ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

BJS
Bureau of Justice Statistics

Indicators of School Crime and Safety: 2009

NCES 2010-012
NCJ 228478

U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF JUSTICE OFFICE OF JUSTICE PROGRAMS

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

BJS
Bureau of Justice Statistics

Indicators of School Crime and Safety: 2009

DECEMBER 2009

Rachel Dinkes
Education Statistics Services Institute –
American Institutes for Research

Jana Kemp
Education Statistics Services Institute –
American Institutes for Research

Katrina Baum
Bureau of Justice Statistics

Thomas D. Snyder
Project Officer
National Center for Education Statistics

NCES 2010-012
NCJ 228478

U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF JUSTICE OFFICE OF JUSTICE PROGRAMS

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
John Q. Easton
Director

National Center for Education Statistics
Stuart Kerachsky
Deputy Commissioner

U.S. Department of Justice
Eric Holder
Attorney General

Office of Justice Programs
Laurie O. Robinson
Assistant Attorney General

Bureau of Justice Statistics
Michael D. Sinclair
Acting Director

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 other countries.

The Bureau of Justice Statistics (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. These data are critical to federal, state, and local policymakers in combating crime and ensuring that justice is both efficient and evenhanded.

December 2009

Suggested Citation
Dinkes, R., Kemp, J., and Baum, K. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010–012/NCJ 228478). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

This publication can be downloaded from the World Wide Web at http://nces.ed.gov or http://www.ojp.usdoj.gov/bjs. Single hard copies can be ordered through ED Pubs at 1-877-4ED-PUBS (NCES 2010-012) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-851-3420 (NCJ 228478).

Contact at NCES
Thomas Snyder
202-502-7452
tom.snyder@ed.gov

Contact at BJS
Katrina Baum
202-307-5889
katrina.baum@usdoj.gov

Executive Summary

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Henry 2000).

Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators. This is the aim of *Indicators of School Crime and Safety*.

This report is the twelfth in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals. Sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES. The most recent data collection for each indicator varied by survey, from 2006 to 2007–08. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

This report covers topics such as victimization, teacher injury, bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, and student perceptions of personal safety at school. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

This page intentionally left blank.

Key Findings

In the 2007–08 school year, an estimated 55.7 million students were enrolled in prekindergarten through grade 12 (Snyder, Dillow, and Hoffman 2009). Preliminary data show that among youth ages 5–18, there were 43 school-associated violent deaths[1] from July 1, 2007, through June 30, 2008 *(Indicator 1).* In 2007, among students ages 12–18, there were about 1.5 million victims of nonfatal crimes at school,[2] including 826,800 thefts[3] and 684,100 violent crimes[4] (simple assault and serious violent crime[5]) *(Indicator 2).* During the 2007–08 school year, 85 percent of public schools recorded that at least one violent crime, theft, or other crime occurred at their school *(Indicator 6).* The following section presents key findings from each section of the report.

Violent Deaths

» From July 1, 2007, through June 30, 2008, there were 21 homicides and 5 suicides of school-age youth (ages 5–18) at school (*Indicator 1*), or about 1 homicide or suicide of a school-age youth at school per 2.1 million students enrolled during the 2007–08 school year.

Nonfatal Student and Teacher Victimization

» In 2007, students ages 12–18 were victims of about 1.5 million nonfatal crimes (theft[3] plus violent crime[4]) while they were at school,[6] compared to about 1.1 million nonfatal crimes while they were away from school (*Indicator 2*).

» In 2007, the rates for theft[3] and violent crime[4] were higher at school than away from school. In that year, students were victims of 31 thefts per 1,000 students at school, compared to 21 thefts per 1,000 students away from school. At school there were 26 violent crimes per 1,000 students, compared to 20 violent crimes per 1,000 students away from school (*Indicator 2*).

» Although there was an overall decline in the victimization rates for students ages 12–18 at school between 1992 and 2007, there was no measurable difference in the rate of crime at school between 2004 and 2007. Between 1992 and 2007 the rate of crime for students away from school declined (*Indicator 2*).

» In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 3 percent reported theft,[3] and 2 percent reported violent victimization[4] *(Indicator 3).* Less than half of a percent of students reported serious violent victimization.[5]

» In 2007, 10 percent of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the past year, compared to 5 percent of female students *(Indicator 4).*

» Higher percentages of Black students (10 percent) and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property than White students (7 percent) and American Indian/Alaska Native students (6 percent) *(Indicator 4).*

» During the 2007–08 school year, a greater percentage of teachers in city schools (10 percent) reported being threatened with injury than teachers in town schools (7 percent) and suburban or rural schools (6 percent each) (*Indicator 5*). A greater percentage of teachers in city schools (5 percent) and suburban schools (4 percent) reported being physically attacked, compared to teachers in rural schools (3 percent).

» A greater percentage of secondary school teachers (8 percent) reported being threatened with injury by a student than elementary school teachers (7 percent) (*Indicator 5*). However, a greater

[1] School-associated violent death is defined as "a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." Victims of school-associated violent deaths included students, staff members, and others who are not students.

[2] See appendix B for a detailed definition of "at school."

[3] Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

[4] Violent crimes include serious violent incidents and simple assault.

[5] Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

[6] "At school" includes inside the school building, on school property, or on the way to or from school.

percentage of elementary school teachers (6 percent) reported being physically attacked than secondary school teachers (2 percent).

School Environment

» During the 2007–08 school year, 85 percent of public schools recorded that one or more incidents of crime had taken place at school,[2] amounting to an estimated 2.0 million crimes (table 6.1). This figure translates to a rate of 43 crimes per 1,000 public school students enrolled in 2007–08. During the same year, 62 percent of public schools reported an incident of crime that occurred at school to the police, amounting to about 704,000 crimes—or 15 crimes per 1,000 public school students enrolled (*Indicator 6*).

» In 2007–08, 75 percent of public schools recorded one or more violent incidents of crime,[4] 17 percent recorded one or more serious violent incidents,[5] 47 percent recorded one or more thefts,[3] and 67 percent recorded one or more other incidents.[7] Thirty-eight percent of public schools reported at least one violent incident to police, 13 percent reported at least one serious violent incident to police, 31 percent reported at least one theft to police, and 49 percent reported one or more other incidents to police (*Indicator 6*).

» During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis. With regard to other discipline problems reported as occurring at least once a week, 6 percent of public schools reported student verbal abuse of teachers, 4 percent reported widespread disorder in the classroom, 4 percent reported student racial/ethnic tensions, and 3 percent reported student sexual harassment of other students (*Indicator 7*).

» Twenty percent of public schools reported that gang activities had happened at all during 2007–08 and 3 percent reported that cult or extremist activities had happened at all during that school year (*Indicator 7*).

» In 2007, 23 percent of students ages 12–18 reported that there were gangs at their schools *(Indicator 8).* Overall, a smaller percentage of White students (16 percent) and Asian students (17 percent) reported a gang presence at school than Black students (38 percent) and Hispanic students (36 percent).

