



**Student Reports of Bullying: Results from the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS)**

This issue of **NASET's Bullying of Children** series reports data from the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The Web Tables show the extent to which students with different personal characteristics report being bullied. Estimates include responses by student characteristics: student sex, race/ethnicity, grade, and household income. The U.S. Census Bureau (Census) appended additional data from the 2013–14 Common Core of Data (CCD) and the 2013–14 Private School Universe Survey (PSS) to the SCS to show the extent to which bullying victimization is reported by students in schools with different characteristics. This document will provide an overview of the information and then send the reader to the actual report via a link at the end of the paper.

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School characteristics appended to the file are region; sector (public or private); locale; level; enrollment size; student-to-full-time-equivalent (FTE) teacher ratio; percentage of combined American Indian/Alaska Native, Asian/Native Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, and students of Two or more races; and percentage of students eligible for free or reduced-priced lunch. Not all respondents in the SCS data file could be matched to a school in the CCD or the PSS.

The 2015 SCS included an embedded, randomized split-half experiment to compare two versions of an updated series of questions on bullying victimization.

The updated questions were designed to collect additional data that align with the Centers for Disease Control and Prevention (CDC) and U.S. Department of Education's uniform definition of bullying released in 2013. To maintain comparability with previous administrations of the SCS, these Web Tables include only data from respondents who received Version 1 of the SCS. Version 1 used the same question format for determining bullying victimization as the 2005, 2007, 2009, 2011 and 2013 administrations. Analysis of the respondents on both versions of the survey administered in 2015 indicates that the populations are similar based on distributions for key variables, including respondent age, sex, race, grade, and school characteristics.

The entire report can be found by clicking on the following link

<https://nces.ed.gov/pubs2017/2017015.pdf>