular activities	Avoided a specific place at school
Total	0.38	0.11	0.13	0.16	0.28
None	0.37	0.11	0.13	0.14	0.27
Victimization					
Any	2.72	†	0.89	1.21	1.90
Theft	3.01	†	†	†	1.77
Violent	5.44	†	†	2.85	5.25

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2005.

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# **Appendix D: 2005 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) Instrument**

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

**ASK OF ALL PEOPLE AGES 12-18.**

FORM **SCS-1**  
(10-19-2004)

U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU  
ACTING AS COLLECTING AGENT FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

**SCHOOL CRIME SUPPLEMENT  
TO THE NATIONAL CRIME  
VICTIMIZATION SURVEY  
2005**

**Control number**

PSU \_\_\_\_\_ Segment/Suffix \_\_\_\_\_ Sample designation/Suffix \_\_\_\_\_ Serial/Suffix \_\_\_\_\_ HH No. \_\_\_\_\_ Spinoff indicator \_\_\_\_\_

**A. FR code**

**B. Respondent**

Line No. \_\_\_\_\_ Age \_\_\_\_\_ Name \_\_\_\_\_  
001 \_\_\_\_\_ 002 \_\_\_\_\_ 003 \_\_\_\_\_

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

C. Type of SCS Interview .....

- 004  Personal - Self  
 Telephone - Self  
 Personal - Proxy  
 Telephone - Proxy  
 Noninterview - FILL ITEM D  
**SKIP to INTRO 1**

D. Reason for SCS noninterview .....

- 005  Refused  
 Not available

FIELD REPRESENTATIVE - Read introduction.

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

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

1a. Did you attend school at any time during the last 6 months, that is, any time since \_\_\_\_\_ 1st, 2004?

- 006  Yes  
 No - **SKIP to CHECK ITEM B on page 8**

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

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

1c. Was ALL or SOME of that home schooling?

- 007  All - **SKIP to CHECK ITEM B on page 8**  
 Some

2a. During the time you were home-schooled in the last 6 months, what grade would you have been in if you were in a public or private school?

- 093  Fifth or under - **SKIP to CHECK ITEM B on page 8**  
 Sixth  
 Seventh  
 Eighth  
 Ninth  
 Tenth  
 Eleventh  
 Twelfth  
 Other - Specify \_\_\_\_\_  
 College/GED/Post-graduate/Other noneligible - **SKIP to CHECK ITEM B on page 8**  
**SKIP to INTRO 2**

2b. During the last 6 months, that is, any time since \_\_\_\_\_ 1st, 2004, what grade were you in school?

- 008  Fifth or under - **SKIP to CHECK ITEM B on page 8**  
 Sixth  
 Seventh  
 Eighth  
 Ninth  
 Tenth  
 Eleventh  
 Twelfth  
 Other - Specify \_\_\_\_\_  
 College/GED/Post-graduate/Other noneligible - **SKIP to CHECK ITEM B on page 8**  
**SKIP to 3**

**E. SCREEN QUESTIONS FOR SUPPLEMENT – Continued**

FIELD REPRESENTATIVE – Read introduction only if any of the boxes 1–8 are marked in item 2a.

**INTRO 2 – The following questions pertain only to your attendance at a public or private school and not to being home-schooled.**

<p><b>3. In what month did your current school year begin?</b></p>	<p>009 <input type="checkbox"/> August  <input type="checkbox"/> September  <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p><b>4. Did you attend school for all of the last 6 months?</b></p>	<p>010 <input type="checkbox"/> Yes – <b>SKIP</b> to 6a  <input type="checkbox"/> No</p>
<p><b>5. How many months were you in school during the last 6 months?</b></p>	<p>011 <input type="checkbox"/> One month  <input type="checkbox"/> Two months  <input type="checkbox"/> Three months  <input type="checkbox"/> Four months  <input type="checkbox"/> Five months</p>