» In 2007, 22 percent of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the past 12 months *(Indicator 9).*

» Ten percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (35 percent) reported seeing hate-related graffiti at school in 2007 *(Indicator 10).*

» In 2007, 32 percent of students ages 12–18 reported having been bullied at school during the school year *(Indicator 11).* Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent of students said they were tried to make do things they did not want to do or that their property was destroyed on purpose.

» In 2007–08, 34 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 32 percent reported that student tardiness and class cutting interfered with their teaching (*Indicator 12*). Seventy-two percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 89 percent reported that the principal enforced the school rules.

» A higher percentage of secondary school teachers than elementary school teachers reported that student misbehavior (39 vs. 33 percent) and student tardiness and class cutting (45 vs. 26 percent) interfered with their teaching in 2007–08 (*Indicator 12*). During the same year, a lower percentage of secondary school teachers than elementary school teachers agreed that school rules were enforced by teachers (56 vs. 79 percent) and by the principal in their school (86 vs. 89 percent).

[7] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

Fights, Weapons, and Illegal Substances

» In 2007, 36 percent of students in grades 9–12 reported they had been in a fight anywhere, and 12 percent said they had been in a fight on school property during the preceding 12 months *(Indicator 13)*. In the same year, 44 percent of males said they had been in a fight anywhere, compared to 27 percent of females, and 16 percent of males said they had been in a fight on school property, compared to 9 percent of females.

» Eighteen percent of students in grades 9–12 in 2007 reported they had carried a weapon[8] anywhere, and 6 percent reported they had carried a weapon on school property during the previous 30 days *(Indicator 14)*. There were at least three times as many males as females who reported carrying a weapon—either anywhere or on school property—in all survey years. In 2007, for example, 9 percent of males carried a weapon on school property, compared to 3 percent of females, and 29 percent of males carried a weapon anywhere, compared to 7 percent of females.

» In 2007, 45 percent of students in grades 9–12 reported having consumed at least one drink of alcohol anywhere, and 4 percent reported having consumed at least one drink on school property during the previous 30 days *(Indicator 15)*.

» Twenty percent of students in grades 9–12 in 2007 reported using marijuana anywhere during the past 30 days, and 4 percent reported using marijuana on school property during this period *(Indicator 16)*.

Fear and Avoidance

» In 2007, approximately 5 percent of students ages 12–18 reported that they were afraid of attack or harm at school, and 3 percent reported that they were afraid of attack or harm away from school *(Indicator 17)*. In 2007, smaller percentages of White students (4 percent) and Asian students (2 percent) reported being afraid of attack or harm at school than their Black (9 percent) and Hispanic (7 percent) peers.

» In 2007, 7 percent of students ages 12–18 reported that they had avoided a school activity or one or more places in school in the previous 6 months because of fear of attack or harm: 3 percent of students avoided a school activity, and 6 percent avoided one or more places in school *(Indicator 18)*.

Discipline, Safety, and Security Measures

» Forty-six percent of public schools (approximately 38,500 schools) took at least one serious disciplinary action against a student during the 2007–08 school year. Of the 767,900 serious disciplinary actions taken, 76 percent were suspensions for 5 days or more, 19 percent were transfers to specialized schools, and 5 percent were removals with no services for the remainder of the school year (*Indicator 19*).

» Although the overall percentage of public schools taking a serious disciplinary action declined between 1999–2000 (54 percent) and 2003–04 (46 percent), there has been no measurable change since then. This same general pattern of decline between the period of 1999–2000 and 2003–04 with no measurable change in more recent survey years held both for the percentage of public schools that reported taking serious disciplinary actions for the offense of physical attacks or fights and for the offense of insubordination (*Indicator 19*).

» Between the 1999–2000 and 2007–08 school years, there was an increase in the percentage of public schools reporting the use of the following safety and security measures: controlled access to the building during school hours (from 75 to 90 percent); controlled access to school grounds during school hours (from 34 to 43 percent); students required to wear badges or picture IDs (from 4 to 8 percent); faculty required to wear badges or picture IDs (from 25 to 58 percent); the use of one or more security cameras to monitor school (from 19 to 55 percent); the provision of telephones in most classrooms (from 45 to 72 percent); and the requirement that students wear uniforms (from 12 to 18 percent) (*Indicator 20*).

» Between the 2003–04 and 2007–08 school years, there was an increase in the percentage of public schools reporting the drug testing of student athletes (from 4 to 6 percent), as well as an increase in the percentage of public schools reporting the drug testing of students in other extracurricular activities (from 3 to 4 percent) (*Indicator 20*).

[8] Such as a gun, knife, or club.

- During the 2007–08 school year, 43 percent of public schools reported that they had an electronic notification system for a school-wide emergency, and 31 percent of public schools reported that they had a structured, anonymous threat reporting system (*Indicator 20*).

- The majority of students ages 12–18 reported that their school had a student code of conduct (96 percent) and a requirement that visitors sign in (94 percent) in 2007 *(Indicator 21).* Metal detectors were the least commonly observed security measure. Ten percent of students reported the use of metal detectors at their school.

Foreword

Indicators of School Crime and Safety: 2009 provides the most recent national indicators on school crime and safety. The information presented in this report is intended to serve as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

This is the twelfth edition of *Indicators of School Crime and Safety,* a joint publication of the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES). This report provides detailed statistics to inform the nation about current aspects of crime and safety in schools.

The 2009 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES.

The entire report is available on the Internet (http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/). The Bureau of Justice Statistics and the National Center for Education Statistics continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Michael D. Sinclair
Acting Director
Bureau of Justice Statistics

Acknowledgments

The authors are grateful to the sponsoring agencies, the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), for supporting this report.

From BJS, we wish to thank Allen Beck, Doris James, Georgette Walsh, and Michael Rand, who served as reviewers, and Patsy Klaus, who verified data from the National Crime Victimization Survey. Outside of NCES and BJS, Nancy Brener, Mark Anderson, Jeffrey Hall, and Latasha Butler of the Centers for Disease Control and Prevention generously provided data and performed a review of data documentation. We also value the review of this report and the continued support provided by Bill Modzeleski and Deborah Rudy of the Office of Safe and Drug-Free Schools.

Contents

Executive Summary iii
Key Findings v
Foreword ix
Acknowledgments x
List of Tables xii
List of Figures xv

Introduction 1

Violent Deaths 5
Indicator 1. Violent Deaths at School and Away From School 6
Nonfatal Student and Teacher Victimization 9
Indicator 2. Incidence of Victimization at School and Away From School 10
Indicator 3. Prevalence of Victimization at School 14
Indicator 4. Threats and Injuries With Weapons on School Property 16
Indicator 5. Teachers Threatened With Injury or Physically Attacked by Students 18
School Environment 21
Indicator 6 . Violent and Other Crime Incidents at Public Schools and Those Reported to the Police 22
Indicator 7. Discipline Problems Reported by Public Schools 28
Indicator 8. Students' Reports of Gangs at School 32
Indicator 9. Students' Reports of Drug Availability on School Property 34
Indicator 10. Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti 36
Indicator 11. Bullying at School and Cyber-Bullying Anywhere 40
Indicator 12. Teachers' Reports on School Conditions 44
Fights, Weapons, and Illegal Substances 47
Indicator 13. Physical Fights on School Property and Anywhere 48
Indicator 14. Students Carrying Weapons on School Property and Anywhere 50
Indicator 15. Students' Use of Alcohol on School Property and Anywhere 52
Indicator 16. Students' Use of Marijuana on School Property and Anywhere 54
Fear and Avoidance 57
Indicator 17. Students' Perceptions of Personal Safety at School and Away From School 58
Indicator 18. Students' Reports of Avoiding School Activities or Specific Places in School 60
Discipline, Safety, and Security Measures 63
Indicator 19. Serious Disciplinary Actions Taken by Public Schools 64
Indicator 20. Safety and Security Measures Taken by Public Schools 68
Indicator 21. Students' Reports of Safety and Security Measures Observed at School 72

