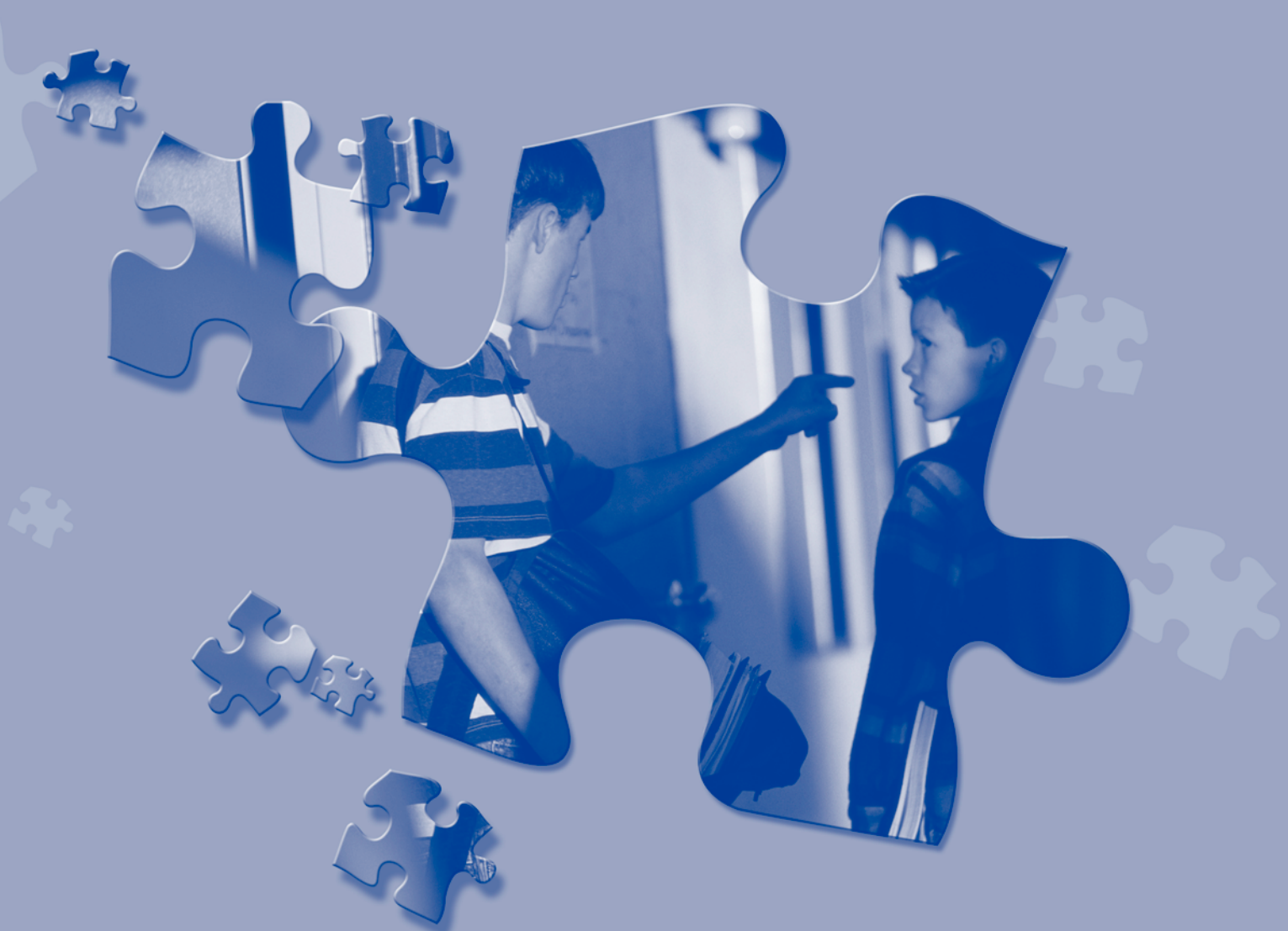


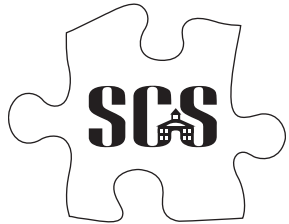


Student Reports of Bullying

Results From the 2001 School Crime Supplement to the National Crime Victimization Survey

Statistical Analysis Report





U.S. Department of Education
Institute of Education Sciences
NCES 2005-310

Student Reports of Bullying

Results From the 2001 School Crime Supplement to the National Crime Victimization Survey

Statistical Analysis Report

July 2005

Jill F. DeVoe
Sarah Kaffenberger
Education Statistics
Services Institute
American Institutes
for Research

Kathryn Chandler
Project Officer
National Center for
Education Statistics

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Grover J. Whitehurst
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

July 2005

The NCES World Wide Web Home Page address is <http://nces.ed.gov>
The NCES World Wide Web Electronic Catalog is: <http://nces.ed.gov/pubsearch>

Suggested Citation

DeVoe, J. F., and Kaffenberger, S. (2005). *Student Reports of Bullying: Results From the 2001 School Crime Supplement to the National Crime Victimization Survey* (NCES 2005-310). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

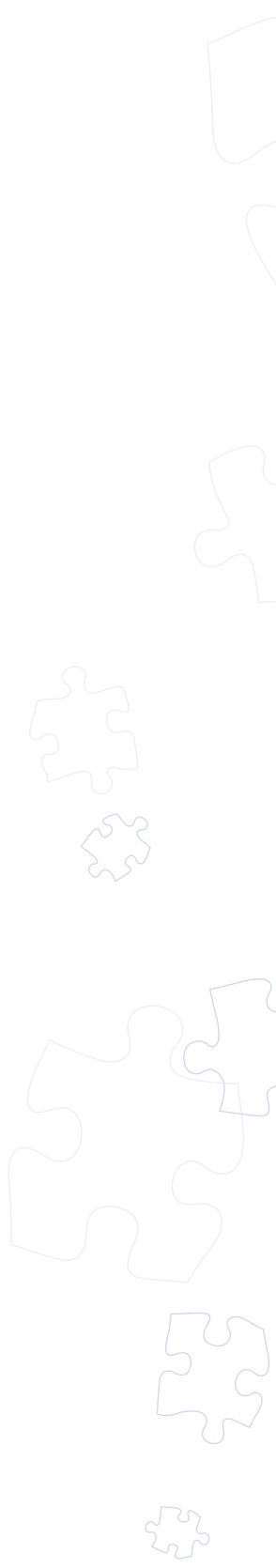
For ordering information on this report, write to

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs or order online at <http://www.edpubs.org>

Content Contact

Kathryn Chandler, Project Officer
(202) 502-7423
kathryn.chandler@ed.gov



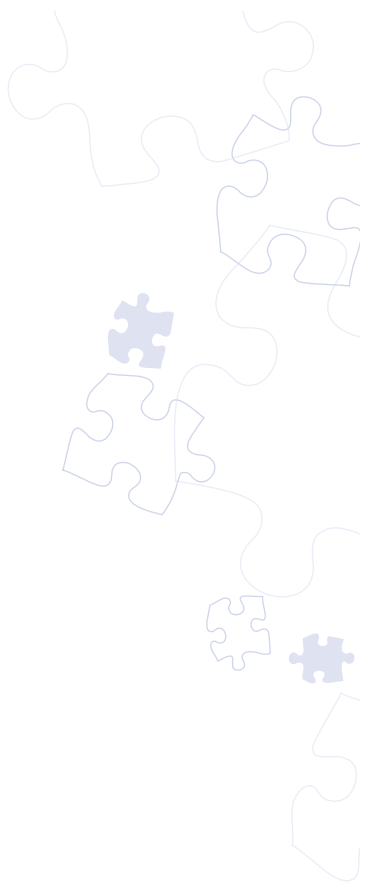


Acknowledgments

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, Office of Safe and Drug-free Schools under the sponsorship of Bill Modzeleski.

Staff from the National Center for Education Statistics provided valuable comments and suggestions on drafts of this report, including Jeffrey Owings, Tai Phan, Marilyn Seastrom, Marilyn Binkley, and Carl Schmitt. In addition, Ann Ricciuti of the Institute for Education Sciences gathered and mediated comments from two anonymous external reviewers that greatly improved this report.

The authors would like to acknowledge Mike Planty, Sally Ruddy, Amanda Miller, Margaret Noonan, and Martin Hahn of the American Institutes for Research, Education Statistics Services Institute (ESSI), for their comments and guidance. Finally, the authors are grateful to Elina Hartwell, also from ESSI, for the artful production and layout of this report.



Executive Summary

Bullying in schools is an issue that continues to receive attention from researchers, educators, parents, and students. Despite the common assumption that bullying is a normal part of childhood and encompasses minor teasing and harassment (Lawrence 1998), researchers increasingly find that bullying is a problem that can be detrimental to students' well-being (Nansel et al. 2001, 2003; Haynie et al. 2001).

Bullying is commonly defined as being "exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus 1991). Olweus also suggests that bullying can be characterized by two distinct forms of negative actions: direct and indirect bullying behaviors. Direct bullying takes the form of overt, physical contact in which the victim is openly attacked. Indirect bullying takes the form of social isolation and intentional exclusion from activities. Both forms of bullying, occurring separately or together, can be harmful to students' well-being and development.

This report examines the prevalence and nature of bullying in relation to student characteristics, school characteristics, and victimization. In addition, the report explores other behaviors that were reported by the victim, such as fear, avoidance behavior, weapon carrying, and academic grades. This report examines student reports of being bullied by direct means only, bullied by indirect means only, and bullied both directly and indirectly. Readers are alerted to the limitations of the survey design and analysis approach with regard to causality. Conclusions about causality can not be made due to the cross-sectional, nonexperimental design of the survey used. And, while certain characteristics discussed in this report, such as school control, gang presence, security guards, and hallway monitors, may be related to one another, this analysis does not control for such relationships. Therefore, no causal inferences should be made between the variables of interest and bullying when reading these results.

As reported by public and private school students, ages 12 through 18, in the 2001 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), major findings include the following:

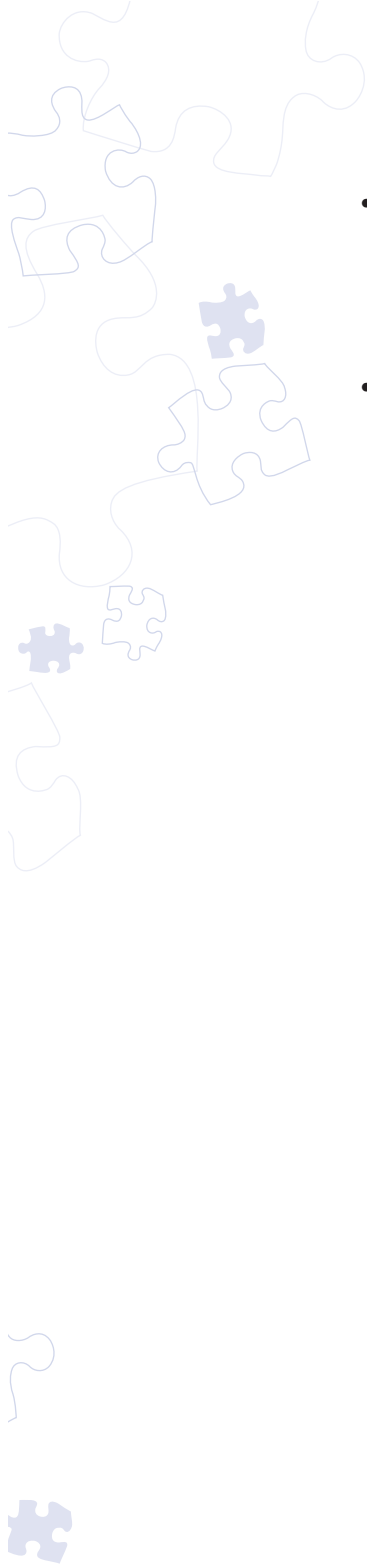
- **Fourteen percent of students reported being the victims of bullying.** In 2001, 14 percent of students ages 12 through 18 reported that they had been bullied at school in the 6 months prior to the interview (appendix B, table 1). About 3 percent reported that they had been bullied only through direct or physical means, almost 7 percent reported being bullied only indirectly through social exclusion or rejection, and approximately 5 percent reported being bullied both directly and indirectly.¹
- **Sex differences were not detected in most types of bullying.** No measurable differences were detected between boys and girls in reports of being bullied, directly or indirectly, in the 6 months prior to the survey (appendix B, table 1). However, differences did emerge between boys and girls who were bullied both directly and indirectly. Specifically, boys were more likely than girls to report being the victims of both direct and indirect bullying (5 percent of boys vs. 4 percent of girls).

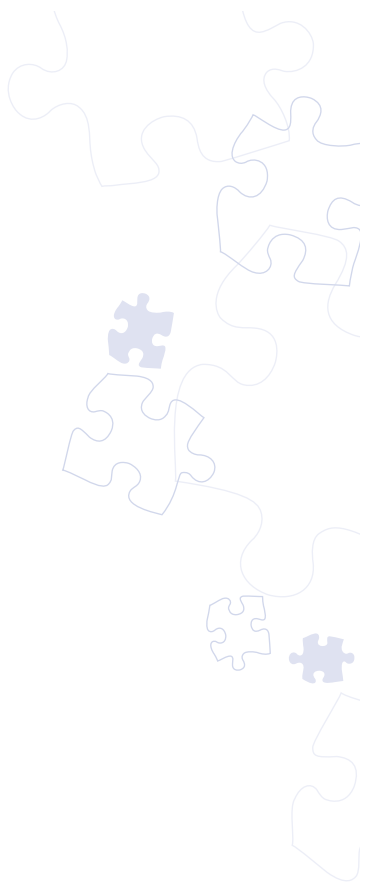
¹Youth ages 12 through 18 were first asked "Have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you did not want to do (e.g., give them money)?" This is referred to as direct bullying. Students were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. References to "bullying" include youth who reported they were either directly or indirectly bullied. Categories are mutually exclusive. Directly Only, Indirectly Only, and Both Directly and Indirectly are distinct categories. Students appearing in one category do not appear in other categories.

