









of .72. Totals were calculated for each participant based on how many forms of victimization he or she reported.

**Authoritative School Climate (ASC) Survey.** The ASC Survey was developed by the Youth Violence Project research team at the University of Virginia with the support of the by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice (Grant #2012-JF-FX-0062). Student and teacher perceptions of disciplinary structure, academic expectations, and student support were the main constructs used in measuring authoritative school climate (Gregory et al., 2010). Student and teacher versions of the survey have been reviewed using both multilevel confirmatory and exploratory factor analyses using data from over 200,000 respondents in both middle and high schools in Virginia and have shown favorable fit to the data at the group (school) and the individual (student or teacher) level (F. Huang et al., 2015; Konold et al., 2014). In addition, additional ASC scales also measured the prevalence of teasing and bullying (PTB), bullying victimization, student engagement, and aggressive attitudes (F. L. Huang, Cornell, & Konold, 2014; Konold et al., 2014). The scales have shown good internal consistency (both at the individual and group level), test-retest reliability, and construct validity. Response options for the survey items in the student version of the scales used a four point Likert-scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4= strongly agree).

**Disciplinary Structure.** The scale was composed of seven items selected to measure perceived fairness and strictness of school rules using items such as “The school rules are fair” and “The punishment for breaking school rules is the same for all students”. Items were derived from the Experience of School Rules scale from the School Crime Supplement to the National Crime Victimization Survey (NCES, 2005).

**Academic Expectations.** Five items asked student perceptions of how much teachers expected of students in their academic work. Items included “My teachers expect me to work hard” and “My teachers expect a lot from students.”

**Student Support.** An eight-item scale was used to measure perceived supportiveness of student-teacher relationships with items such as “Most teachers and other adults at this school care about all students” and “There are adults at this school I could talk with if I had a personal problem” (see Table 1). Items were derived from the Willingness to Seek Help scale (Bandyopadhyay, Cornell, & Konold, 2009) and the School Climate Module of the California Healthy Kids Survey (WestEd, 2013).

**Student Perceptions of School Safety.** Eight items were taken from the U.S. Department of Education (2016) School Climate Survey (EDSCLS) and included items such as “I feel safe at this school” and “students at this school damage or destroy other students’ property.” As the Department of Education is conducting a national benchmarking study using this scale in 2017, schools in our study will also be able to compare scores with national benchmarking data when available.

**Aggressive Attitudes.** The aggressive attitudes scale (F. L. Huang et al., 2014) is a 6-item scale (see Table 1) that measured the prevalence of aggressive attitudes among students related to hitting, bullying, and fighting (i.e., “If someone threatens you, it is okay to hit that person”). Studies have shown that the scale is predictive of students willingness to report threats of violence (Millsbaugh, Cornell, Huang, & Datta,



