References 75
Supplemental Tables 79
Appendix A: Technical Notes 139
Appendix B: Glossary of Terms 151

List of Tables

Table *Page*

1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location and year: 1992–2008 ... 80

1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: 1992–2008 ... 81

2.1. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location, type of crime and year: 1992–2007 ... 82

2.2. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students at school, by type of crime and selected student and school characteristics: 2007 ... 83

2.3. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students away from school, by type of crime and selected student and school characteristics: 2007 ... 84

3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2007 ... 86

4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007 ... 88

4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by state: 2003, 2005, and 2007 ... 89

5.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08 ... 90

5.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08 ... 91

5.3. Percentage and number of public school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by state: 1993–94 through 2007–08 ... 92

5.4. Percentage and number of public school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by state: 1993–94 through 2007–08 ... 93

6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2007–08 ... 94

6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08 ... 96

6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08 ... 98

Table		*Page*

6.4. Percentage of public schools recording and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08 100

6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08 102

7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2007–08 104

7.2. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency: Various school years, 1999–2000 through 2007–08 105

8.1. Percentage of students ages 12–18 who reported that gangs were present at school, by urbanicity and selected student and school characteristics: Various years, 2001–07 106

9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007 107

9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by state: 2003, 2005, and 2007 108

10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school, by selected student and school characteristics: Various years, 1999–2007 109

10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by selected student and school characteristics: 2007 110

11.1. Percentage of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by selected bullying problems and selected student and school characteristics: 2007 112

11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and selected student and school characteristics: 2007 114

11.3. Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult, by selected student and school characteristics: 2007 116

12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08 118

12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08 119

12.3. Percentage of public school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that school rules are enforced by other teachers and by the principal, by state: School year 2007–08 120

13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and selected student and school characteristics: Various years, 1993–2007 121

Table *Page*

13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and state: 2003, 2005, and 2007 122

14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007 123

14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: 2003, 2005, and 2007 124

15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007 ... 125

15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and state: 2003, 2005, and 2007 126

16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007 ... 127

16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and state: 2003, 2005, and 2007 128

17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Various years, 1995–2007 129

18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm: Various years, 1995–2007 130

18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm, by selected student and school characteristics: Various years, 1995–2007 131

19.1. Number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: School year 2007–08 132

19.2. Percentage of public schools that took a serious disciplinary action and number of serious actions taken, by type of offense: Various school years, 1999–2000 through 2007–08 133

20.1. Percentage of public schools that used safety and security measures: Various school years, 1999–2000 through 2007–08 134

20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2007–08 135

21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007 137

List of Figures

Figure		*Page*
A.	Nationally representative sample and universe surveys used in this report	4
1.1.	Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: 1992–2008	7
1.2.	Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location: 2006–07	7
2.1.	Rate of student-reported nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2007	11
2.2.	Rate of student-reported nonfatal crimes against students ages 12–18 at and away from school per 1,000 students, by age and type of crime: 2007	13
3.1.	Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2007	15
4.1.	Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Various years, 1993–2007	17
4.2.	Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by grade: 2007	17
5.1.	Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Various school years, 1993–94 through 2007–08	19
5.2.	Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and instructional level: School year 2007–08	19
6.1.	Percentage of public schools recording and reporting incidents of crime, and the rate of crimes per 1,000 students, by type of crime: School year 2007–08	23
6.2.	Percentage of public schools recording and reporting violent and serious violent incidents of crime, by the number of incidents: School year 2007–08	25
6.3.	Percentage of public schools recording and reporting to the police incidents of crime, by type of crime: Various school years, 1999–2000 through 2007–08	26
7.1.	Percentage of public schools reporting selected discipline problems that occurred at school, by school level: School year 2007–08	29
8.1.	Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by school sector and race/ethnicity: 2007	33
8.2.	Percentage of students ages 12–18 who reported that gangs were present at school, by sex: Various years, 2001–07	33
9.1.	Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2007	35
9.2.	Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2007	35
10.1.	Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2007	37

Figure *Page*

10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by type of hate-related word: 2007 39

11.1. Percentage of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere during the school year, by sex: 2007 41

11.2. Percentage of students ages 12–18 who reported selected bullying problems at school and cyber-bullying problems anywhere during the school year: 2007 41

11.3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and sex: 2007 42

11.4. Percentage distribution of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult: 2007 42

12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by urbanicity: School year 2007–08 45

12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by school level: School year 2007–08 45

13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and sex: Various years, 1993–2007 49

13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and grade: 2007 49

14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Various years, 1993–2007 51

14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and grade: 2007 51

15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and sex: Various years, 1993–2007 53

15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and grade: 2007 53

16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and sex: Various years, 1993–2007 55

16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and grade: 2007 55

17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and race/ethnicity: 2007 59

17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and school sector: Various years, 1995–2007 59

18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm during the school year: 2007 61

18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by grade level and school sector: 2007 62

Figure ***Page***

19.1. Percentage of public schools that took a serious disciplinary action, by type of offense: School year 2007–08 65

19.2. Percentage distribution of serious actions taken by public schools, by type of action and type of offense: School year 2007–08 66

19.3. Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000 through 2007–08 67

20.1. Percentage of public schools that used selected safety and security measures: School year 2007–08 69

20.2. Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000 through 2007–08 70

21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007 73

This page intentionally left blank.

Introduction

Introduction

Our nation's schools should be safe havens for teaching and learning free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Henry 2000). For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties (Crick and Bigbee 1998; Crick and Grotpeter 1996; Nansel et al. 2001; Prinstein, Boergers, and Vernberg 2001; Storch et al. 2003), victimized children are more prone to truancy (Ringwalt, Ennett, and Johnson 2003), poor academic performance (MacMillan and Hagan 2004; Wei and Williams 2004), dropping out of school (Beauvais et al. 1996; MacMillan and Hagan 2004), and violent behaviors (Nansel et al. 2003). For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether (Karcher 2002; Smith and Smith 2006).

For parents, school staff, and policymakers to effectively address school crime, they need an accurate understanding of the extent, nature, and context of the problem. However, it is difficult to gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Measuring progress toward safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators; this is the aim of *Indicators of School Crime and Safety.*

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2009 is the twelfth in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2009 is organized into sections that delineate specific concerns to readers, starting with a description of the most serious violent crimes. The sections cover Violent Deaths; Nonfatal Student and Teacher Victimization; School Environment; Fights, Weapons, and Illegal Substances; Fear and Avoidance; and Discipline, Safety, and Security Measures. Each section contains a set of indicators that, taken together, aim to describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.[1] Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A glossary of terms and a reference section appear at the end of the report. Standard errors for the estimate tables are available online.