**F. ENVIRONMENTAL QUESTIONS**

<p><b>6a. What is the complete name of your school?</b></p> <p>_____</p> <p>_____</p>	<p>012 _____                  Office Use Only</p>
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<p><b>6b. In what city, county, and state is your school located?</b>                  FIELD REPRESENTATIVE – Probe, if necessary.</p>	<p>013 _____ City                  _____ County</p> <p>014 _____ Office Use Only</p> <p>015 _____ State                  _____ Office Use Only</p>
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<p><b>7a. Is your school public or private?</b></p>	<p>016 <input type="checkbox"/> Public – ASK 7b  <input type="checkbox"/> Private – <b>SKIP</b> to 7c</p>
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<p><b>7b. Is this your regularly assigned school or a school that you or your family chose?</b></p>	<p>017 <input type="checkbox"/> Assigned  <input type="checkbox"/> Chosen  <input type="checkbox"/> Assigned school is school of choice } <b>SKIP to 8</b></p>
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<p><b>7c. Is your school church-related?</b></p>	<p>018 <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Don't know</p>
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<p><b>8. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00                  01                  02                  03                  04                  05                  06                  07                  08                  09                  10                  11                  12 H.S. Senior                  13 Post-graduate                  20 All ungraded                  30 All Special Education</p>	<p>Grades:                  020 _____ (lowest)                  TO                  021 _____ (highest)</p>
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<p><b>9. How do you get to school most of the time?</b></p> <p>FIELD REPRESENTATIVE – If multiple modes are used, code the mode in which the student spends the most time.</p>	<p>022 <input type="checkbox"/> Walk  <input type="checkbox"/> School bus  <input type="checkbox"/> Public bus, subway, train  <input type="checkbox"/> Car  <input type="checkbox"/> Bicycle, motorbike, or motorcycle  <input type="checkbox"/> Some other way – <i>Specify</i> _____</p>
--	---

**F. ENVIRONMENTAL QUESTIONS – Continued**

<p><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023</p>	<p>1 <input type="checkbox"/> Less than 15 minutes                  2 <input type="checkbox"/> 15–29 minutes                  3 <input type="checkbox"/> 30–44 minutes                  4 <input type="checkbox"/> 45–59 minutes                  5 <input type="checkbox"/> 60 minutes or longer</p>								
<p><b>11. How do you get home from school most of the time?</b></p> <p>FIELD REPRESENTATIVE – <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024</p>	<p>1 <input type="checkbox"/> Walk                  2 <input type="checkbox"/> School bus                  3 <input type="checkbox"/> Public bus, subway, train                  4 <input type="checkbox"/> Car                  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle                  6 <input type="checkbox"/> Some other way – <i>Specify</i> _____</p>								
<p><b>12a. How often do you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES.)</p>	<p>026</p>	<p>1 <input type="checkbox"/> <b>Never</b>                  2 <input type="checkbox"/> <b>Once or twice a year</b>                  3 <input type="checkbox"/> <b>Once or twice a month</b>                  4 <input type="checkbox"/> <b>Once or twice a week</b>                  5 <input type="checkbox"/> <b>Almost every day</b></p>								
<p><b>12b. Are MOST students at your school allowed to leave the school grounds to eat lunch?</b></p>	<p>025</p>	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No                  3 <input type="checkbox"/> Don't know</p>								
<p><b>13. During the last 6 months, have you participated in any of the following extra-curricular activities sponsored by your school such as:</b></p> <p><b>a. Athletic teams at school?</b> ..... 120</p> <p><b>b. Spirit groups, for example, Cheerleading or Pep Club?</b> ..... 121</p> <p><b>c. Performing arts, for example, Band, Orchestra, or Drama?</b> ..... 122</p> <p><b>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</b> ..... 123</p> <p><b>e. School government?</b> ..... 124</p> <p><b>f. Service clubs, for example, Key Club or other service oriented groups?</b> ..... 125</p> <p><b>g. Other school clubs or school activities?</b> ..... 126</p>		<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> </tr> <tr> <td></td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> </table>		Yes	No		1 <input type="checkbox"/>	2 <input type="checkbox"/>		
	Yes	No								
	1 <input type="checkbox"/>	2 <input type="checkbox"/>								
<p><b>14. Does your school take any measures to make sure students are safe?</b></p> <p><b>For example, does the school have:</b></p> <p><b>a. Security guards or assigned police officers?</b> ..... 028</p> <p><b>b. Other school staff or other adults supervising the hallway?</b> ..... 029</p> <p><b>c. Metal detectors?</b> ..... 030</p> <p><b>d. Locked entrance or exit doors during the day?</b> ..... 031</p> <p><b>e. A requirement that visitors sign in?</b> ..... 032</p> <p><b>f. Locker checks?</b> ..... 033</p> <p><b>g. A requirement that students wear badges or picture identification?</b> ..... 094</p> <p><b>h. One or more security cameras to monitor the school?</b> ..... 095</p> <p><b>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</b> ..... 096</p>		<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> <td align="center">Don't know</td> </tr> <tr> <td></td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> <td align="center">3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know							
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>							