- **White, non-Hispanic students were more likely than Black, non-Hispanic students and Other, non-Hispanic students to report being bullied**² (15 percent of White students vs. 12 percent and 11 percent of Other and Black students, respectively) (appendix B, table 1). When reports of indirect bullying only were examined, White students' and Black students' reports exceeded those of Hispanic students (7 percent, 7 percent, and 4 percent, respectively). White students (5 percent) were more likely than Black students (3 percent) to report being bullied both directly and indirectly.
- **Younger students were more likely than older students to report being bullied.** Students' reports of being bullied (either directly or indirectly) decreased as grade level increased from 6th (24 percent) to 12th grade (7 percent) (appendix B, table 1).
- **Differences were not detected between public and private school students' reports of being bullied at school.** No measurable differences were detected in public and private school students' reports of being bullied, directly or indirectly, or in both ways (appendix B, table 2).
- **Students in schools where gangs were present were more likely to report being the victims of bullying.** In 2001, students who reported the presence of street gangs at school were more likely to report being bullied (21 percent) than those who reported no presence of street gangs (13 percent) (appendix B, table 2).
- **Fewer students reported bullying in schools with supervision by police officers, security officers, or staff hallway monitors.** In schools where a security guard or assigned police officer was present, fewer students (13 percent) reported being bullied compared to students in schools with no such supervision (16 percent) (appendix B, table 2). Fewer students in schools with staff hallway monitors reported being bullied than did students in schools without such hallway supervision (14 vs. 18 percent).
- **Victims of bullying were more likely to experience a criminal victimization at school.** Bullied students were more likely to experience any type of victimization (13 percent), a serious violent victimization (2 percent), a violent victimization (7 percent), or a property victimization (8 percent) at school when compared to those students who were not bullied (4 percent, 0.3 percent, 1 percent, and 4 percent, respectively) (appendix B, table 3).³ Students who reported only direct bullying were more likely to be violently victimized than students who reported only indirect bullying (11 percent vs. 3 percent).
- **Victims of bullying were more afraid of being attacked at school and elsewhere.** Bullied students were more likely to report being fearful of attack at school at least some of the time (18 percent), on the way to and from school (11 percent), and away from school (12 percent) than were students who were not bullied (3 percent, 2 percent, and 3 percent, respectively) (appendix B, table 4).
- **Victims of bullying were more likely to avoid certain areas of the school and certain activities out of fear of an attack.** Specifically, bullied students were more likely than nonbullied students to report the following avoidance behaviors: avoiding the shortest route to school (6 percent of bullied students vs. 2 percent of nonbullied students); the entrance to the school (4 percent vs. 1 percent); hallways or stairs (7 percent vs. 1 percent); and the school cafeteria (6 percent vs. 1 percent) (appendix B, table 5). Bullied students were also more likely than nonbullied students to avoid restrooms (7 percent vs. 2 percent), the parking lot (5 percent vs. 1 percent), and other places inside the school building (5 percent vs. 1 percent) or other places on school grounds (6 percent vs. 1 percent).

²For ease of presentation, White, non-Hispanic, Black, non-Hispanic, and Other, non-Hispanic race/ethnicities will be described as White, Black, and Other.

³Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Any crimes include violent crimes and theft.

- 
- **Victims of bullying were more likely to report that they carried weapons to school and were engaged in physical fights.** Specifically, students who were bullied were more likely to report that they carried a weapon to school for protection (4 percent), as compared to students who were not bullied (1 percent) (appendix B, table 6). Bullied students were also more likely to report being involved in a physical fight (15 percent), compared to nonbullied students (4 percent).
 - **Of those students who reported lower grades, victims of bullying were more likely to report receiving D's and F's than their nonbullied counterparts.** Bullied students were more likely to report receiving lower academic grades, or mostly D's and F's, than their nonbullied peers (8 percent vs. 3 percent) (appendix B, table 7). Victims of both forms of bullying were more likely to report mostly D's and F's (12 percent) than those bullied either directly only or indirectly only (7 percent and 6 percent).



Contents

Acknowledgments .....	.iii
Executive Summary .....	.v
List of Figures .....	.x
List of Tables .....	.x
List of Standard Error Tables .....	.xi
Introduction	1
Prevalence of Bullying in Schools	3
Characteristics of Bullied Students	4
Student Reports of School Characteristics Where Bullying Occurs	6
Bullying and Victimization	8
Bullying and Victim Outcomes/Behaviors	10
Summary and Conclusions	14
References	15
Appendix A: Technical Notes	17
Appendix B: Estimate Tables	23
Appendix C: Standard Error Tables	27
Appendix D: 2001 School Crime Supplement to the National Crime Victimization Survey Instrument	31

List of Figures

- Figure 1.** Percentage of students ages 12–18 who reported being bullied, bullied directly only, bullied indirectly only, and bullied in both ways: 20014
- Figure 2.** Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by grade level: 20016
- Figure 3.** Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by security presence and hallway supervision: 20017
- Figure 4.** Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly only, bullied indirectly only, or being bullied directly or indirectly at school: 20019
- Figure 5.** Percentage of students ages 12–18 who reported skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly only, bullied indirectly only, or being bullied directly and indirectly at school: 200111
- Figure 6.** Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly only, indirectly only, or being bullied directly and indirectly at school: 200112
- Figure 7.** Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly only, indirectly only, or being bullied directly and indirectly at school: 200113

List of Tables

- Table 1.** Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected student characteristics: 200123
- Table 2.** Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected school characteristics: 200124
- Table 3.** Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 200124
- Table 4.** Percentage of students ages 12–18 who reported fearing attack during the previous 6 months at school, on the way to and from school, and away from school, by reports of being bullied directly and/or indirectly at school: 200125

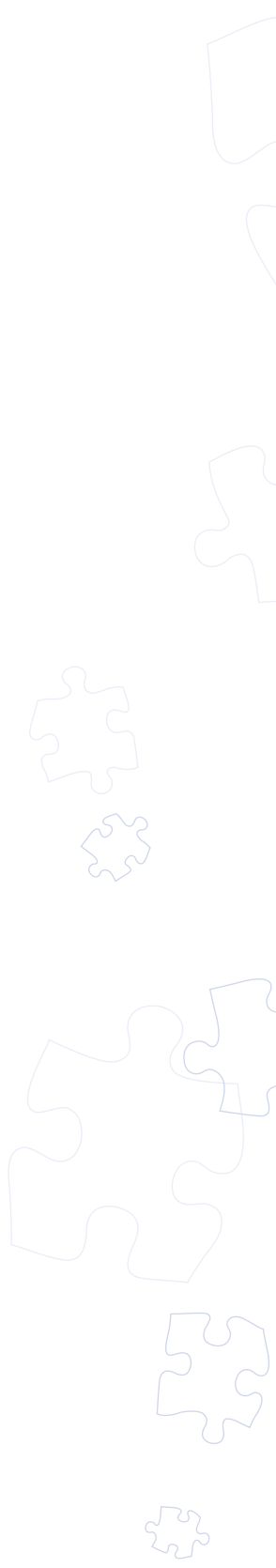
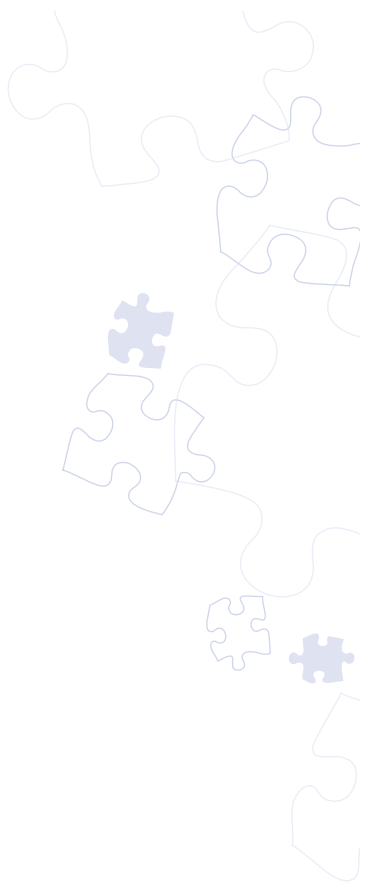


Table 5. Percentage of students ages 12–18 who reported avoiding certain areas of school and skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.25
Table 6. Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.26
Table 7. Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.26

List of Standard Error Tables

Table S1. Standard errors for Table 1. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected student characteristics: 2001 . . . . .	.27
Table S2. Standard errors for Table 2. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected school characteristics: 2001 . . . . .	.28
Table S3. Standard errors for Table 3. Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.28
Table S4. Standard errors for Table 4. Percentage of students ages 12–18 who reported fearing attack during the previous 6 months at school, on the way to and from school, and away from school, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.29
Table S5. Standard errors for Table 5. Percentage of students ages 12–18 who reported avoiding certain areas of school and skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.29
Table S6. Standard errors for Table 6. Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.30
Table S7. Standard errors for Table 7. Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly and/or indirectly at school: 2001 . . . . .	.30



Introduction

Students are victims of a spectrum of problem behaviors at school, ranging from minor disciplinary problems to criminal victimization (DeVoe et al. 2004). Bullying is one form of these problem behaviors that concerns students, educators, and parents because of its potential detriment to the students' well-being (Nansel et al. 2001, 2003; Haynie et al. 2001).

Defining bullying is a difficult task; however, most research agrees that bullying comprises physical, verbal, and psychological behaviors such as hitting, teasing, taunting, and manipulating social relationships (Banks 1997; Ericson 2001). The investigation of bullying is further complicated by the complex dynamics of bullying scenarios and the developmental context for social development in which bullying plays a role. Further, aggression among youth often serves varied purposes for children at different stages of development.

Hawkins, Pepler, and Craig (2001) found that peers were present in 88 percent of bullying episodes. Thus, bullying frequently involves the support of peers within the school community and is often not an isolated event between two individuals. In addition, aggressive behavior, such as bullying, is expressed differently over time and may change in purpose, as children transition from middle to secondary school. As Cairns et al. (1989) discuss, patterns of, and motivation for aggression change over the course of childhood and cannot be examined independently of the developmental context in which aggression occurs. Cillessen and Mayeaux (2004) found that physical and relational aggression, peer approval, and popularity were intricately linked, but that the relationships between these variables vary with age, gender, and by type of aggression. While resolution to these definitional, contextual, and developmental complexities are unable to be addressed in the current investigation, this report provides a broad summary of bullying reported by student victims in 2001.

Olweus (1993) has produced an instructive definition of bullying that includes three essential elements of bullying behavior: (1) the behavior is aggressive and negative; (2) the behavior is carried out repeatedly; and (3) the behavior occurs in a relationship where there is an imbalance of power between the parties involved. This tripartite definition of bullying is now used by many researchers (e.g., Smith et al. 2002). In a further refinement of the variety of behaviors that encompass bullying, Olweus identifies two subtypes of bullying that are used as the basis of this report. The first subtype is direct, physical aggression, and the second is indirect behavior such as social exclusion or rejection. Direct bullying often takes the form of overt, physical contact in which the victim is openly attacked. Indirect bullying often takes the form of social isolation and intentional exclusion from activities. Research suggests that indirect forms of bullying are more often employed by girls than boys (Ericson 2001; Banks 1997; Carney and Merrell 2001; Crick and Grotpeter 1995). Researchers of aggression stress the importance of the distinction between its physical and social forms. Underwood, Galen, and Paquette (2001) more recently coined the term "social aggression" to encompass the less physical and indirect forms of hurtful behavior. These authors discourage the use of the term "indirect" because the term implies that the behavior does not involve direct or overt interaction with the victim. They also favor the term "social aggression" as it more aptly targets the purpose of the behavior as harmful. Finally, they believe that this type of aggression can be conveyed through nonverbal means, such as social exclusion and the term "social aggression" is more accurate.

For the purposes of this report, the term “indirect” will be retained to show the dichotomy of behaviors being discussed and to maintain the conceptualization proposed by Olweus, recognizing that more current conceptualizations exist in the literature. The term “indirect bullying” includes both verbal and nonverbal behaviors, and does not imply that the victim was unaware of the activity.

This Statistical Analysis Report provides estimates of bullying at school as reported by students ages 12 through 18 who were enrolled in grades 6 through 12 in the 6 months prior to survey administration. School-related data are drawn from the 2001 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). Data about characteristics of the individual (including sex, race/ethnicity, household income, and urbanicity) and victimization are drawn from NCVS variables appended to the SCS data.

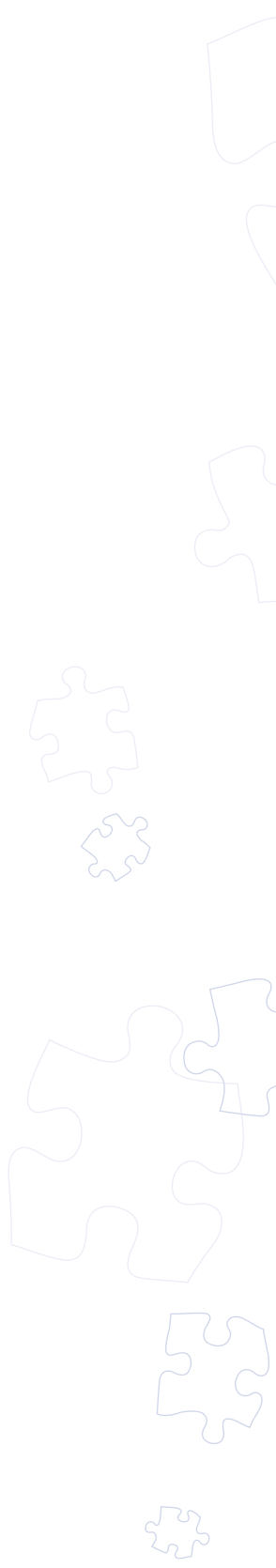
The NCVS is the nation’s primary source of information on crime victimization and the victims of crime. The NCVS collects detailed information on the frequency and nature of crimes experienced by Americans and their households each year. The survey measures both crimes reported and not reported to police. The NCVS collects data on all members of selected households and surveys all who are age 12 and above, for a total of about 79,000 people, every 6 months.

The SCS is a supplement to the NCVS that was created to collect additional information about school-related victimization on a national level. It is administered for a 6-month period from January through June in all NCVS households. The SCS is a nationally representative sample of students ages 12 through 18 and has been administered in 1989, 1995, 1999, 2001, and 2003, with plans for collection in 2005. This report focuses on the 2001 collection. Respondents eligible for the supplement were those in the specified age range who attended school during the 6 months prior to the interview and were enrolled in grades 6 through 12. A total of 8,374 students participated in the 2001 SCS.