This year's report contains updated data for 8 indicators: violent deaths (*Indicator 1*), nonfatal student victimization (*Indicator 2*), teachers threatened with injury or physically attacked by students *(Indicator 5),* violent and other crime incidents at public schools and those reported to the police *(Indicator 6),* discipline problems reported by public schools *(Indicator 7),* teachers' reports on school conditions *(Indicator 12),* serious disciplinary actions taken by public schools *(Indicator 19),* and safety and security measures taken by public schools *(Indicator 20).*

Also found in this year's report are references to recent publications relevant to each indicator that the reader may want to consult for additional information or analyses. These references can be found in the "For more information" sidebars at the bottom of each indicator.

Data

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, and principals and universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection.

[1] Data in this report are not adjusted to reflect the number of hours that youths spend on school property versus the number of hours they spend elsewhere.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on select security and safety measures used in schools. *Indicator 20* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2007-08 school year. The schools range from primary through high schools. *Indicator 21,* however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2007, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent crime at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of crime, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Figure A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that limitations inherent to self-reported data may affect estimates (Addington 2005; Cantor and Lynch 2000). First, unless an interview is "bounded" or a reference period is established, estimates may include events that exceed the scope of the specified reference period. This factor may artificially increase reported incidents because respondents may recall events outside of the given reference period. Second, many of the surveys rely on the respondent to "self-determine" a condition. This factor allows the respondent to define a situation based upon his or her own interpretation of whether the incident was a crime or not. On the other hand, the same situation may not necessarily be interpreted in the same way by a bystander or the perceived offender. Third, victim surveys tend to emphasize crime events as incidents that take place at one point in time. However, victims can often experience a state of victimization in which they are threatened or victimized regularly or repeatedly. Finally, respondents may recall an event inaccurately. For instance, people may forget the event entirely or recall the specifics of the episode incorrectly. These and other factors may affect the precision of the estimates based on these surveys.

Data trends are discussed in this report when possible. Where trends are not discussed, either the data are not available in earlier surveys or the wording of the survey question changed from year to year, eliminating the ability to discuss any trend. For example, in *Indicator 11,* which reports on bullying using data from the School Crime Supplement survey, the 2007 questionnaire was revised to include information on cyber-bullying. Due to this change, the text of this indicator is no longer presenting trend information.

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. Throughout this report, in cases where the standard error was at least 30 percent of the associated estimate, the estimates were noted with a "!" symbol (interpret data with caution). In cases where the standard error was greater than 50 percent of the associated estimate, the estimate was suppressed. See appendix A for more information.

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Linear trend tests were used when differences among percentages were examined relative to interval categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students who reported using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables.

Although percentages reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), percentages reported in the text and figures are generally rounded from the original number to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). While the data labels on the figures have been rounded to whole numbers, the graphical presentation of these data is based on the unrounded estimates shown in the corresponding table.

Appendix A of this report contains descriptions of all the datasets used in this report and a discussion of how standard errors were calculated for each estimate.

Figure A. Nationally representative sample and universe surveys used in this report

Survey	Sample	Year of survey	Reference time period	Indicators
National Crime Victimization Survey (NCVS)	Individuals age 12 or older living in households and group quarters	1992–2007 Annually	Incidents occurring during the calendar year[1]	2
The School-Associated Violent Deaths Surveillance Study (SAVD)	Universe	1992 through 2008 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year[2]	1995, 1999, 2001, 2003, 2005, and 2007	Incidents during the school year[2]	3, 8, 10, 11, 17, and 18
			Not specified	21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[3]	1999–2000, 2003–04, 2005–06, and 2007–08	1999–2000, 2003–04, 2005–06, and 2007–08 school years	6, 7, 19, and 20
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94,1999–2000, 2003–04, and 2007–08	Incidents during the previous 12 months	5, 12
Supplementary Homicide Reports (SHR)	Universe	1992 through 2007 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal	Universe	1992 through 2006 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007	Incidents during the previous 12 months	4, 9, and 13
			Incidents during the previous 30 days	14, 15, and 16

[1] Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.
[2] In 2007, the reference period was the school year. In all other survey years, the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.
[3] Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire.

Violent Deaths

Indicator 1
Violent Deaths at School and Away From School 6
Figure 1.1 7
Figure 1.2 7

Indicator 1
Violent Deaths at School and Away From School

The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years even though the absolute number of homicides of school-age youth at school varied across the years.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. From July 1, 2007, through June 30, 2008, there were 43 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and tables 1.1 and 1.2). In this indicator, a school-associated violent death is defined as "a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." Victims of school-associated violent deaths include students, staff members, and others who are not students. School-associated violent deaths include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Of the 43 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2007, and June 30, 2008, 36 were homicides, 6 were suicides, and 1 was a legal intervention (table 1.2). Data for school-associated violent deaths for the 2007–08 school year are preliminary.[2]

At-school and away-from-school homicide and suicide data were drawn from a number of sources. The most recent data available for total suicides of youth ages 5–18 are for the 2006 calendar year; the most recent data available for total homicides of youth ages 5–18 are for the 2006–07 school year.[3] During 2006–07, there were 1,748 homicides of youth ages 5–18 (figure 1.2 and table 1.1). During the 2006 calendar year, there were 1,296 suicides of youth ages 5–18. From July 1, 2007, through June 30, 2008, there were 21 homicides and 5 suicides of school-age youth (ages 5–18) at school (figure 1.1 and table 1.1). In each year during the period 1992–93 to 2006–07, there were at least 50 times as many homicides of youth away from school than at school and generally at least 150 times as many suicides of youth away from school than at school. During the 2007–08 school year, there was approximately one homicide or suicide of a school-age youth at school per 2.1 million students enrolled.[4]

The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years, even though the absolute number of homicides of school-age youth at school varied to some degree across the years (figure 1.1 and table 1.1). Between the 1992–93 and 2007–08 school years, from 1 to 9 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