**F. ENVIRONMENTAL QUESTIONS - Continued**

**15a. I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...**

- |   |     | Strongly<br>Agree          | Agree                      | Disagree                   | Strongly<br>Disagree       |
|---|-----|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>a. Everyone knows what the school rules are</b> .....                                      | 034 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>b. The school rules are fair</b> .....   | 035 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>c. The punishment for breaking school rules is the same no matter who you are</b> .....    | 036 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>d. The school rules are strictly enforced</b> .....  | 037 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>e. If a school rule is broken, students know what kind of punishment will follow</b> ..... | 038 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**15b. Thinking about the TEACHERS at your school during the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...**

- |  |     | Strongly<br>Agree          | Agree                      | Disagree                   | Strongly<br>Disagree       |
|--|-----|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>a. Teachers treat students with respect</b> .....                                   | 127 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>b. Teachers care about students</b> .....   | 128 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>c. Teachers do or say things that make students feel bad about themselves</b> ..... | 129 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**16a. Thinking about the ADULTS at your school during the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...**

- |  |     | Strongly<br>Agree          | Agree                      | Disagree                   | Strongly<br>Disagree       |
|--|-----|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>a. At school, there is an ADULT I can talk to, who cares about my feelings and what happens to me</b> .....                             | 130 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems</b> ..... | 131 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**16b. Thinking about FRIENDS at your school during the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...**

- |  |     | Strongly<br>Agree          | Agree                      | Disagree                   | Strongly<br>Disagree       |
|--|-----|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me</b> .....                             | 132 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| <b>b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems</b> ..... | 133 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

NOTES

**F. ENVIRONMENTAL QUESTIONS – Continued**

FIELD REPRESENTATIVE – Read introduction.

**INTRO 3 – Now I have some questions about things that happened at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. I want to remind you that all of your answers are confidential.**

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

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

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

FIELD REPRESENTATIVE – For each item ask,

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

	Yes	No	Don't know	Don't know drug
<b>a. Alcoholic beverages</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>b. Marijuana</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>c. Crack</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>d. Other forms of cocaine</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>e. Uppers such as ecstasy, crystal meth, or other illegal stimulants</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>f. Downers such as GHB or sleeping pills</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>g. LSD or acid</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>h. PCP or angel dust</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>i. Heroin or smack</b> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>j. Other illegal drugs –</b> If "Yes" is marked, ASK – What drugs? (Exclude tobacco products.) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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

Specify

\_\_\_\_\_

\_\_\_\_\_

**17b. During the last 6 months, did you know for sure that any students were on drugs or alcohol while they were at school?**

101 1  Yes  
2  No

**17c. During the last 6 months, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?**

102 1  Yes  
2  No

**G. FIGHTING, BULLYING AND HATE BEHAVIORS**

**18a. During the last 6 months, have you been in one or more physical fights at school?**

103 1  Yes  
2  No – **SKIP** to 19a

**18b. During the last 6 months, how many times have you been in a physical fight at school?**

104    (Number of times)

**19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During the last 6 months, has any other student bullied you? That is, has another student...**

(READ CATEGORIES 1–7.)  
Mark (X) all that apply.