The 2001 SCS questionnaire measures respondents’ perceptions of whether they have been bullied directly and/or indirectly, and specifies the aggressive nature of the behavior and whether or not the behavior happens “often” or “a lot.” Specifically, youth were first asked “Have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you did not want to do (e.g., give them money)?” This is referred to as *direct* bullying. In a separate question, students were also asked if they have often felt rejected by other students at school: “Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?” This type of bullying is referred to as *indirect* bullying.

This report focuses not only on the prevalence of bullying, but also on those subsets of students who reported being the victims of direct bullying, indirect bullying, and both direct and indirect bullying. Different types of bullying may affect different groups of students, occur in different types of schools, or affect student behavior in different ways. These distinctions allow readers to differentiate between students who were either physically (directly) or socially (indirectly) bullied, and also to identify those students who were bullied *both* physically and socially.⁴ Additional analysis describes the characteristics of students affected by these types of behavior and the characteristics of schools in which these behaviors occur. Because of prior research that suggests victims of bullying may resort to aggressive behaviors in response to being bullied (Nansel et al. 2003), the extent to which reports of bullying are

⁴Students who reported being the victims of both forms of bullying were not necessarily bullied *more* than students who reported either direct or indirect bullying. Rather, these students simply reported that they were subject to a wider variety of bullying behaviors including both direct and indirect means.



related to victim behaviors such as weapon carrying, physical fights, fear, and avoidance is explored. Finally, for educators, the academic success of students is of paramount importance. For this reason, self-reported academic performance of bullied students is also examined.

Readers should note that estimates of bullying presented in this report are derived from victims' self-reports of bullying experiences. Limitations inherent to victimization surveys such as the SCS might impact estimates of bullying (Cantor and Lynch 2000). First, the SCS includes unbounded interviews, or interviews that include victimizations that exceed the 6-month reference period asked of SCS respondents. This may artificially increase reports of victimization since respondents may recall events outside of the given reference period. Second, the SCS does not use a classification scheme for determining bullying events. That is, the larger NCVS uses sets of characteristics to classify events as criminal whereas the SCS often relies on the respondent to self-determine a condition. This allows for the victim to use his own interpretation or conceptions to define a situation, when the same situation may not have been labeled bullying by a bystander or the offender. Third, victim surveys emphasize crime events as incidents at one point in time. Reality tells us that victims can often live in a state of victimization where they are threatened or victimized regularly. While the NCVS does allow for these series to be flagged for criminal victimizations, reports of bullying behaviors are not collected in this way.

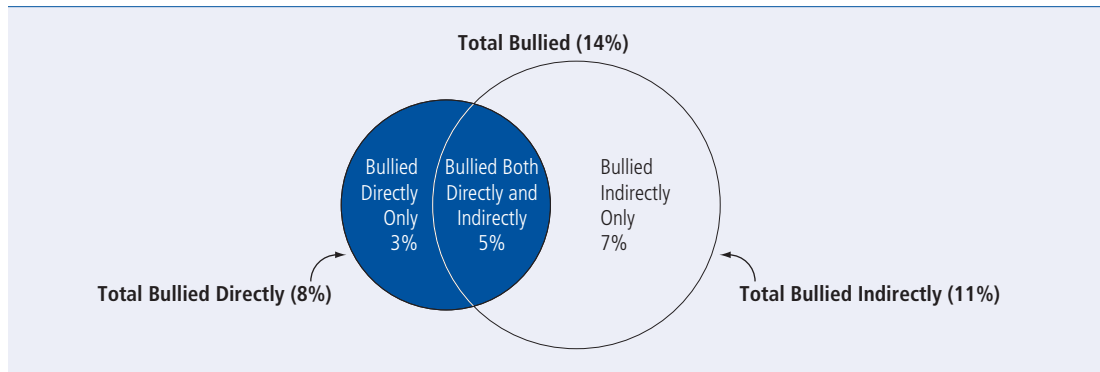
Additional caution is in order when examining bullying as well as the other variables used in this report. Because all variables of interest on the SCS are self-reported, information about the respondent and his school may be inaccurate due to error in recall, falsification, or exaggeration. For example, a student either may not be forthright or artificially inflate his self-reported academic grades. In addition, the respondent may forget a bullying event entirely or recall the characteristics of the event inaccurately. This would lead to an underestimation of victimization. There is no independent or external verification of any of the SCS variables used in this report.

Finally, readers are alerted to the limitations of the survey design and analysis approach with regard to causality. Conclusions about causality can not be made due to the cross-sectional, non-experimental design of the SCS. And, while certain characteristics discussed in this report, such as school control, gang presence, security guards and hallway monitors, may be related to one another, this analysis does not control for such relationships. Therefore, no causal inferences should be made between the variables of interest and bullying when reading these results.

Prevalence of Bullying in Schools

In 2001, approximately 14 percent of students ages 12 through 18 were victims of bullying at school in the 6 months prior to the survey administration (figure 1 and appendix B, table 1). For this report, the total percentage of students bullied refers to those students who were either directly or indirectly bullied. Three percent reported only direct bullying—that someone had picked on them a lot or tried to make them do something they did not want to do. Seven percent of students reported only indirect bullying—that other students had rejected them or excluded them from activities. Five percent reported being bullied both directly and indirectly.

Figure 1. Percentage of students ages 12–18 who reported being bullied, bullied directly only, bullied indirectly only, and bullied in both ways: 2001



NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Characteristics of Bullied Students

When looking at the direct and indirect forms of bullying, prior research suggests, first, that boys typically engage in more direct bullying methods than girls and are more often the victims of this type of bullying (Nansel et al. 2001; Olweus 1997). Second, research suggests indirect bullying, such as social exclusion and rejection, is the type of bullying used more frequently by girls than boys (Banks 1997; Olweus 1997, 1999). In this analysis of the 2001 SCS, no measurable differences were detected between boys and girls in their reports of direct or indirect bullying only, but when looking at students who were bullied *both* directly and indirectly, measurable differences did emerge (appendix B, table 1). In the 2001 SCS, boys were more likely than girls to report being both directly and indirectly bullied (5 percent of boys vs. 4 percent of girls) (appendix B, table 1).

White, non-Hispanic students were more likely than Other, non-Hispanic students and Black, non-Hispanic students to report being bullied (15 percent of White, non-Hispanic students vs. 11 percent and 12 percent of Other, non-Hispanic and Black, non-Hispanic students, respectively) (appendix B, table 1).⁵ When indirect bullying behavior was examined, White and Black students' reports (7 percent each) were higher than those of Hispanic students' (4 percent). Those students who were bullied both directly and indirectly were more likely to be White than Black (5 percent vs. 3 percent).⁶ No measurable -

⁵For the remainder of this report, White, non-Hispanic; Black, non-Hispanic; and Other, non-Hispanic race/ethnicities are described as White, Black, and Other, respectively, for ease of presentation.

⁶While estimates among other race/ethnicity categories may appear to be different, these differences may not be statistically significant due to large standard errors. Please refer to Appendix A for further discussion about standard errors and the design of the survey.

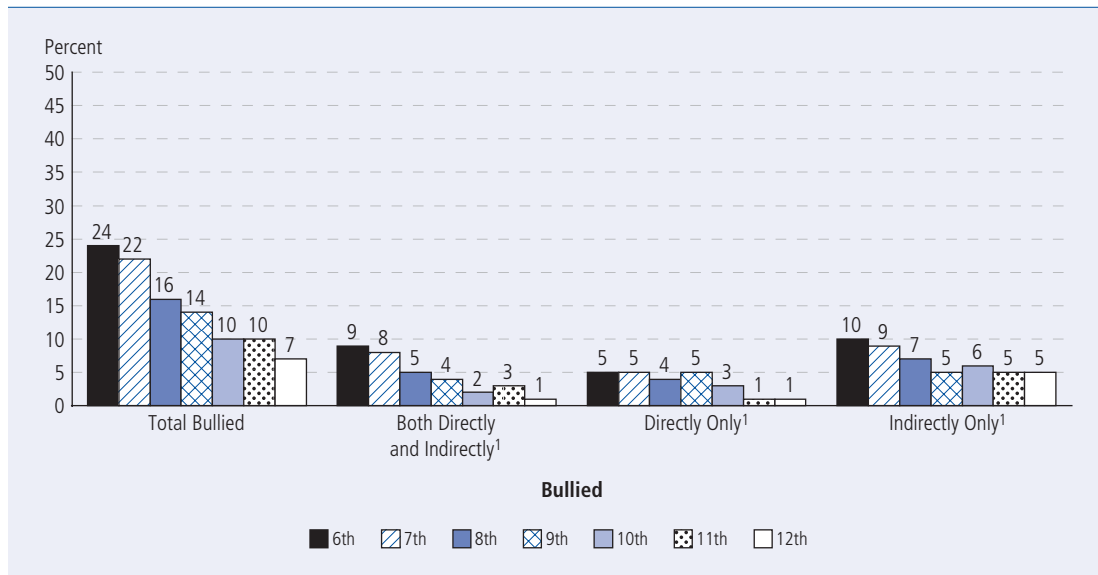
racial/ethnic differences in bullying were detected among victims of only direct bullying behavior. While the research on race/ethnicity and bullying is scant, the findings by Nansel et al. (2001) found that Black youth were less likely than their White and Hispanic peers to report being bullied.

As the grade levels of students in the 2001 SCS increased, from 6th through 12th grades, the total percentage of students reporting that they were bullied decreased (figure 2 and appendix B, table 1). Specifically, 24 percent of 6th-graders reported being bullied at school, compared to 7 percent of 12th-graders. Sixth-grade students were more likely than 12th-grade students to report both direct (5 percent vs. 1 percent) and indirect (10 percent vs. 5 percent) bullying. This finding is consistent with previous research on bullying and grade level and is explained in terms of establishing social hierarchies. Specifically, prior researchers suggest that bullying may be used as a way to establish dominance in social structures and that the transition to middle school (which traditionally occurs around the 6th grade) should be accompanied by an increase in bullying and then follow an age-related decline as dominance hierarchies are solidified (Pellegrini and Long 2002; Pellegrini and Bartini 2001). Another possible reason for this finding comes from Olweus' (1993) research, which suggests that younger and weaker students are exposed more frequently to bullying and that a considerable part of bullying behavior is carried out by older students against these younger victims.

Olweus (1978, 1980) found no relationship between socioeconomic status of the family and being the victim of bullying and suggests that there are similar proportions of bullies and victims across all socioeconomic levels. Interestingly, Olweus attributes this finding to the relative homogeneity in the Scandinavian countries in which his studies were conducted. He speculates that in other countries, such as the United States, stronger associations between bullying and socioeconomic indicators, such as income, would be found. However, no pattern was detected between student reports of bullying and student household income in the 2001 SCS, a nationally representative U.S. data set (appendix B, table 1).

Likewise, no measurable differences were detected in the total percentage of students who reported bullying by students' residential urbanicity (appendix B, table 1). Nansel and her colleagues (2001) found no measurable differences among rural, suburban, and urban students' reports of bullying in their investigation as well.

Figure 2. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by grade level: 2001



NOTE: “At school” was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if “they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?” This is referred to as direct bullying. They were also asked, “Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?” This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

¹Categories are mutually exclusive. Directly Only, Indirectly Only and Both Directly and Indirectly are distinct categories. Students appearing in one category do not appear in other categories.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Student Reports of School Characteristics Where Bullying Occurs⁷

About 14 percent of students in both public schools and private schools reported being bullied (appendix B, table 2). Three percent of public and private school students reported direct bullying only, and 7 percent of public and private school students reported indirect bullying only.

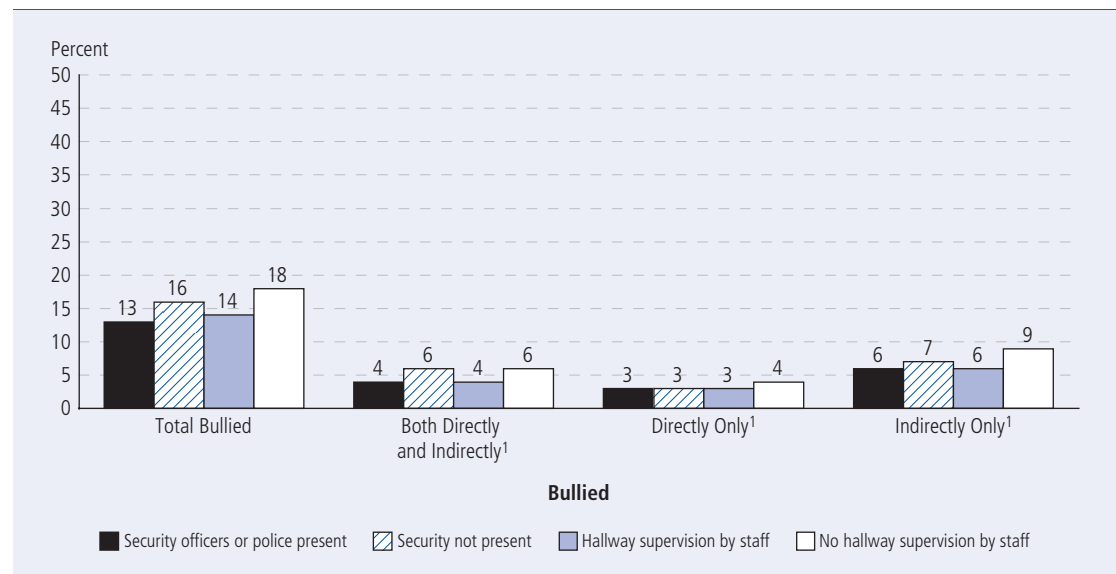
In 2001, students who reported the presence of street gangs at school were more likely to report being bullied in any way (21 percent) than those who reported that street gangs were not present (13 percent) (appendix B, table 2). Similarly, those who reported street gangs at school were more likely to report direct bullying only (5 percent), indirect bullying only (8 percent), and both direct and indirect bullying (8 percent) than those students who did not report a street gang presence (3 percent, 6 percent, and 4 percent, respectively).