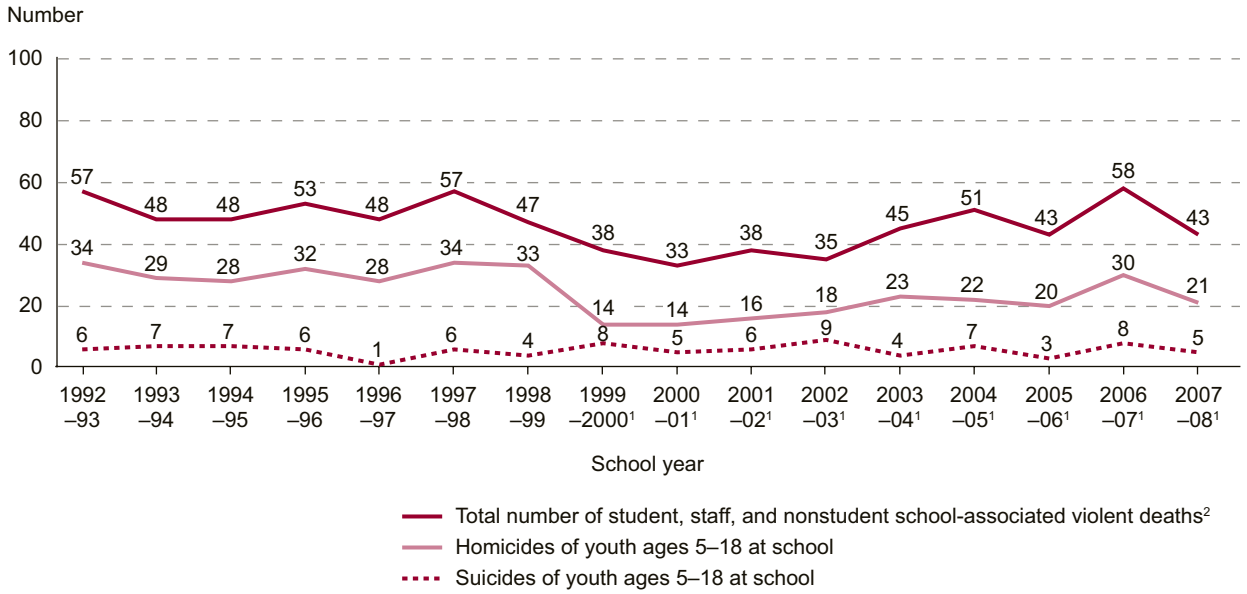
[2] Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.

[3] Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and data on total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing violent deaths at school to total violent deaths. Data for total suicides 2007 and total homicides 2007–08 are not yet available.

[4] The total number of students enrolled in prekindergarten through 12th grade during the 2007–08 school year was 55,579,330 (Snyder, Dillow, and Hoffman 2009).

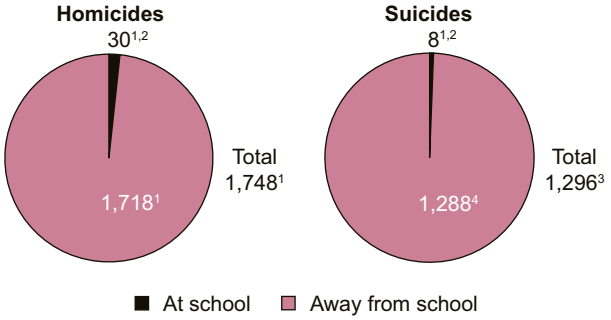
This indicator has been updated to include 2007–08 data. For more information: Tables 1.1 and 1.2 and Centers for Disease Control and Prevention (2008a), (www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm).

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: 1992–2008



[1] Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.
[2] A school-associated violent death is defined as a "homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2008.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.
SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 1992–2008 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2009).

Figure 1.2. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location: 2006–07



[1] Youth ages 5–18 from July 1, 2006, through June 30, 2007.
[2] Data from School Associated Violent Deaths Surveillance Study (SAVD) are considered preliminary. For more information on this survey, please see appendix A.
[3] Youth ages 5–18 in the 2006 calendar year.
[4] This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Due to missing data for total suicides and homicides for the 2007–08 school year, this figure contains data for the 2006–07 school year. Estimates were revised and may differ from previously published data.
SOURCE: Data on total homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 2006–07 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2009); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2006, retrieved July 2009 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 2006–07 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (May 2009).

This page intentionally left blank.

Nonfatal Student and Teacher Victimization

Indicator 2
Incidence of Victimization at School and Away From School 10
Figure 2.1 11
Figure 2.2 13

Indicator 3
Prevalence of Victimization at School 14
Figure 3.1 15

Indicator 4
Threats and Injuries With Weapons on School Property 16
Figure 4.1 17
Figure 4.2 17

Indicator 5
Teachers Threatened With Injury or Physically Attacked by Students 18
Figure 5.1 19
Figure 5.2 19

Indicator 2
Incidence of Victimization at School and Away From School

For the first time since 1992, in 2007 the rate for violent crime at school was higher than the rate experienced away from school. The 2007 victimization rates for serious violent crime at school and the rates away from school were not measurably different.

Theft and violence at school and en route to and from school can affect the overall health and well-being of adolescents, interfere with educational goals, and stall normal healthy development (Fredland 2008). Such victimization can also lead to higher than average rates of teacher turnover, student dropouts and transfers, and early retirement for principals and teachers (Crews, Crews, and Turner 2008).

In 2007, data from the National Crime Victimization Survey[5] showed that students ages 12–18 were victims of about 1.5 million nonfatal crimes (theft[6] and violent crime[7]) while they were at school,[8] compared to about 1.1 million nonfatal crimes while they were away from school (table 2.1).[9] These figures represent total crime victimization rates of 57 crimes per 1,000 students at school and 41 crimes per 1,000 students away from school. Although there was an overall decline in the victimization rates for students ages 12–18 at school between 1992 and 2007, there was no measurable difference in the rate of crime at school between 2004 and 2007. This pattern describes the total crime rate as well as its three components: thefts, violent crimes, and serious violent crimes (figure 2.1). Between 1992 and 2007 the rates of total crime, thefts, violent crimes, and serious violent crimes for students away from school declined.

The 2007 survey estimates may indicate some trend changes. For the first time, rates of violent crime victimization at school were higher than rates of violent crime victimization away from school. In 2007, there were 26 violent crimes per 1,000 students at school, compared to 20 violent crimes per 1,000 students away from school.

Indicator 2 continued on page 12.