134 \* 1  **Made fun of you, called you names, or insulted you?**

135 \* 2  **Spread rumors about you?**

136 \* 3  **Threatened you with harm?**

137 \* 4  **Pushed you, shoved you, tripped you, or spit on you?**

138 \* 5  **Tried to make you do things you did not want to do, for example, give them money or other things?**

139 \* 6  **Excluded you from activities on purpose?**

140 \* 7  **Destroyed your property on purpose?**

141 \* 8  **None of the above – SKIP to 20a**

**G. FIGHTING, BULLYING AND HATE BEHAVIORS – Continued**

<p><b>19b. During the last 6 months, how often did (this thing/these things) happen to you?</b> (READ CATEGORIES 1–4.)</p>	142	<p>1 <input type="checkbox"/> Once or twice in the last 6 months                  2 <input type="checkbox"/> Once or twice a month                  3 <input type="checkbox"/> Once or twice a week, or                  4 <input type="checkbox"/> Almost every day                  5 <input type="checkbox"/> Don't know</p>
--	-----	---

<p><b>19c. Did (this event/these events) occur ...</b> (READ CATEGORIES.) Mark (X) all that apply.</p>	143 *	<p>1 <input type="checkbox"/> In the school building (for example in a classroom, hallway, or gymnasium)?</p>
	144 *	<p>2 <input type="checkbox"/> Outside on school grounds?</p>
	145 *	<p>3 <input type="checkbox"/> On a school bus?</p>
	146 *	<p>4 <input type="checkbox"/> Somewhere else? – Specify <input type="checkbox"/></p>

<p><b>19d. Was a teacher or some other adult at school notified about (this event/any of these events)?</b></p>	147	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No</p>
---	-----	--

<p><b>19e. (Only ask if box 4 is marked in Item 19a)</b> <b>What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</b> Mark (X) all that apply.</p>	148 *	<p>1 <input type="checkbox"/> None</p>
	149 *	<p>2 <input type="checkbox"/> Bruises or swelling</p>
	150 *	<p>3 <input type="checkbox"/> Cuts, scratches, or scrapes</p>
	151 *	<p>4 <input type="checkbox"/> Black eye/bloody nose</p>
	152 *	<p>5 <input type="checkbox"/> Teeth chipped or knocked out</p>
	153 *	<p>6 <input type="checkbox"/> Broken bones/internal injuries</p>
	154 *	<p>7 <input type="checkbox"/> Knocked unconscious</p>
	155 *	<p>8 <input type="checkbox"/> Other – Specify <input type="checkbox"/></p>

<p><b>20a. During the last 6 months, has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b></p>	065	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No – <b>SKIP to 21</b></p>
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<p><b>20b. Were any of the hate-related words related to ...</b></p>					
		Yes	No	Don't know	
<p><b>a. Your race?</b> .....</p>	107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>b. Your religion?</b> .....</p>	108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>c. Your ethnic background or national origin (for example people of Hispanic origin)?</b> .....</p>	109	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</b> .....</p>	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>e. Your gender?</b> .....</p>	111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>f. Your sexual orientation?</b> .....</p> <p><i>If "Yes," SAY – (by this we mean homosexual, bisexual, or heterosexual)</i></p>	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

<p><b>21. During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</b></p>	066	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No</p>
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**H. AVOIDANCE**

**22a. During the last 6 months, that is, since \_\_\_\_\_ 1st, 2004, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?**

(READ CATEGORIES.)

- |  |     | Yes                        | No                         |
|--|-----|----------------------------|----------------------------|
| <b>a. The shortest route to school?</b> .....            | 068 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>b. The entrance into the school?</b> .....            | 069 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>c. Any hallways or stairs in school?</b> .....        | 070 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>d. Parts of the school cafeteria?</b> .....           | 071 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>e. Any school restrooms?</b> .....                    | 072 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>f. Other places inside the school building?</b> ..... | 073 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>g. School parking lot?</b> .....                      | 074 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>h. Other places on school grounds?</b> .....          | 075 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

**22b. Did you AVOID any extra-curricular activities at your school because you thought someone might attack or harm you?** .....

076      1  Yes  
             2  No

**22c. Did you AVOID any classes because you thought someone might attack or harm you?** .....

077      1  Yes  
             2  No

**22d. Did you stay home from school because you thought someone might attack or harm you at school, or going to or from school?** .....

078      1  Yes  
             2  No

**I. FEAR**

**23. How often are you afraid that someone will attack or harm you at school?** .....

079      1  **Never**  
             2  **Almost never**  
             3  **Sometimes**  
             4  **Most of the time**

(READ CATEGORIES.)