Schools take various measures to guard against criminal victimization and disciplinary problems. Increasing supervision of students is one avenue toward decreasing bullying in schools (Olweus 1993). Supervision, such as the employment of security personnel and the use of hallway monitors may deter bullies from attacking or threatening other students, calling them names, or making fun of them. In 2001, fewer students reported being bullied in schools with a security guard or an assigned police officer (13 percent),

⁷These data on school characteristics do not represent a sample of schools, rather they represent a sample of students. Thus, school characteristics are discussed in terms of student reports of school characteristics in this section.

compared to students in schools with no such supervision (16 percent) (figure 3 and table 2). No measurable differences were detected (between schools with and without security officers) for either direct bullying or indirect bullying considered separately. More students were victims of both types of bullying in schools with security personnel (6 percent) than in schools without security guards or assigned police officers (4 percent).

Figure 3. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by security presence and hallway supervision: 2001



¹Categories are mutually exclusive.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Another common practice of supervision is hallway monitoring by school staff. Hall monitoring by school staff was associated with fewer bullied students (14 percent of students were bullied in schools with staff hallway monitors, vs. 18 percent of students being bullied in schools without such monitors). However, no measurable differences were detected in students' reports of direct bullying in schools with and without hallway supervision (figure 3 and appendix B, table 2). Students were less likely to report being indirectly bullied only in schools with hallway supervision (6 percent) than in schools without such supervision (9 percent). No measurable differences were detected in both direct and indirect bullying in schools with and without hallway supervision. Readers should note that while school characteristics such as school control, gang presence, security guards, and hallway monitors may be related to one another, the analysis does not control for such relationships. These data cannot address the question of whether having security guards or hallway monitors had an impact on bullying. Therefore, no causal inferences should be made when reading these results.

Bullying and Victimization

Elliott (1994) suggests that bullied students are at higher risk for criminal victimization at school, especially violent victimization. The purpose of this section is to examine student reports of bullying and their reports of serious violent, violent, and property victimization. Prior to presenting the results, some explanation of the differences between these two constructs, bullying and criminal victimization, and how they are collected is necessary.

Information on criminal victimization is collected in the main NCVS, to which the SCS is a supplement. Victimization is collected using a classification scheme in which the respondent identifies the characteristics of an event and those characteristics are used to classify the event as criminal. (For more information on the construction of the NCVS victimization variables used in this report, see the Glossary in appendix A). Readers may suspect that students who report direct bullying, or more overt physical attacks, may be reporting many of the same instances in their reports of criminal victimization. However, these two concepts are addressed quite differently during data collection for the SCS and therefore are reported as distinct events in this report.

As stated, the larger NCVS uses sets of characteristics to classify events as criminal. This was the approach taken for determining the serious violent, violent, and property victimizations reported here. In contrast, the SCS relies on the respondent to self-determine if they are bullied. Specifically, respondents are asked if they are bullied and allowed to determine if they fall into the bullying category based on the definition provided, rather than asked about characteristics of the situation and allowing the analyst to determine if the respondent has been bullied. This allows for the victim to use his or her own interpretation to define a situation, when the same situation may not have been labeled bullying by a bystander or the offender.

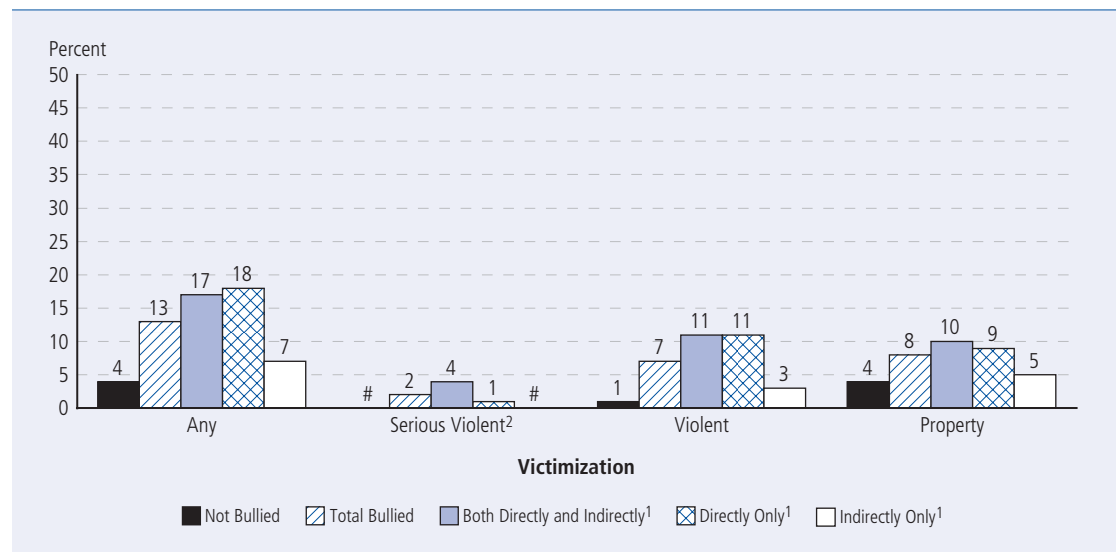
Results show, in 2001, 6 percent of all students ages 12 through 18 reported any form of criminal victimization at school (appendix B, table 3).⁸ Serious violent victimization at school (including rape, sexual assault, robbery, and aggravated assault), was reported by less than 1 percent of students, and violent victimization at school (which includes those offenses in the serious violent category plus simple assaults) was reported by 2 percent of all students. Property victimization, which includes theft of a student's property at school, was reported by 4 percent of students (figure 4 and appendix B, table 3).

Students who report being bullied at school were at least twice as likely to report being the victims of crime at school compared to nonbullied students. When focusing on the total sample of students who reported being bullied at school (14 percent of the entire sample) (see appendix B, table 1), these students were more likely to experience any victimization, a serious violent victimization, a violent victimization, or a property victimization at school when compared to those students who were not bullied (figure 4 and appendix B, table 3). Specifically, 13 percent of bullied students reported any victimization at school compared to 4 percent of nonbullied students. About 2 percent of bullied students reported a serious violent victimization, 7 percent reported a violent victimization, and 8 percent reported a property theft; 0.3 percent of nonbullied students reported a serious violent victimization, 1 percent reported a violent victimization, and 4 percent reported a property theft.

⁸Any victimization includes those students who reported being the victim of a violent crime or a property crime. Students who reported being the victim of both a property and a violent crime are counted once in the "any" category.

When looking at those students who were directly and/or indirectly bullied, interesting results emerge. First, the findings show that 18 percent of directly, or physically bullied students reported any victimization, and 7 percent of indirectly bullied students reported any victimization (figure 4 and appendix B, table 3). About 17 percent of students who reported both direct and indirect bullying reported any victimization. Second, the findings show that students who reported both types of bullying were more likely than students who reported only direct or indirect bullying to report being seriously violently victimized. About 1 percent of only directly bullied students and 0.3 percent of only indirectly bullied students reported a serious violent victimization, compared to larger percentage (4 percent) of students reporting both types of bullying. Third, directly bullied students were more likely than indirectly bullied students to be violently victimized (11 percent vs. 3 percent). Eleven percent of students reporting both forms of bullying also reported a violent victimization, a finding that is consistent with previous literature (Elliott 1994). Finally, victims of direct bullying only (9 percent) or both forms of bullying (10 percent) were more likely than those who reported only indirect bullying (5 percent) to be the victims of property victimization.

Figure 4. Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly only, bullied indirectly only, or being bullied directly or indirectly at school: 2001



¹Categories are mutually exclusive.

²Serious violent crimes are also included in violent crimes.

#Rounds to zero.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Any crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Bullying

and Victim Outcomes/Behaviors

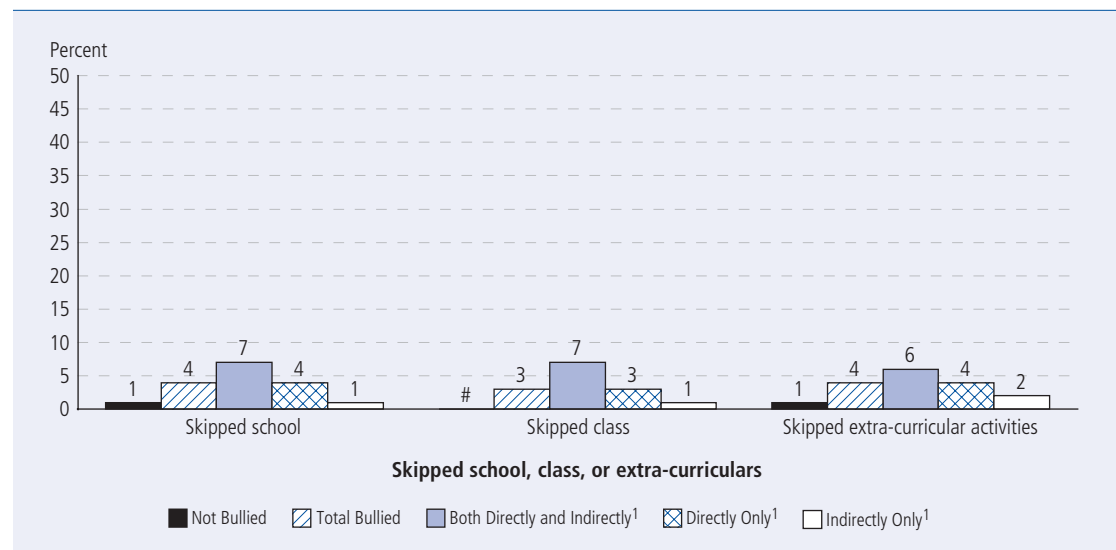
Psychological research suggests that passive victims of bullying are anxious and insecure (Olweus 1999; Wilton, Craig, and Pepler 2000; and Dodge et al. 1990). Passive victims often react to provocation by crying, withdrawing, or becoming quiet. This signals that they will not react or retaliate if they are attacked or insulted. Another type of victim, the “provocative” victim, is characterized by both anxious and aggressive reaction patterns (Olweus 1999). Provocative victims are likely to counter attack and have difficulty relating emotionally, whereas passive victims often avoid and acquiesce to their attackers (Wilton, Craig, and Pepler 2000). In fact, some research has shown that socially “rejected” boys are more likely to follow an act of aggression with another act of aggression than are boys who did not experience social rejection (Dodge et al. 1990). The purpose of this section is to investigate whether students who report only direct bullying respond with different defensive mechanisms or reactive behaviors than students who are bullied only indirectly or those who are bullied in both ways. While the SCS is a cross-sectional survey that does not allow the reader to know which event occurred first, the data do show that students who are victims of different types of bullying at school more often experience or engage in a variety of behaviors different from those of students not bullied. These behaviors include fear of attack; avoidance behaviors such as truancy from school; skipping classes, or not participating in extra-curricular activities; weapon carrying; involvement in physical fights; and varied academic performance. These data cannot address the question of whether bullying has an impact on these behaviors and outcomes, whether these behaviors elicit bullying from others, or whether some other combination of factors influences both bullying and these other behaviors

Fear is one by-product of threats and violence, and those students who are bullied at school may be afraid to attend school (Ericson 2001; Berthold and Hoover 2000). The 2001 SCS findings are consistent with this research. Bullied students were more likely than nonbullied students to report being “sometimes or most of the time” afraid of an attack at school (18 percent vs. 3 percent), on the way to and from school (11 percent vs. 2 percent), and away from school (12 percent vs. 3 percent) (appendix B, table 4). Bullied students who were targeted both directly and indirectly were the most likely group of bullied students to sometimes or most of the time be afraid of an attack at school compared students who were bullied only directly and only indirectly (31 percent, 14 percent and 11 percent, respectively). Similar results were found for fear on the way to and from school, with 17 percent of students who were bullied both directly and indirectly reporting fear sometimes or most of the time, compared to 10 percent of students who were bullied only directly and 7 percent who were bullied only indirectly.

As discussed above, bullying can coincide with fear. Student reaction to this fear may lead to avoidance behavior or truancy. Specifically, students may act upon their feelings of fear and actually start avoiding places in school or be truant from school, classes, or extracurricular activities. Bullied students were more likely than nonbullied students to report avoidance behavior, such as avoiding the shortest route to school (6 percent of bullied students vs. 2 percent of nonbullied students), the entrance to the school (4 percent vs. 1 percent), hallways or stairs (7 percent vs. 1 percent), and the school cafeteria (6 percent vs. 1 percent) (appendix B, table 5). They were also more likely than nonbullied students to avoid restrooms (7 percent vs. 2 percent), the parking lot (5 percent vs. 1 percent), and other places inside the school building (5 percent vs. 1 percent) or on school grounds (6 percent vs. 1 percent). The SCS data also show that victims of both forms of bullying were more likely than victims of only direct and indirect bullying to avoid the shortest route to school (9 percent vs. 3 and 5 percent, respectively), the entrance to the school (7 percent vs. 3 and 2 percent), the school cafeteria (10 percent vs. 5 and 3 percent), and school restrooms (10 percent vs. 6 and 5 percent).

Taken to an extreme, this avoidance behavior may lead to truancy. Students who are bullied are at higher risk for truancy and subsequent dropout (Carney and Merrell 2001). In the 2001 SCS, bullied students were more likely than nonbullied students to skip school entirely because they thought someone might attack or harm them (4 percent vs. 1 percent) (figure 5 and appendix B, table 5). Bullied students were more likely to skip classes than were nonbullied students (3 percent vs. 0.2 percent). Bullied students were also more likely to skip extracurricular activities compared to nonbullied students (4 percent vs. 1 percent). Truancy was more likely to occur among students who were victims of direct bullying than among victims of indirect bullying. Specifically, 4 percent of students who were directly bullied skipped school compared to 1 percent of students who were indirectly bullied. Students who were victims of both types of bullying were more likely to skip school (7 percent), class (7 percent), and extracurricular activities (6 percent) than were students who were only indirectly bullied (1 percent, 1 percent, and 2 percent, respectively), and were also more likely than students who were only directly bullied to skip class (3 percent).

Figure 5. Percentage of students ages 12–18 who reported skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly only, bullied indirectly only, or being bullied directly and indirectly at school: 2001



¹Categories are mutually exclusive.