[5] Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

[6] Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

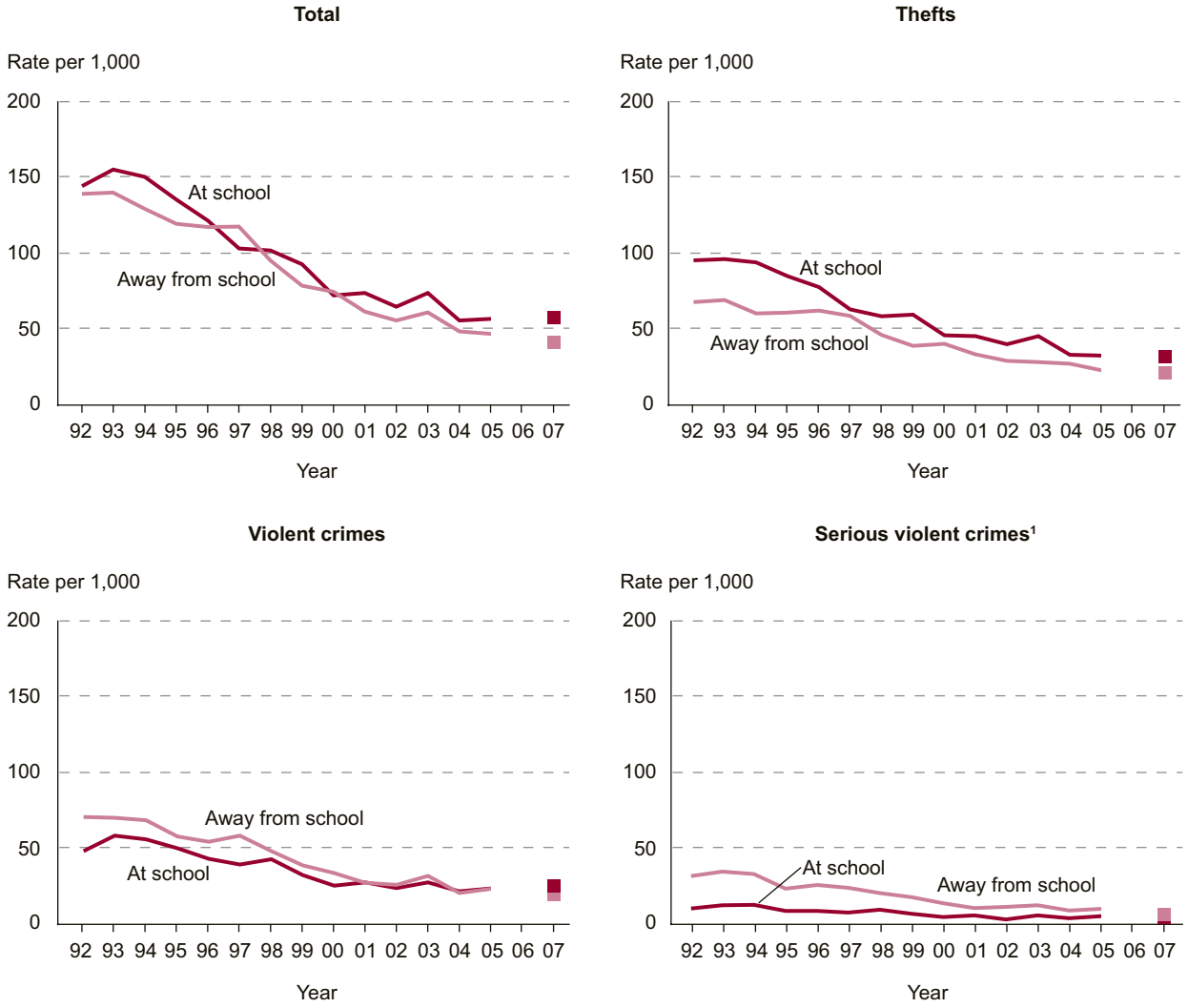
[7] Violent crimes include serious violent crimes and simple assault.

[8] "At school" includes inside the school building, on school property, or on the way to or from school.

[9] "Students" refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

This indicator has been updated to include 2007 data. For more information: Tables 2.1, 2.2, and 2.3; Fredland (2008); and Crews, Crews, and Turner (2008).

Figure 2.1. Rate of student-reported nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2007



[1] Serious violent crimes are also included in violent crimes.

NOTE: There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. For more information, please see appendix A. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Estimates were revised and may differ from previously published data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2007.

In each survey year between 1992 and 2005,[10] the rate of serious violent crime—rape, sexual assault, robbery, and aggravated assault—per 1,000 students was lower at school than away from school. In 2007, however, there was no measurable difference between the rate of serious violent crimes[11] per 1,000 students at school and the rate per 1,000 students away from school. In that year, students ages 12–18 were victims of 4 serious violent crimes per 1,000 students at school and 6 serious violent crimes per 1,000 students away from school.

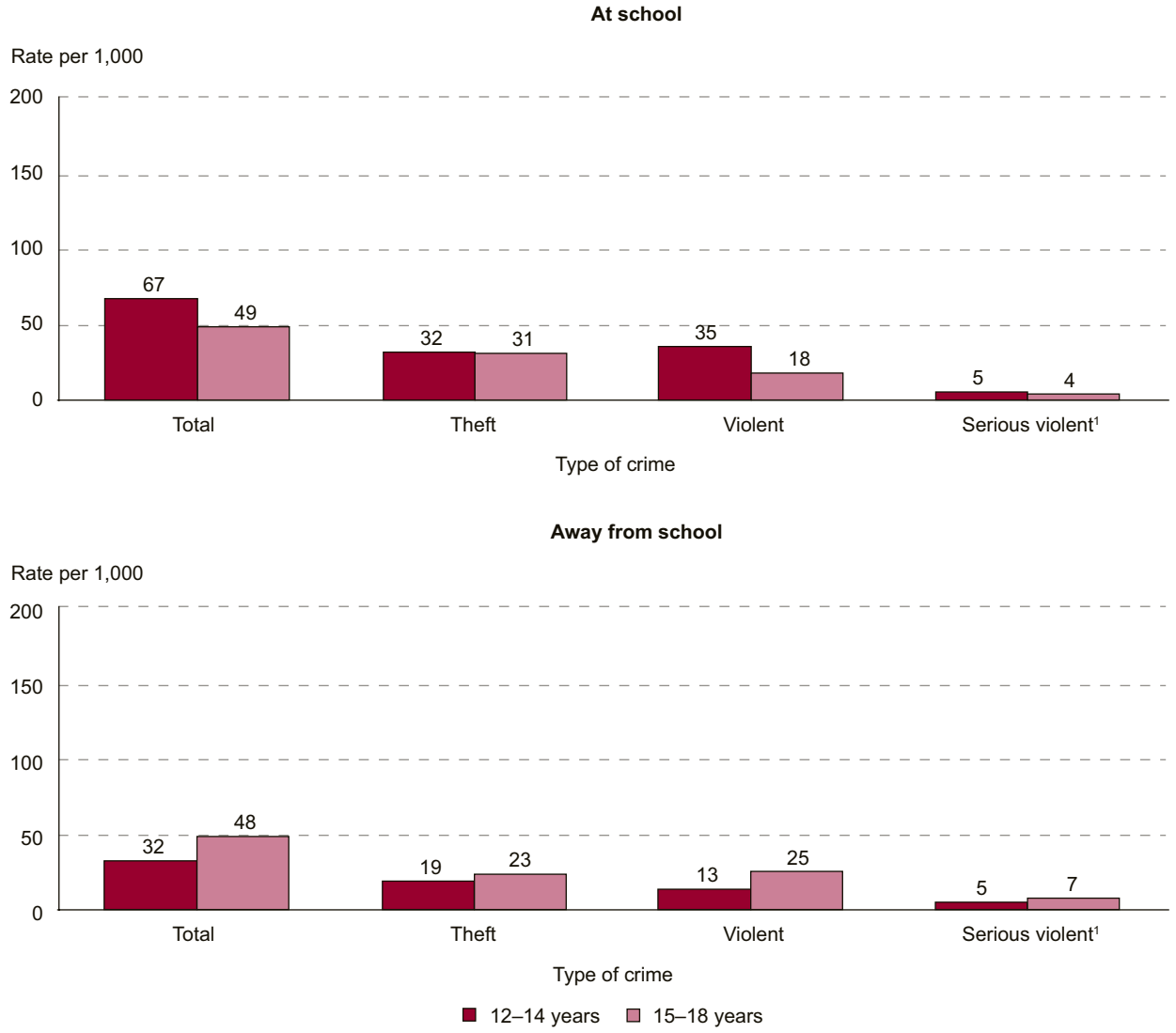
[10] There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. For more information, please see appendix A.