**24. How often are you afraid that someone will attack or harm you on the way to and from school?** .....

080      1  **Never**  
             2  **Almost never**  
             3  **Sometimes**  
             4  **Most of the time**

(READ CATEGORIES.)

**25. Besides the times you are at school, how often are you afraid that someone will attack or harm you?** .....

081      1  **Never**  
             2  **Almost never**  
             3  **Sometimes**  
             4  **Most of the time**

(READ CATEGORIES.)

**J. WEAPONS**

**26. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During the last 6 months, that is, since \_\_\_\_\_ 1st, 2004, did YOU ever bring the following to school or onto school grounds?**

(READ CATEGORIES.)

- |  |     | Yes                        | No                         |
|--|-----|----------------------------|----------------------------|
| <b>a. A gun?</b> .....                       | 082 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>b. A knife brought as a weapon?</b> ..... | 083 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| <b>c. Some other weapon?</b> .....           | 084 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

**27a. Do you know any (other) students who have brought a gun to your school in the last 6 months?** .....

085      1  Yes  
             2  No

**27b. Have you actually seen another student with a gun at school in the last 6 months?** .....

086      1  Yes  
             2  No  
             3  Don't know

**28. During the last 6 months, could you have gotten a loaded gun without adult supervision, either at school or away from school?** .....

113      1  Yes  
             2  No



NOTES

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

**10. Where did this incident happen?**

Mark (X) only one box.

616

**IN RESPONDENT'S HOME OR LODGING**

- 1  In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same) . . . . .
- 2  In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry or attempted illegal entry of same) . . . . .
- 3  In vacation home/second home (Include illegal entry or attempted illegal entry of same) . . . . .
- 4  In hotel or motel room respondent was staying in (Include illegal entry or attempted illegal entry of same) . . . . .

} Ask 11

**NEAR OWN HOME**

- 5  Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards) . . . . .
- 6  Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) . . . . .
- 7  On street immediately adjacent to own home . . . . .

} SKIP to 18

**AT, IN, OR NEAR A FRIEND'S/RELATIVE'S/NEIGHBOR'S HOME**

- 8  At or in home or other building on their property . . . . .
- 9  Yard, sidewalk, driveway, carport (does not include apartment yards) . . . . .
- 10  Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) . . . . .
- 11  On street immediately adjacent to their home . . . . .

} SKIP to 18

**COMMERCIAL PLACES**

- 12  Inside restaurant, bar, nightclub . . . . .
- 24  Inside bank . . . . .
- 25  Inside gas station . . . . .
- 26  Inside other commercial building, such as a store . . . . .
- 14  Inside office . . . . .
- 27  Inside factory or warehouse . . . . .

} SKIP to 17 c

**PARKING LOTS/GARAGES**

- 15  Commercial parking lot/garage . . . . .
- 16  Noncommercial parking lot/garage . . . . .
- 17  Apartment/townhouse parking lot/garage . . . . .

} SKIP to 17 c

**SCHOOL**

- 18  Inside school building . . . . . **SKIP to 17a**
- 19  On school property (school parking area, play area, school bus, etc.) . . . . . **SKIP to 17c**

**OPEN AREAS, ON STREET OR PUBLIC TRANSPORTATION**

- 20  In apartment yard, park, field, playground (other than school) . . . . .
- 21  On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home) . . . . .
- 22  On public transportation or in station (bus, train, plane, airport, depot, etc.) . . . . .

} SKIP to 18

**OTHER**

- 23  Other – Specify  . . . . .

} SKIP to 17 c

**135. ASK OR VERIFY – What were you doing when this incident (happened/started)?**

Mark (X) only one box.

FIELD REPRESENTATIVE – If proxy interview, replace "you" with the name of the person for whom the proxy interview is being taken in 135–173.

832

- 1  Working or on duty – **SKIP to 138a**
- 2  On the way to or from work – **SKIP to Check Item S**
- 3  On the way to or from school
- 4  On the way to or from other place
- 5  Shopping, errands
- 6  Attending school
- 7  Leisure activity away from home
- 8  Sleeping
- 9  Other activities at home
- 10  Other – Specify

- 11  Don't know