#Rounds to zero.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

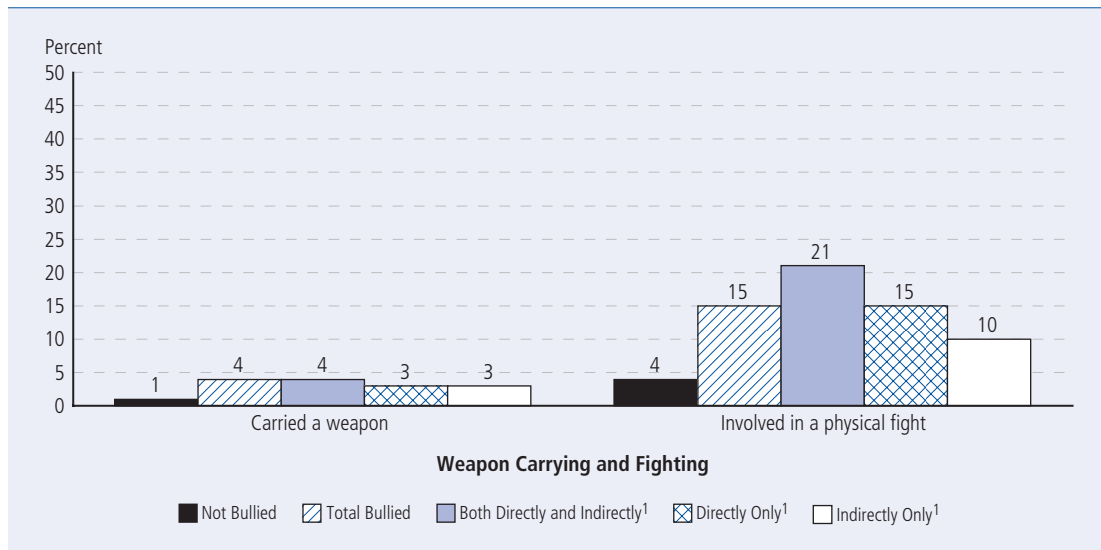
Research suggests that being victimized by bullying may be an antecedent to aggressive behavior (Nansel et al. 2003, Loeber and Stouthamer-Loeber 1998). As discussed above, bullied students may resort to aggression in retaliation or be more inclined to respond to negative behaviors with antisocial responses. In the 2001 SCS, about 2 percent of all students ages 12 through 18 reported carrying a weapon (gun, knife, or some other weapon) to school for protection, and 5 percent reported being involved in a physical fight (figure 7 and appendix B, table 6). While the 2001 SCS cannot be used to establish causality, results show that more bullied students carried a weapon to school for protection (4 percent) in the 6 months prior to the survey than did nonbullied students (1 percent). Consistent with this finding, Carney and Merrell (2001) also report that victims of bullying are more likely than their nonbullied

counterparts to bring weapons to school in order to protect themselves. No measurable differences were detected in the 2001 SCS in student reports of weapon carrying among victims of only direct, only indirect, and both forms of bullying.

Bullied students were also more likely to be involved in physical fights at school. About 15 percent of bullied students reported being involved in a physical fight, compared to 4 percent of nonbullied students (figure 6 and appendix B, table 6). Bullied students were more likely than nonbullied students (4 percent) to engage in fights regardless of whether they were bullied only directly (15 percent) or only indirectly (10 percent). Victims of indirect bullying only were less likely to engage in fights than were victims of both forms of bullying (10 percent vs. 21 percent). Lawrence (1998) suggests that victims of bullying may become aggressive toward other students. In this case, regardless of the type of bullying—whether physical or social—bullied students may tend to react through physical confrontation.

Academic achievement is a focal concern for educators and schools across the nation. Past research demonstrates that students who are targeted by bullies often have difficulty concentrating on their schoolwork, resulting in academic achievement that is marginal to poor (Batsche and Knoff 1994). Farrington (1993) also suggests that the psychological consequences of bullying can include lack of concentration on schoolwork. The SCS 2001 allows for the examination of bullying behavior and self-reports of academic grades. A few patterns emerged in the data, first, bullied students were less likely to report getting mostly A's than students who did not report or experience bullying at school (27 percent of bullied students vs. 34 percent of non bullied students) (appendix B, table 7). However, bullied students were more likely to report receiving A's and B's than D's and F's (27 percent and 41 percent vs. 8 percent, respectively). Second, of those students who reported lower grades, bullied students were

Figure 6. Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly only, indirectly only, or being bullied directly and indirectly at school: 2001



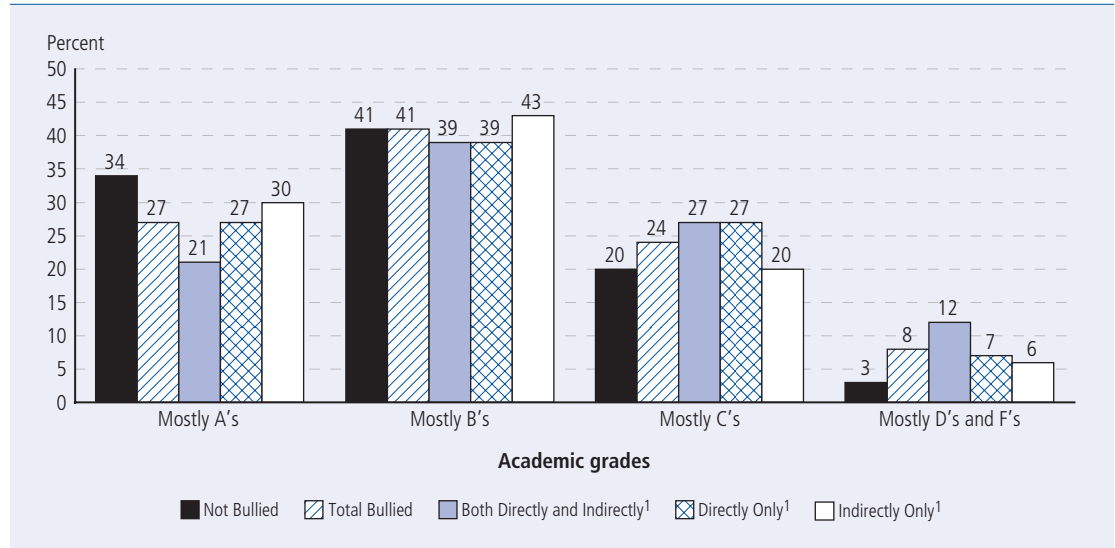
¹Categories are mutually exclusive.

NOTE: “At school” was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if “they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?” This is referred to as direct bullying. They were also asked, “Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?” This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Students included as carrying weapons reported carrying a gun, knife or other weapon to school in the 6 months prior to the survey. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

more likely to report receiving mostly D's and F's than their non-bullied counterparts (8 percent vs. 3 percent). Victims of both forms of bullying were more likely to report getting D's and F's than those who were bullied directly or indirectly (12 percent, 7 percent, and 6 percent, respectively).

Figure 7. Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly only, indirectly only, or being bullied directly and indirectly at school: 2001



¹Categories are mutually exclusive.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Summary and Conclusions

The analyses in this report employ specific subtypes of bullying which may be useful when looking at bullying interactions. This report shows that 14 percent of students ages 12 through 18 reported they had been bullied at school in the previous 6 months. Three percent reported being the victims of direct or physical bullying only, 7 percent reported being the victims of indirect, or social bullying, and 5 percent reported being the victims of both types of bullying. This report also shows that the specific subtypes of bullying are often related to different individual-level and school-level characteristics.

Bullied students are generally younger students of either sex, and are more often White than Black. No measurable differences were detected when comparing the prevalence of bullying by students' household income or urbanicity. Bullied students report that their schools are more likely to have gangs and less likely to have supervision in the form of police officers, security guards, or school staff in the hallways. Finally, student reports of attending public or private schools are not associated with student reports of bullying.

The findings also suggest that students who are victims of bullying at school more often are victimized in other ways. When compared to nonbullied students, bullied students are more likely to fear attack at school, on the way to and from school, and away from school. Bullied students engage in a variety of avoidance behaviors and are more likely to be truant from school, classes, or extracurricular activities than their nonbullied peers. A highlight of this report is the finding that victims of bullying are more likely to exhibit negative outcome behaviors, such as weapon carrying or being involved in physical fights, compared to students who are not bullied. In fact, more students who were bullied reported carrying a weapon to school for protection (4 percent), compared to nonbullied students (1 percent). In addition, more bullied students were involved in a physical fight than were nonbullied students (15 percent vs. 4 percent). One prior research investigation suggests that victims of bullying are more likely to engage in violent behaviors (Nansel et al. 2003), and those findings are confirmed in this national analysis.

Of final import to educators, parents, and practitioners, the findings show that bullied students were less likely to report receiving A's than nonbullied students, but were more likely to report receiving A's and B's than D's and F's. When focusing on poorly performing students, bullied students were more likely to report getting mostly D's or F's than their nonbullied counterparts.



References

- Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Banks, R. (1997). *Bullying in Schools*. Office of Educational Research and Improvement. U.S. Department of Education, ERIC: Washington DC: U.S. Government Printing Office
- Bastian, L. and Taylor, B. (1991). *School Crime 1991* (NCJ 131645). U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. Washington, DC: U.S. Government Printing Office.
- Batsche, G. M. and Knoff, H. M. (1994). Bullies and their Victims: Understanding a Pervasive Problem in the Schools. *School Psychology Review*, 23: 165-174.
- Berthold, K. and Hoover, J. (2000). Correlates of Bullying and Victimization Among Intermediate Students in the Midwestern USA. *School Psychology International*, 21: 65–79.
- Cairns, R.B., Cairns, B.D., Neckerman, H.G., Ferguson, L.L., and Garipey, J. (1989). Growth and Aggression: 1. Childhood to Early Adolescence. *Developmental Psychology*, 25: 320-330.
- Cantor, D. and Lynch, J. P. (2000). Self-Report Surveys as Measures of Crime and Criminal Victimization. In David Duffee (Ed.), *Measurement and Analysis of Crime and Justice*. Washington, DC: National Institute of Justice.
- Carney, A. and Merrell, K. (2001). Bullying in Schools: Perspectives on Understanding and Preventing an International Problem. *School Psychology International*, 21: 364–382.
- Cillessen, A.H.N., and Mayeux, L. (2004). From Censure to Reinforcement: Developmental Changes in the Association Between Aggression and Social Status. *Child Development*, 75: 147–163.
- Crick, N.R., and Grotpeter, J.K. (1995). Relational Aggression, Gender, and Social-psychological Adjustment. *Child Development*, 66: 710–722.
- DeVoe, J.F., Peter, K., Kaufman, P., Miller, A.K., Noonan, M., Snyder, T.D., and Baum, K. *Indicators of School Crime and Safety: 2004*. NCES 2005–002/NCJ 205290. U.S. Departments of Education and Justice. Washington, DC: 2004.
- Dodge, K., Coie, J., Pettit, G.S., and Price, J. (1990). Peer Status and Aggression in Boys Groups: Developmental and Contextual Analyses. *Child Development*, 61: 1289–1309.
- Ericson, N. (2001). *Addressing the Problem of Juvenile Bullying*. OJJDP Fact Sheet #27. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Washington, DC: U.S. Government Printing Office.
- Elliott, D.S. (1994). *Youth Violence: An Overview*. Boulder, CO: University of Colorado, Center for the Study and Prevention of Violence.
- Farrington, D.P. (1993). Understanding and Preventing Bullying. In M. Tonry and N. Morris (Eds). *Crime and Justice*, Vol. 17. Chicago: University of Chicago Press.

STUDENT REPORTS OF BULLYING

- Hawkins, D.L., Pepler, D.J., and Craig, W.M. (2001). Naturalistic Observations of Peer Interventions in Bullying. *Social Development, 19*: 512-527.
- Haynie, D.L., Nansel, T.R., Eitel, P., Crump, A.D., Saylor, K., Yu, K., & Simons-Morton, B. (2001). Bullies, Victims, and Bully/Victims: Distinct Groups of At-Risk Youth. *Journal of Early Adolescence, 21*: 29-49.
- Lawrence R. (1998). *School Crime and Juvenile Justice*. New York: Oxford University Press.
- Loeber, R., and Stouthamer-Loeber, M. (1998). Juvenile Aggression at Home and at School. In Elliott, D.S., Hamburg, B.A., and Williams, K.R. (Eds.), *Violence in American Schools: A New Perspective* (pp. 94-126). New York, NY: Cambridge University Press.
- Nansel, T., Overpeck, M., Pilla, R., Ruan, J., Simons-Morton, B., and Scheidt, P. (2001). Bullying Behaviors Among U.S. Youth: Prevalence and Association With Psychosocial Adjustment. *Journal of the American Medical Association, 285*: 2094-2100.
- Nansel, T., Overpeck, M., Haynie, D., Ruan, J. and Scheidt, P. (2003). Relationships Between Bullying and Violence Among US Youth. *Archives of Pediatric and Adolescent Medicine, 157*: 348-353.
- Olweus, D. (1999). Bullying in Sweden. In Smith, P.K., Morita, Y., Junger-Tas, J. Olweus, D., Catalanao, R., and Slee, P. (Eds). *The Nature of School Bullying: A Cross-National Perspective*. New York: Routledge.
- Olweus, D. (1997). Bully/Victim Problems in School: Knowledge Base and an Effective Intervention Program. *The Irish Journal of Psychology, 18*: 170-190.
- Olweus, D. (1993) *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell.
- Olweus, D., (1991). Bully/Victim Problems Among School Children: Some Basic Facts and Effects of a School-based Intervention Program. In Pepler, D. and Rubin, K. (Eds.) *The Development and Treatment of Childhood Aggression*, (pp. 411-438). Hillsdale, NJ: Earlbaum.
- Olweus, D. (1980). Familial and Temperamental Determinants of Aggressive Behavior in Adolescent Boys: A Causal Analysis. *Developmental Psychology, 16*: 644-660.
- Olweus, D. (1978). *Aggression in the Schools. Bullies and Whipping Boys*. Washington, DC: Hemisphere Press (Wiley).
- Pellegrini, A., and Bartini, M. (2001). Dominance in Early Adolescent Boys: Affiliative and Aggressive Dimensions and Possible Functions. *Merrill-Palmer Quarterly, 47*: 142-63.
- Pellegrini, A., and Long, J. (2002). A Longitudinal Study of Bullying, Dominance, and Victimization During the Transition from Primary School Through Secondary School. *British Journal of Developmental Psychology, 20*, 259-280.
- Smith, P., Dowie, H., Olafsson, R., and Liefhoghe, A. (2002). Definitions of Bullying: A Comparison of Terms Used, and Age and Gender Differences, in a Fourteen-Country International Comparison. *Child Development, 73*: 1119-1133.
- Underwood, M.K., Galen, B.R., and Paquette, J.A. (2001). Top Ten Challenges for Understanding Gender and Aggression in Children: Why Can't We All Just Get Along? *Social Development, 10*: 248-266.
- Wilton, M.M., Craig, W., and Pepler, D. (2000). Emotional Regulation and Display in Classroom Victims of Bullying: Characteristic Expressions of Affect, Coping Styles and Relevant Contextual Factors. *Social Development, 9*: 226-245.