[11] Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Not all of the trends showed change. A greater percentage of students report experiencing theft at school than the other measured crimes. In 2007 the rate of thefts per 1,000 students was higher at school than away from school, which has generally held true for each survey year since 1992 (except 1997, 2000, and 2004) (figure 2.1). In 2007 there were 31 thefts per 1,000 students at school and 21 thefts per 1,000 students away from school.

In 2007, the victimization rates for students ages 12–18 varied according to student characteristics. The rate of violent crimes at school per 1,000 students was lower for older students (ages 15–18) than for younger students (ages 12–14), but the reverse was true for the rate of violent crimes away from school (figure 2.2 and tables 2.2 and 2.3). Females had lower rates than males for violent crime and total crime victimization occurring away from school, and they had lower rates of serious violent victimization than males both at school and away from school.

Figure 2.2. Rate of student-reported nonfatal crimes against students ages 12–18 at and away from school per 1,000 students, by age and type of crime: 2007



[1] Serious violent crimes are also included in violent crimes.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007.

Indicator 3
Prevalence of Victimization at School

In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 3 percent of students reported theft, 2 percent reported violent victimization, and less than half of a percent reported serious violent victimization.

Theft is the most frequent type of nonfatal victimization in the United States (U.S. Department of Justice 2007). Data from the School Crime Supplement[12] show the percentage of students ages 12–18 who reported criminal victimization at school[13] during the previous 6 months. In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 3 percent of students reported theft,[14] 2 percent reported violent victimization[15] (figure 3.1 and table 3.1), and less than half of a percent reported serious violent victimization.[16]

In 2007, the prevalence of victimization varied somewhat according to student characteristics. For all types of victimization, no measurable differences were detected by sex in the likelihood of reporting victimization. The percentage of students reporting victimization was higher for students in the 7th or 9th grade than for students in the 12th grade; however, no other measurable differences in the percentages reporting victimization were found across grades. In 2007, no measurable differences were detected in the percentages of White, Black, or Hispanic students who reported victimization, theft, or violent victimization. However, a higher percentage of students of other races/ethnicities than Hispanic students reported victimization, and a higher percentage of students of other races/ethnicities than White or Hispanic students reported violent victimization.

Some differences were also seen by school sector in the prevalence of victimization reported in 2007. A higher percentage of students in public schools reported victimization (5 percent) and theft (3 percent) than students in private schools (1 percent each).

Overall, the percentage of students ages 12–18 who were victimized at school decreased between 1995 and 2005 from 10 to 4 percent. For each type of victimization, the percentage of students reporting victimization decreased between 1995 and 2005. Between the most recent survey years (2005 and 2007), there were no measurable changes in the percentage of students reporting any type of victimization.

[12] Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

[13] "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

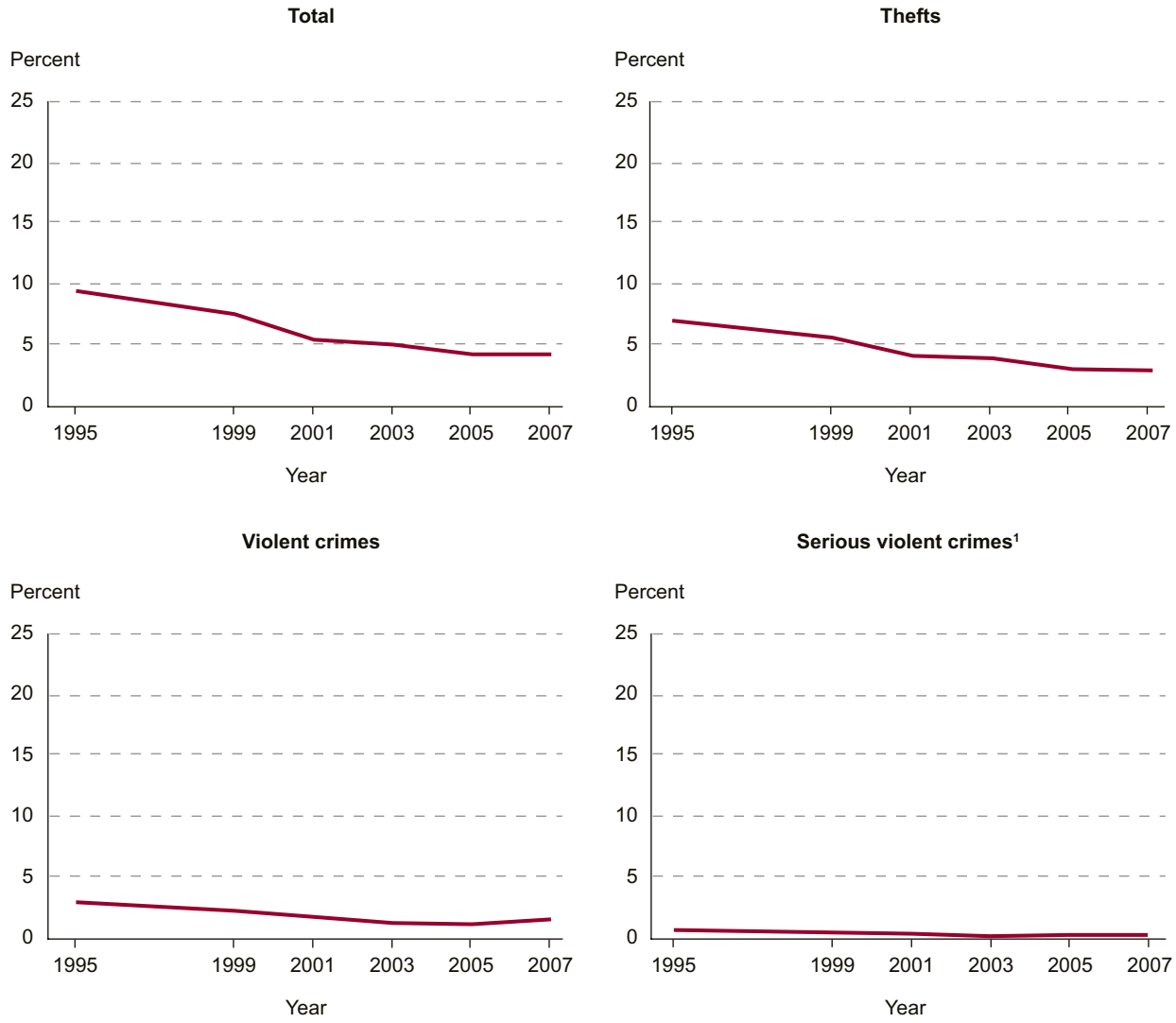
[14] Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

[15] Violent victimization includes serious violent crimes and simple assault.

[16] Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault.

This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 3.1 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2007



[1] Serious violent crimes are also included in violent crimes.

NOTE: Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Indicator 4

Threats and Injuries With Weapons on School Property

The percentage of students who were threatened or injured with a weapon on school property has fluctuated between 7 and 9 percent in all survey years from 1993 through 2007.

Every year, some students are threatened or injured with a weapon while they are on school property.[17] The percentage of students victimized in this way provides an important measure of how safe our schools are, and how school safety has changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2007, 8 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). From 1993 through 2007, the percentage of students who were threatened or injured with a weapon fluctuated between 7 and 9 percent.