Appendix A: Technical Notes

Survey. The National Crime Victimization Survey (NCVS) and the School Crime Supplement (SCS) to the NCVS were used to provide estimates in this report. The NCVS, administered for the U.S. Bureau of Justice Statistics by the Census Bureau, is the nation's primary source of information on crime victimization and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

The 2001 NCVS sample consists of about 53,730 households selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for housing units constructed after the 1990 Decennial Census. Within each sampled household, Census Bureau personnel interviewed all household members ages 12 and older to determine whether they had been victimized according to the measured crimes during the 6 months preceding the interview. About 79,360 persons ages 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed 7 times at 6-month intervals.

Created as a supplement to the NCVS and codesigned by the National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS), the SCS survey was conducted in 1989, 1995, 1999, 2001, and 2003 to collect additional 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. The SCS asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on a school bus, or on the way to or from school. Additional questions not included in the NCVS were also added to the SCS, such as the presence of weapons and street gangs in school, whether students were bullied or rejected at school, attitudinal questions relating to fear of victimization and avoidance behavior at school, preventive measures used by the school, participation in afterschool activities, perceptions of school rules, the presence of hate-related words and graffiti in school, as well as the availability of drugs and alcohol in school.

In all SCS survey years, the SCS was conducted for a 6-month period from January through June in all households selected for the NCVS. Within these households, the eligible respondents for the SCS were those household members ages 12 through 18 who had attended school at any time during the 6 months preceding the interview, and were enrolled in grades 6 through 12 in a school that would help them advance toward a high school diploma. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview.

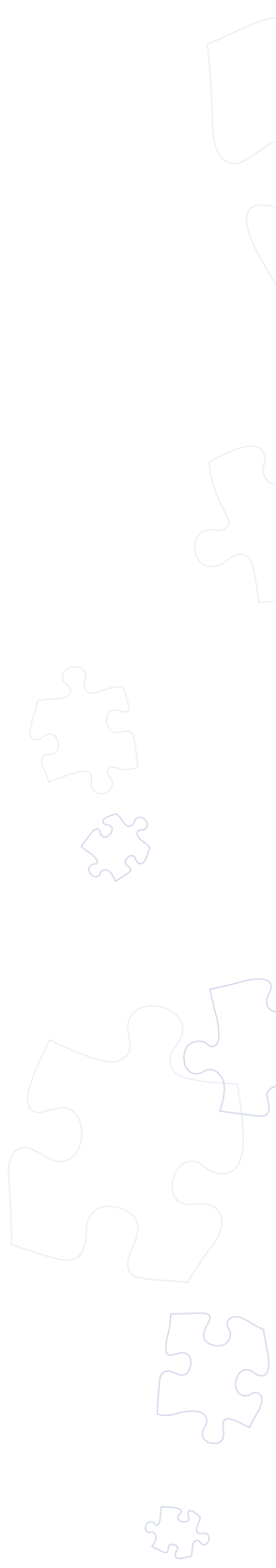
In 2001, the definition for “at school” pertaining to victimizations included those that occurred on school property, going to and from school, or while attending school. The NCVS variables appended to the SCS data file asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school.

The NCVS “type of crime” variable appended to the SCS data file was used to classify victimizations of students in the SCS as violent or property victimization. Any victimization is a combination of violent victimization and property. If the student reported an incident of either violent or property victimization or both, he or she is counted in the any victimization measure. Violent crimes include serious violent crimes—rape, sexual assault, and aggravated assault—and simple assault. See the Glossary for more detailed information about the construction of these and other variables.

Readers should note that several limitations inherent to victimization surveys, such as the NCVS SCS, might impact estimates of bullying (Cantor and Lynch 2000). First, the SCS includes unbounded interviews, or interviews that include victimizations that exceed the 6-month reference period asked of SCS respondents. This may artificially increase reports of victimization since respondents may recall events outside of the given reference period. For example, a respondent may mistakenly report an event that happened 1 year ago and not within the requested past 6 months. Second, the SCS does not use a classification scheme for determining bullying events. That is, the larger NCVS uses sets of characteristics to classify events as criminal whereas the SCS often relies on the respondent to self-determine a condition. For example, respondents are asked if they are bullied and allowed to determine if they fall into the bullying category based on the definition provided, rather than asked about characteristics of the situation and allowing the analyst to determine if the respondent has been bullied. This allows for the victim to use his own interpretation or conceptions to define a situation, when the same situation may not have been labeled bullying by a bystander or the offender. Third, victim surveys emphasize crime events as incidents at one point in time. Reality tells us that victims can often live in a state of victimization where they are threatened or victimized regularly. While the NCVS does allow for these series to be flagged for criminal victimizations, reports of bullying behaviors are not collected in this way. Finally, respondent recall of bullying events may be inaccurate. People may forget the event entirely or recall the characteristics of the event inaccurately. This would lead to an underestimation of victimization.

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 the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. A total of 8,374 students participated in the SCS 2001. The household completion rate was 93 percent, and the student completion rate was 77 percent. Thus, the overall SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 72 percent in 2001.

The rate at which the respondents provide a valid response to a given item is referred to as its item response rate. Item response rates for items used in this report were generally high. Most items were answered by over 95 percent of all eligible respondents. The only exception was the household income question, which was answered by approximately 84 percent of all households in 2001 and approximately 86 percent of all households in the 1999 administration of the survey. Income and income-related questions typically have relatively low response rates compared to other items due to their sensitive nature. No explicit imputation procedure was used to correct for item nonresponse. However, restricting the analysis to those responses that were provided and ignoring the missing responses is an implicit form of imputation. The assumption is that the missing responses are completely random, and represent a subsample of the full sample.



Weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the 12- to 18-year-old student population enrolled in schools in 2001. The weight used with the 2001 SCS datafile is V297 (SCS person weight).

Survey standard errors. As a result of the complex sampling design of the SCS and the NCVS, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size. Several procedures and statistical software packages are available for calculating precise estimates of sampling errors for complex samples. The analyses carried out in this report used the Taylor Series procedure to calculate standard errors and was done through the AM statistical software package that is available for free downloading at <http://am.air.org>.

The sample of students selected for each 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. This type of variability is called sampling error, or the standard 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 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent. Standard errors for the percentage estimates are presented in the appendix tables.

Standard errors are typically developed assuming that the sample is drawn purely at random. The sample for the SCS was not a simple random sample, however. Calculation of the standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. To estimate the statistics and standard errors, this report used the Taylor series

Statistical tests. Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure that the differences are larger than those that might be expected due to sampling variation. The statistical comparisons in this report were based on the *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 (cv). 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:

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

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

While many descriptive comparisons in this report were tested using a *t* statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included

orthogonal linear contrasts corresponding to successive levels of the independent variable. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of 0.05. Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Glossary—Definitions of Variables Used

Each row (student and school characteristics) and column variable used in the analyses for this report is described below. All variables are constructed from the 2001 SCS data file. The data file contains all variables collected by the SCS as well as select variables collected in the 2001 NCVS-1 Basic Screen Questionnaire and the NCVS-2 Crime Incident Report that have been appended to the SCS. The data are available for download from the Inter-University Consortium for Political and Social Research via NCES' Crime and Safety Surveys portal web site located at: <http://nces.ed.gov/programs/crime/surveys.asp>.

Prior to analysis, the 2001 SCS data file was filtered to include only students who were ages 12 through 18 (using v212 [RESPONDENT AGE]), were enrolled in primary or secondary education programs (using v217 [GRADE LEVEL IN SCHOOL]), were enrolled in school in the past 6 months (using v215 [DID YOU ATTEND SCHOOL DURING THE LAST 6 MONTHS?]), and were not home-schooled during that time (using v3958 [HOME SCHOOLED DURING LAST 6 MONTHS?]). Students who did not fulfill these characteristics were deleted from the analysis. The final unweighted sample size was 8,374.

Student Characteristics

SEX (v140): This variable was taken directly from v140 for the sex of the respondent: Male or Female. This variable was collected in the NCVS-1 Basic Screen Questionnaire and appended to the SCS data file.

RACE/ETHNICITY (v145 and v146): This variable was taken directly from v145 for the race of the respondent and v146 for the Hispanic origin of the respondent. If the respondent identified themselves as Hispanic in v146, they were categorized as Hispanic, regardless of their response to v145. Non-Hispanics in v145 were classified as White, Black, or Other. Those individuals included in the "Other" category identified themselves as Asians, Pacific Islanders, and American Indians (including Alaska Native). The resulting categories were: 1) White, non-Hispanic; 2) Black, non-Hispanic; 4) Hispanic; and 5) Other. Race categories exclude Hispanic origin unless specified. Variables v145 and v156 were collected in the NCVS-1 Basic Screen Questionnaire and appended to the SCS data file.

GRADE (v217): This variable was taken directly from v217. Response options included "Fifth and under", "Sixth" through "Twelfth" grades, "Other", and "College/GED/Post-graduate/Other non-eligible" All respondents not in grades six through twelve were excluded from the analysis. This variable was collected in item 2a of the SCS instrument (located in appendix D).

HOUSEHOLD INCOME (v22): This variable was taken directly from v22 for the household income of the respondent and 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; 6) \$50,000–74,999; and 7) \$75,000 or more. This variable was collected in the NCVS-1 Basic Screen Questionnaire and appended to the SCS data file.

PLACE OF RESIDENCE (v119): This variable was taken directly from v119 for the Metropolitan Statistical Area (MSA) Status of the respondent's household as defined by the 1990 U.S. Bureau of the Census. Categories include: Central city of an (S)MSA (Urban) ; In (S)MSA but not in central city (Suburban); and Not (S)MSA (Rural). This variable was appended to the SCS data file by the U.S. Bureau of the Census.



BULLIED (v272 and v3971): This variable was constructed using v272 and v3971. If respondents' answered affirmatively to either v272 and v3971 they were categorized as "Bullied." v272 asks, "During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money?" v3971 asks, "During the last 6 months, have you often felt rejected by other students at school? For example, have you ever felt rejected because other students have made fun of you, called you names, or excluded you from activities?" Variables v272 and v3971 were collected in items 19 and 20a of the SCS instrument.

BOTH DIRECTLY AND INDIRECTLY (v272 and v3971): This variable was constructed using v272 and v3971. If respondents' answered affirmatively to both v272 and v3971 they were categorized as "Bullied Both Directly and Indirectly." Variables v272 and v3971 were collected in items 19 and 20a of the SCS instrument.

DIRECTLY ONLY (v272): This variable was constructed using v272. If respondents' answered affirmatively to v272 they were categorized as "Bullied Directly." This variable was collected in item 19 of the SCS instrument.

INDIRECTLY ONLY (v3971): This variable was constructed using v3971. If respondents' answered affirmatively to v3971 they were categorized as "Bullied Indirectly." This variable was collected in item 20a of the SCS instrument.

School Characteristics

SCHOOL TYPE (v221): This variable was taken directly from v221 that asks the type of school for each student: Public or Private. This variable was collected in item 7a of the SCS instrument.

GANG PRESENCE (v263): This variable is taken directly from v263 that asks students whether there are street gangs present at their school. Instructions for defining street gangs were as follows: "You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity." Response options included "Yes", "No", and "Don't Know." This variable was collected in item 30 of the SCS instrument.

PRESENCE OF SECURITY OFFICERS OR ASSIGNED POLICE (v233): This variable was taken directly from v233 that asked students whether there are security guards and/or assigned police officers present at their school to ensure the safety of students. Response options included "Yes", "No", and "Don't Know." This variable was collected in item 14a of the SCS instrument.

HALLWAY SUPERVISION BY SCHOOL STAFF (v234): This variable was taken directly from v234 that asked students whether there is hallway supervision by other school staff or other adults to ensure the safety of students. Response options included "Yes", "No", and "Don't Know." This variable was collected in item 14b the SCS instrument.

Column Variables

VICTIMIZATION (v819, v1341, v1863, v2385, v2907, v3429, and v3951): Each SCS respondent represents a student who may have reported at least one and as many as 7 incident(s) of victimization on the NCVS-1. For each incident of victimization reported, a Crime Incident Report NCVS-2 was completed. These (up to 7) Crime Incident Reports were appended to the SCS data file for each respondent who reported at least one incidence of victimization. The victimization categories used in this report for each of these incidents of victimization were determined using the Type of Crime (TOC) code reported in the Crime Incident Reports for each incident. The TOC codes used to determine the type of

victimization were taken directly from variables v819 (first incident), v1341 (second incident), v1863 (third incident), v2385 (fourth incident), v2907 (fifth incident), v3429 (sixth incident), and v3951 (seventh incident). Each TOC variable contains several types of crime that have been categorized into “serious violent,” “violent,” “property,” and “any” for the purposes of this report. “Serious violent crime” includes: 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 crime” includes: serious violent crimes listed above, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. “Property crime” includes: purse snatching, pick pocketing, all burglaries, attempted forcible entry, completed and attempted motor vehicle theft, and completed thefts valuing less than \$10 or greater. “Any crime” includes one or more reports of any of the crimes listed above. Each of these measure the prevalence of victimization, that is, if a respondent reported one or more incidents in one of these types of victimizations, they were included as a victim only once under the specified category.

AFRAID OF ATTACK AT SCHOOL, ON THE WAY TO OR FROM SCHOOL AND AWAY FROM SCHOOL (v284, v285, and v286): These variables were taken directly from v284, v285 and v286 that asked 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, respectively. Response options were collapsed into the following categories: “Never,” “Almost Never,” and “Sometimes/Most of the time.” These variables were collected in items 24, 25, and 26 of the SCS instrument.

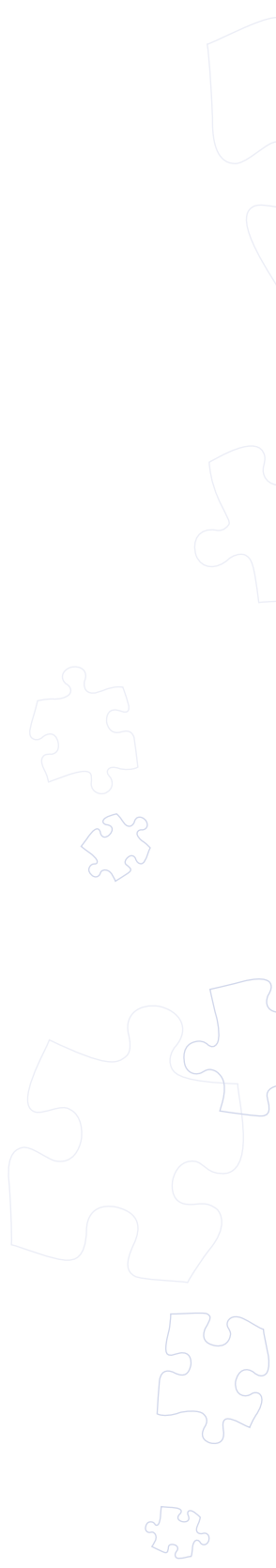
AVOIDING CERTAIN AREAS OF THE SCHOOL AND SKIPPING SCHOOL, CLASS OR EXTRA-CURRICULAR ACTIVITIES (v273, v274, v275, v276, v277, v278, v279, v280, v281, v282, and v283): Student reports of avoiding certain areas in school were taken directly from the following variables: v273 (avoided shortest route to school), v274 (avoided entrance to school), v275 (avoided hallways or stairs), v276 (avoided school cafeteria), v277 (avoided restrooms), v278 (avoided other places in school building), v279 (avoided parking lot), v280 (avoided other places on school grounds), v281 (avoided extra-curricular activities), v282 (avoided class), and v283 (stayed home from school). Response options included “Yes” or “No.” These variables were collected in items 23a, 23b, 23c, and 23d of the SCS instrument.

CARRIED A WEAPON (v287, v288, and v289): This variable was constructed from three separate variables that asked the student if they had carried a gun (v287) or knife (v288) intended as a weapon or any other weapon (v289) to school or on to school grounds during the last 6 months. If a respondent answered “Yes” to any of these items, they were included in the derived variable. These variables were collected in items 27a, 27b, and 27c of the SCS instrument.

INVOLVED IN A PHYSICAL FIGHT (v3969): This variable was taken directly from v3969 that asked students whether they had been involved in one or more physical fights at school in the last 6 months. Response options included “Yes” and “No”. This variable was collected in item 18a of the SCS instrument.

SELF-REPORTS OF GRADES (v3982): This variable was taken directly from v3982 that asked students what grades they mostly received across all subjects in the past school year. Response options included “A’s,” “B’s,” “C’s,” “D’s,” “F’s,” and “School does not give grades/no alphabetic grade equivalent.” This variable was collected in item 34 of the SCS instrument.

For further information. NCES has collected and published data on school crime and safety through a number of publications. Readers who are interested in further information about these studies and downloading available data files, including the SCS data file used in this report, should contact Kathryn Chandler at kathryn.chandler@ed.gov or visit the Crime and Safety Surveys web site at <http://nces.ed.gov/programs/crime/>.



Appendix B: Estimate Tables

Table 1. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Number of students	Total	Both Directly and Indirectly ¹	Directly Only ¹	Indirectly Only ¹
Total	24,315,000	14.4	4.5	3.4	6.5
Student sex					
Male	12,591,000	15.0	5.0	3.6	6.4
Female	11,724,000	13.7	3.9	3.1	6.7
Student race/ethnicity²					
White, non-Hispanic	15,784,000	15.4	4.9	3.5	6.9
Black, non-Hispanic	3,793,000	12.3	3.2	2.6	6.6
Hispanic	3,446,000	13.0	4.3	2.9	4.2
Other, non-Hispanic	1,063,000	10.8	3.7	3.3	5.3
Student grade					
Sixth	2,113,000	24.3	9.3	4.8	10.1
Seventh	3,848,000	21.6	8.0	5.0	8.6
Eighth	3,947,000	16.0	5.3	3.9	6.8
Ninth	4,093,000	13.9	3.9	4.6	5.3
Tenth	3,774,000	10.4	2.1	2.5	5.8
Eleventh	3,581,000	9.5	3.1	1.2	5.2
Twelfth	2,960,000	7.4	1.0	1.4	4.9
Student household income					
Less than \$7,500	836,000	15.0	3.8	4.0	7.1
\$7,500–14,999	993,000	13.3	4.9	3.1	5.4
\$15,000–24,999	2,524,000	17.5	5.9	4.2	7.3
\$25,000–34,999	2,874,000	15.0	5.4	4.1	5.5
\$35,000–49,999	4,074,000	14.8	4.7	2.8	7.4
\$50,000–74,999	4,279,000	13.2	4.2	2.5	6.5
\$75,000 or more	4,861,000	12.9	3.5	2.6	6.8
Student place of residence					
Urban	6,574,000	13.2	4.1	2.7	6.4
Suburban	12,812,000	14.9	4.5	3.6	6.8
Rural	4,929,000	14.7	5.0	3.7	6.0

¹Categories are mutually exclusive. Directly Only, Indirectly Only, and Both Directly and Indirectly are distinct categories. Students appearing in one category do not appear in other categories.

²Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

STUDENT REPORTS OF BULLYING

Table 2. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected school characteristics: 2001

School characteristics	Number of students	Bullied			
		Total	Both Directly and Indirectly ¹	Directly Only ¹	Indirectly Only ¹
Total	24,315,000	14.4	4.5	3.4	6.5
School type					
Public	22,176,000	14.4	4.6	3.4	6.5
Private	2,098,000	14.0	4.5	2.7	6.7
Gang presence					
Yes	4,896,000	21.1	8.1	4.9	8.1
No	15,993,000	13.0	3.7	3.1	6.2
Presence of security officers or assigned police					
Yes	15,475,000	13.3	3.8	3.4	6.1
No	8,840,000	16.2	5.7	3.4	7.1
Hallway supervision by school staff					
Yes	21,479,000	13.9	4.4	3.3	6.2
No	2,836,000	17.9	5.6	3.7	8.5

¹Categories are mutually exclusive.

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 3. Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

	Number of students	Victimization			
		Any	Serious Violent ¹	Violent	Property
Total	24,315,000	5.5	0.4	1.8	4.2
Not Bullied	20,680,000	4.2	0.3	0.8	3.6
Bullied	3,494,000	13.0	1.5	7.3	7.6
Both Directly and Indirectly ²	1,095,000	17.4	3.7	10.9	9.9
Directly Only ²	816,000	18.3	0.7	10.8	9.2
Indirectly Only ²	1,583,000	7.3	0.3	2.9	5.3

¹Serious violent crimes are also included in violent crimes.

²Categories are mutually exclusive.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Any crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 4. Percentage of students ages 12–18 who reported fearing attack during the previous 6 months at school, on the way to and from school, and away from school, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Number of students	Afraid of attack at school			Afraid of attack on the way to or from school			Afraid of attack away from school ¹		
		Never	Almost Never	Sometimes/	Never	Almost Never	Sometimes/	Never	Almost Never	Sometimes/
				Most of the Time			Most of the Time			
Total	24,315,000	80.7	13.9	4.7	87.5	8.2	3.6	80.9	13.7	4.6
Not Bullied	20,680,000	85.2	11.9	2.5	90.1	7.2	2.4	83.9	12.3	3.4
Bullied	3,494,000	55.9	26.1	17.9	74.4	14.7	10.7	65.3	22.3	12.2
Both Directly and Indirectly ¹	1,095,000	42.0	26.4	31.2	64.1	18.3	16.9	60.1	23.8	15.5
Directly Only ¹	816,000	52.5	33.4	14.1	76.0	13.7	10.3	62.8	26.8	10.4
Indirectly Only ¹	1,583,000	67.3	22.0	10.6	80.6	12.7	6.6	70.2	18.9	11.0

¹Categories are mutually exclusive.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 5. Percentage of students ages 12–18 who reported avoiding certain areas of school and skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Number of students	Avoided shortest route	Avoided entrance to school	Avoided hallways or stairs	Avoided school cafeteria	Avoided restrooms	Avoided other places in	Avoided parking lot	Avoided other places	Skipped school	Skipped class	Skipped extra-curricular activities
							school building		on school grounds			
Total	24,315,000	2.5	1.2	2.1	1.4	2.2	1.4	1.6	1.7	1.1	0.6	1.1
Not Bullied	20,680,000	1.9	0.8	1.3	0.7	1.5	0.8	1.1	1.1	0.7	0.2	0.6
Bullied	3,494,000	5.9	3.6	7.1	5.8	6.9	5.3	5.0	5.5	3.8	3.0	3.8
Both Directly and Indirectly ¹	1,095,000	9.3	6.6	12.2	9.8	10.4	9.4	7.5	9.4	7.2	6.5	6.0
Directly Only ¹	816,000	3.4	2.7	7.5	5.0	6.2	4.8	4.7	5.3	4.3	2.5	4.2
Indirectly Only ¹	1,583,000	4.9	2.0	3.4	3.4	4.8	2.8	3.4	2.8	1.3	0.8	2.1

¹Categories are mutually exclusive.

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 6. Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Number of students	Carried a weapon	Involved in a physical fight
Total	24,315,000	1.8	5.2
Not Bullied	20,680,000	1.4	3.6
Bullied	3,494,000	3.7	14.6
Both Directly and Indirectly ¹	1,095,000	4.4	21.1
Directly Only ¹	816,000	3.3	15.0
Indirectly Only ¹	1,583,000	3.4	9.8

¹Categories are mutually exclusive.

NOTE: Students included as carrying weapons reported carrying a gun, knife or other weapon to school in the 6 months prior to the survey. "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 7. Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly and/or indirectly at school: 2001

	Number of students	Self-reports of grades			
		Mostly A's	Mostly B's	Mostly C's	Mostly D's and F's
Total	24,315,000	32.6	40.8	20.8	3.9
Not Bullied	20,680,000	33.7	41.0	20.4	3.2
Bullied	3,494,000	26.6	40.6	23.7	8.3
Both Directly and Indirectly ¹	1,095,000	21.2	38.6	26.7	12.1
Directly Only ¹	816,000	26.5	39.4	26.7	7.1
Indirectly Only ¹	1,583,000	30.3	42.5	20.1	6.3

¹Categories are mutually exclusive.

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000. Detail may not sum to totals due to missing data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Appendix C: Standard Error Tables

Table S1. Standard errors Table 1. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Bullied			
	Total	Both Directly and Indirectly	Directly Only	Indirectly Only
Total	0.54	0.23	0.22	0.37
Student sex				
Male	0.72	0.35	0.36	0.45
Female	0.62	0.32	0.28	0.43
Student race/ethnicity				
White, non-Hispanic	0.63	0.31	0.27	0.45
Black, non-Hispanic	1.32	0.54	0.60	0.86
Hispanic	1.16	0.68	0.42	0.70
Other, non-Hispanic	1.72	0.86	0.84	1.08
Student grade				
Sixth	1.59	0.98	0.90	1.23
Seventh	1.33	0.75	0.58	1.01
Eighth	1.12	0.60	0.53	0.73
Ninth	1.02	0.55	0.71	0.65
Tenth	0.90	0.42	0.45	0.78
Eleventh	0.80	0.53	0.28	0.70
Twelfth	0.99	0.32	0.43	0.83
Student household income				
Less than \$7,500	2.29	1.13	1.12	1.73
\$7,500–14,999	2.33	1.20	1.08	1.61
\$15,000–24,999	1.73	1.00	0.76	1.13
\$25,000–34,999	1.29	0.74	0.77	0.74
\$35,000–49,999	1.11	0.55	0.49	0.84
\$50,000–74,999	0.94	0.56	0.41	0.68
\$75,000 or more	0.91	0.50	0.39	0.63
Student place of residence				
Urban	0.82	0.44	0.37	0.54
Suburban	0.65	0.32	0.26	0.45
Rural	1.63	0.57	0.69	1.01

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

STUDENT REPORTS OF BULLYING

Table S2. Standard errors for Table 2. Percentage of students ages 12–18 who reported being bullied directly and/or indirectly at school during the previous 6 months, by selected school characteristics: 2001

School characteristics	Bullied			
	Total	Both Directly and Indirectly	Directly Only	Indirectly Only
Total	0.54	0.23	0.22	0.37
School type				
Public	0.56	0.89	0.23	0.39
Private	1.18	0.23	0.68	0.87
Gang presence				
Yes	1.13	0.70	0.52	0.73
No	0.57	0.26	0.28	0.42
Presence of security officers or assigned police				
Yes	0.60	0.27	0.30	0.41
No	0.86	0.45	0.33	0.64
Hallway supervision by school staff				
Yes	0.53	0.23	0.23	0.36
No	1.31	0.82	0.57	1.01

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S3. Standard Errors for Table 3. Percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

	Victimization			
	Any	Serious Violent	Violent	Property
Total	0.31	0.08	0.19	0.24
Not Bullied	0.27	0.06	0.10	0.24
Bullied	1.13	0.41	0.94	0.78
Both Directly and Indirectly	2.19	1.20	2.03	1.63
Directly Only	2.47	0.46	2.01	1.64
Indirectly Only	1.26	0.23	0.89	1.09

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Any crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S4. Standard errors for Table 4. Percentage of students ages 12–18 who reported fearing attack during the previous 6 months at school, on the way to and from school, and away from school, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Afraid of attack at school			Afraid of attack on the way to or from school			Afraid of attack away from school		
	Never	Almost Never	Sometimes/ Most of the Time	Never	Almost Never	Sometimes/ Most of the Time	Never	Almost Never	Sometimes/ Most of the Time
Total	0.62	0.55	0.29	0.44	0.35	0.24	0.60	0.52	0.28
Not Bullied	0.53	0.48	0.23	0.44	0.38	0.23	0.62	0.53	0.26
Bullied	1.84	1.82	1.35	1.30	1.15	0.94	1.52	1.34	1.08
Both Directly and Indirectly	2.77	2.39	2.63	2.61	2.13	2.09	2.34	2.19	1.90
Directly Only	3.53	3.55	2.28	2.83	2.39	1.83	3.57	3.70	2.02
Indirectly Only	2.69	2.57	1.56	1.76	1.51	1.00	2.10	1.63	1.65

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S5. Standard errors for Table 5. Percentage of students ages 12–18 who reported avoiding certain areas of school and skipping school, class, or extra-curricular activities during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Avoided shortest route	Avoided entrance to school	Avoided hallways or stairs	Avoided school cafeteria	Avoided restrooms	Avoided other places in school building	Avoided parking lot	Avoided other places on school grounds	Skipped school	Skipped class	Skipped extra-curricular activities
Total	0.20	0.11	0.18	0.16	0.19	0.14	0.14	0.15	0.13	0.09	0.12
Not Bullied	0.17	0.11	0.15	0.11	0.16	0.11	0.12	0.12	0.11	0.06	0.10
Bullied	0.82	0.56	0.81	0.75	0.74	0.71	0.57	0.70	0.66	0.53	0.48
Both Directly and Indirectly	1.61	1.28	1.80	1.78	1.59	1.64	1.31	1.56	1.59	1.42	1.18
Directly Only	1.11	1.05	1.63	1.35	1.38	1.27	1.28	1.47	1.00	0.84	1.00
Indirectly Only	1.17	0.57	0.82	0.82	0.98	0.76	0.75	0.68	0.60	0.46	0.66

NOTE: "At school" was defined as in the school building, on school property, on a school bus, or going to and from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S6. Standard errors for Table 6. Percentage of students ages 12–18 who reported carrying a weapon for protection or being involved in a physical fight at school during the previous 6 months, by reports of being bullied directly and/or indirectly at school: 2001

Victim behaviors	Carried a weapon	Involved in a physical fight
Total	0.19	0.26
Not Bullied	0.18	0.22
Bullied	0.69	1.12
Both Directly and Indirectly	1.08	2.06
Directly Only	1.18	2.38
Indirectly Only	0.96	1.44

NOTE: Students included as carrying weapons reported carrying a gun, knife or other weapon to school in the 6 months prior to the survey. "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

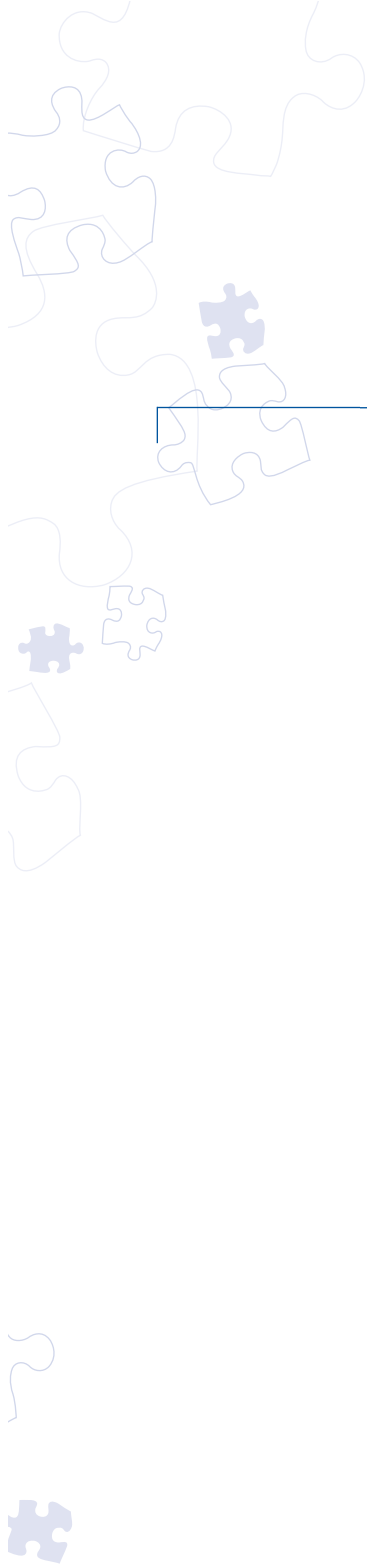
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S7. Standard errors for Table 7. Percentage of students ages 12–18 who reported receiving different academic grades during the school year, by reports of being bullied directly and/or indirectly at school: 2001

	Self-reports of grades			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's and F's
Total	0.69	0.64	0.55	0.26
Not Bullied	0.72	0.68	0.59	0.24
Bullied	1.35	1.50	1.41	0.93
Both Directly and Indirectly	2.35	2.66	2.53	1.66
Directly Only	3.36	2.95	3.18	1.53
Indirectly Only	2.19	2.39	1.82	1.35

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school. Youth ages 12 through 18 were first asked if "they had been bullied at school. That is, had anyone picked on them a lot or tried to make them do things they did not want to do (e.g., give them money)?" This is referred to as direct bullying. They were also asked, "Have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?" This is referred to as indirect bullying. Total bullied includes youth who reported they were bullied directly or indirectly. Population size for students ages 12–18 is 24,315,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.



Appendix D:
2001 School Crime Supplement
to the National Crime Victimization
Survey 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 PERSONS 12-18.

FORM **SCS-1**
(10-31-2000)

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 regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no 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
2001**

Sample	Control number		
J	PSU	Segment	CK | Serial

A. FR code	B. Respondent		
Line No.	Age	Name	
001	002	003	

FIELD REPRESENTATIVE - Complete an SCS-1 form for all persons 12-18 in all interviewed households even when that person is a Type Z noninterview. Do NOT complete an SCS-1 form for persons 12-18 if the household is a Type A.

C. Type of SCS Interview

004	<input type="checkbox"/> Personal - Self <input type="checkbox"/> Telephone - Self <input type="checkbox"/> Personal - Proxy <input type="checkbox"/> Telephone - Proxy <input type="checkbox"/> Noninterview - FILL ITEM D	} SKIP to INTRO 1
-----	---	--------------------------

D. Reason for SCS noninterview

005	<input type="checkbox"/> Type Z noninterview on NCVS SCS noninterview <input type="checkbox"/> Refused <input type="checkbox"/> Not available <input type="checkbox"/> Physically or mentally unable and no proxy 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?

006	<input type="checkbox"/> Yes <input type="checkbox"/> No - END INTERVIEW
-----	--

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	<input type="checkbox"/> Yes <input type="checkbox"/> No - SKIP to 2b
-----	---

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

007	<input type="checkbox"/> All - END INTERVIEW <input type="checkbox"/> Some
-----	--

2a. During the last 6 months, that is, any time since _____ 1st, if you were in a public or private school, what grade would you be in?

093	<input type="checkbox"/> Fifth or under - END INTERVIEW <input type="checkbox"/> Sixth <input type="checkbox"/> Seventh <input type="checkbox"/> Eighth <input type="checkbox"/> Ninth <input type="checkbox"/> Tenth <input type="checkbox"/> Eleventh <input type="checkbox"/> Twelfth <input type="checkbox"/> Other - Specify _____ <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END INTERVIEW	} SKIP to INTRO 2
-----	---	--------------------------

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

008	<input type="checkbox"/> Fifth or under - END INTERVIEW <input type="checkbox"/> Sixth <input type="checkbox"/> Seventh <input type="checkbox"/> Eighth <input type="checkbox"/> Ninth <input type="checkbox"/> Tenth <input type="checkbox"/> Eleventh <input type="checkbox"/> Twelfth <input type="checkbox"/> Other - Specify _____ <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END INTERVIEW	} SKIP to 3
-----	---	--------------------

F. ENVIRONMENTAL QUESTIONS – Continued

10. How long does it take you to get from your home to school most of the time?

023

- 1 Less than 15 minutes
- 2 15-29 minutes
- 3 30-44 minutes
- 4 45-59 minutes
- 5 60 minutes or longer

11. How do you get home from school most of the time?

024

- 1 Walk
- 2 School bus
- 3 Public bus, subway, train
- 4 Car
- 5 Bicycle, motorbike, or motorcycle
- 6 Some other way – *Specify* _____

FIELD REPRESENTATIVE – *If multiple modes are used, code the mode in which the student spends the most time.*

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.

12a. Are most students at your school allowed to leave the school grounds to eat lunch?

025

- 1 Yes
- 2 No
- 3 Don't know

12b. How often do you leave school grounds at lunch time?

(READ CATEGORIES.)

026

- 1 **Never**
- 2 **Once or twice a year**
- 3 **Once or twice a month**
- 4 **Once or twice a week**
- 5 **Almost every day**

13. During the last 6 months, have you participated in any extra-curricular activities sponsored by your school?

027

- 1 Yes
- 2 No

14. Does your school take any measures to ensure the safety of students?

For example, does the school have:

a. Security guards and/or assigned police officers?

028

- | | | |
|----------------------------|----------------------------|----------------------------|
| Yes | No | DK |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

b. Other school staff or other adults supervising the hallway?

029

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

c. Metal detectors?

030

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

d. Locked entrance or exit doors during the day?

031

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

e. A requirement that visitors sign in?

032

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

f. Locker checks?

033

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

g. A requirement that students wear badges or picture identification?

094

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

h. One or more security cameras to monitor the school?

095

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?

096

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|

15. 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...

a. Everyone knows what the school rules are

034

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

b. The school rules are fair

035

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|----------------------------|

c. The punishment for breaking school rules is the same no matter who you are

036

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|----------------------------|

d. The school rules are strictly enforced

037

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|----------------------------|

e. If a school rule is broken, students know what kind of punishment will follow

038

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
|----------------------------|----------------------------|----------------------------|----------------------------|

16. During the last 6 months, that is, since _____ 1st, have you attended any drug education classes in your school?

039

- 1 Yes
- 2 No
- 3 Don't know

F. ENVIRONMENTAL QUESTIONS – Continued

FIELD REPRESENTATIVE – *Read introduction.*

INTRO 3 – Now I have some more 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 each item ask,*

Is it possible to get _____ at your school?

a. Alcoholic beverages 040

b. Marijuana 041

c. Crack 042

d. Other forms of cocaine 043

e. Uppers such as ecstasy, crystal meth, or other illegal stimulants 097

f. Downers such as GHB or sleeping pills 098

g. LSD or acid 045

h. PCP or angel dust 046

i. Heroin or smack 047

j. Other illegal drugs –

If "Yes" is marked, ASK –What drugs? (Exclude tobacco products.) 048

FIELD REPRESENTATIVE – *Refer to Drug Slang Cards (SCS-2a and SCS-2b). 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.*

Yes No DK DK drug

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

Specify _____

17b. FIELD REPRESENTATIVE –For each YES response in 17a ask the drug, otherwise mark NA for each category not marked YES in 17a.

Would you say _____ (is/are) easy, fairly easy, fairly hard, or hard to get at your school?

a. Alcoholic beverages 049

b. Marijuana 050

c. Crack 051

d. Other forms of cocaine 052

e. Uppers such as ecstasy, crystal meth, or other illegal stimulants 099

f. Downers such as GHB or sleeping pills 100

g. LSD or acid 054

h. PCP or angel dust 055

i. Heroin or smack 056

j. Other illegal drugs 057

Easy Fairly Easy Fairly Hard Hard NA

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

17c. 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

17d. 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 19

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

104 (Number of times)

G. FIGHTING, BULLYING AND HATE BEHAVIORS – Continued

19. During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? (You may include incidents you reported before.)

067 1 Yes
2 No

20a. During the last 6 months, have you often felt rejected by other students at school? For example, have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?

105 1 Yes
2 No--**SKIP** to 21a

20b. During the last 6 months, how often have you been made fun of, called names, or excluded from activities?

(READ CATEGORIES.)

106 1 **Once or twice in the last 6 months**
2 **Once or twice a month**
3 **Once or twice a week, or**
4 **Almost every day**

21a. 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.

065 1 Yes
2 No--**SKIP** to 22

21b. Were any of the hate-related words related to ...

	Yes	No	DK
a. Your race?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Your religion?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Your ethnic background or national origin (for example people of Hispanic origin)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Your gender?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Your sexual orientation?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

If "Yes," SAY --(by this I mean homosexual, bisexual, or heterosexual)

22. 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?

066 1 Yes
2 No

H. AVOIDANCE

23a. During the last 6 months, that is, since _____ 1st, did you STAY AWAY from any of the following places because you thought someone might attack or threaten to attack you there?

(READ CATEGORIES.)

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

23b. Did you AVOID any extra-curricular activities at your school because you thought someone might attack or threaten to attack you?

076 1 Yes
2 No

H. AVOIDANCE - Continued

<p>23c. Did you AVOID any classes because you thought someone might attack or threaten to attack you?</p>	<p>077</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>23d. Did you stay home from school because you thought someone might attack or threaten to attack you at school, or going to or from school?</p>	<p>078</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>24. How often are you afraid that someone will attack or threaten to attack you at school? <i>(READ CATEGORIES.)</i></p>	<p>079</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>25. How often are you afraid that someone will attack or threaten to attack you on the way to and from school? <i>(READ CATEGORIES.)</i></p>	<p>080</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>26. Besides the times you are at school, or going to or from school, how often are you afraid that someone will attack or threaten to attack you? <i>(READ CATEGORIES.)</i></p>	<p>081</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

I. WEAPONS

<p>27a. 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, did you ever bring a gun to school or onto school grounds?</p>	<p>082</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>27b. During the last 6 months, did you ever bring a knife to school or onto school grounds? Include only knives brought as weapons.</p>	<p>083</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>27c. During the last 6 months, did you ever bring some other weapon to school or onto school grounds?</p>	<p>084</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>28a. Do you know any (other) students who have brought a gun to your school in the last 6 months?</p>	<p>085</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>28b. Have you actually seen another student with a gun at school in the last 6 months?</p>	<p>086</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>29. During the last 6 months, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p>	<p>113</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

J. GANGS

FIELD REPRESENTATIVE – Read introduction.

INTRO 4 – We'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.

<p>30. Are there any gangs at your school?</p>	<p>058</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>31. During the last 6 months, that is, since _____ 1st, how often have gangs been involved in fights, attacks, or other violence at your school? <i>(READ CATEGORIES 1-5.)</i></p>	<p>089</p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice in the last 6 months 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know</p>
<p>32. Have gangs been involved in the sale of drugs at your school in the last 6 months?</p>	<p>090</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