The likelihood of being threatened or injured with a weapon on school property varied by student characteristics, including sex and grade level. In each survey year, a higher percentage of males than females reported being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). In 2007, the percentage of male students who reported being threatened or injured in the past year was nearly twice as high as the percentage of female students (10 vs. 5 percent). Generally, the percentages of 9th- and 10th-graders who reported being threatened or injured with a weapon on school property were higher than the percentages of 11th- and 12th-graders (figure 4.2 and table 4.1). For example, in 2007, 9 percent of 9th-graders and 8 percent of 10th-graders reported that they were threatened or injured with a weapon on school property, compared with 7 percent of 11th-graders and 6 percent of 12th-graders.

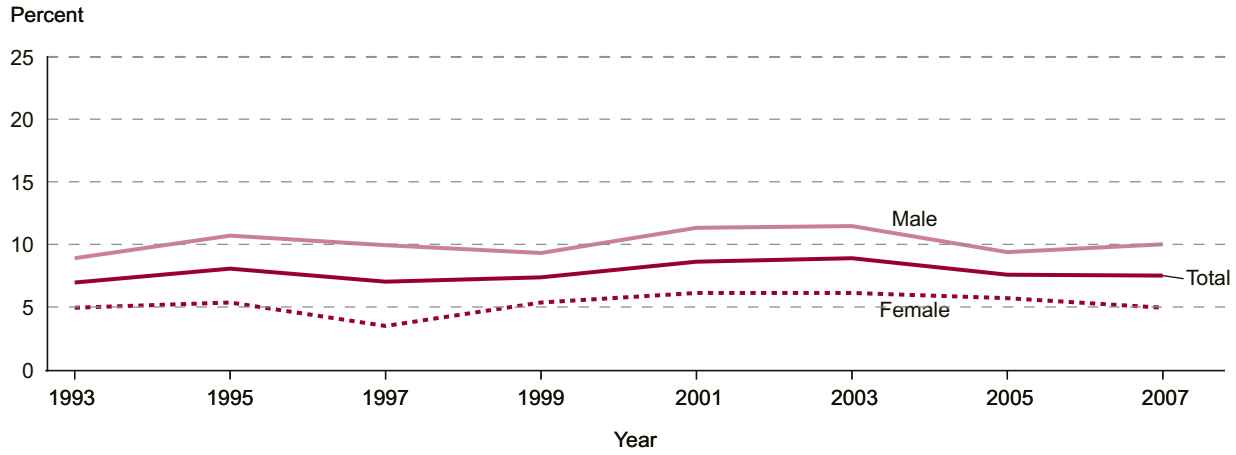
The percentage of students who reported being threatened or injured with a weapon on school property varied by race/ethnicity in 2007. Higher percentages of students of more than one race (13 percent), Black students (10 percent), and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property than White students (7 percent). Higher percentages of all of these groups, except for White students, also reported being threatened or injured with a weapon on school property than did American Indian/Alaska Native students (6 percent). However, no other measurable differences were found by race/ethnicity in the percentages of students who reported being threatened or injured in this way.

In 2007, student reports of being threatened or injured with a weapon on school property varied among the 39 states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students who reported being threatened or injured on school property ranged from 5 percent in Massachusetts and North Dakota to 11 percent in Arizona, the District of Columbia, and Utah (table 4.2).

[17] "On school property" was not defined for survey respondents.

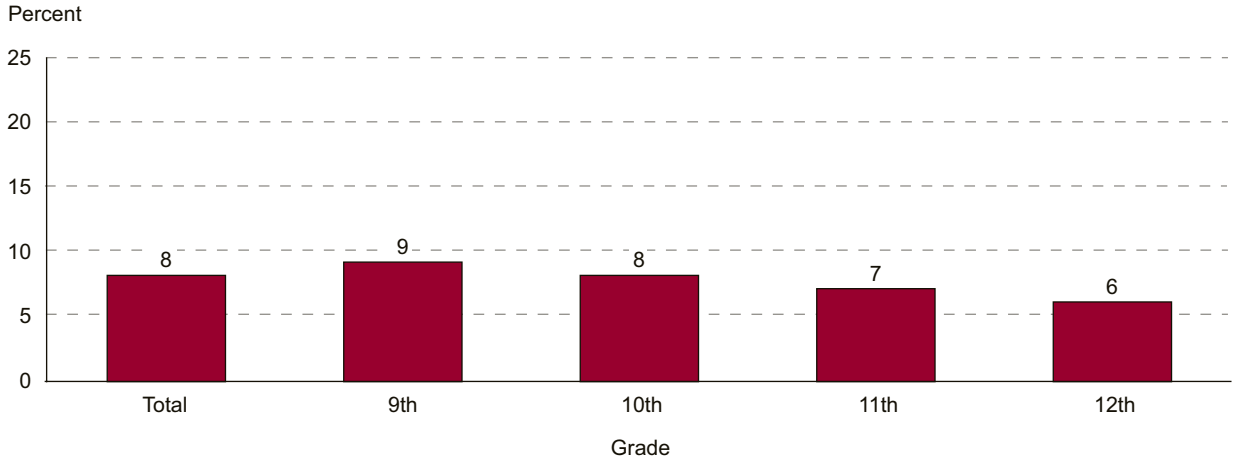
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 4.1 and 4.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).*

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by grade: 2007



NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

A greater percentage of teachers in city schools than teachers in suburban, town, or rural schools reported being threatened with injury during the 2007–08 school year.

Students are not the only victims of intimidation or violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student from their school in the previous 12 months. During the 2007–08 school year, a smaller percentage of teachers, 7 percent, were threatened with injury by a student from their school than in 1993–94 (12 percent) and 1999–2000 (9 percent), though this percentage was not measurably different from the percentage in 2003–04 (7 percent) (figure 5.1 and table 5.1). The percentage of teachers reporting that they had been physically attacked by a student from their school, 4 percent, was not measurably different in 2007–08 than in any previous survey year (table 5.2).

A greater percentage of teachers in city schools than teachers in suburban, town, or rural schools reported being threatened with injury during the 2007–08 school year (figure 5.2 and table 5.1). Ten percent of teachers in city schools were threatened with injury by students, compared to 7 percent of teachers in town schools and 6 percent each of teachers in suburban and rural schools. A greater percentage of teachers in city schools (5 percent) and suburban schools (4 percent) than teachers in rural schools (3 percent) reported being physically attacked (table 5.2).

During 2007–08, teachers' reports of being threatened or physically attacked by students varied according to the instructional level of their school. A greater percentage of secondary school teachers (8 percent) than elementary school teachers (7 percent) reported being threatened with injury by a student, and this pattern held for teachers in suburban schools as well as for teachers in rural schools (table 5.1 and figure 5.2). The apparent difference in the percentage of elementary and secondary teachers in city schools who reported being threatened with injury was not statistically significant. However, a greater percentage of elementary school teachers (6 percent) reported having been physically attacked than secondary school teachers (2 percent), and this pattern held true for teachers in city, suburban, town, and rural schools (table 5.2).

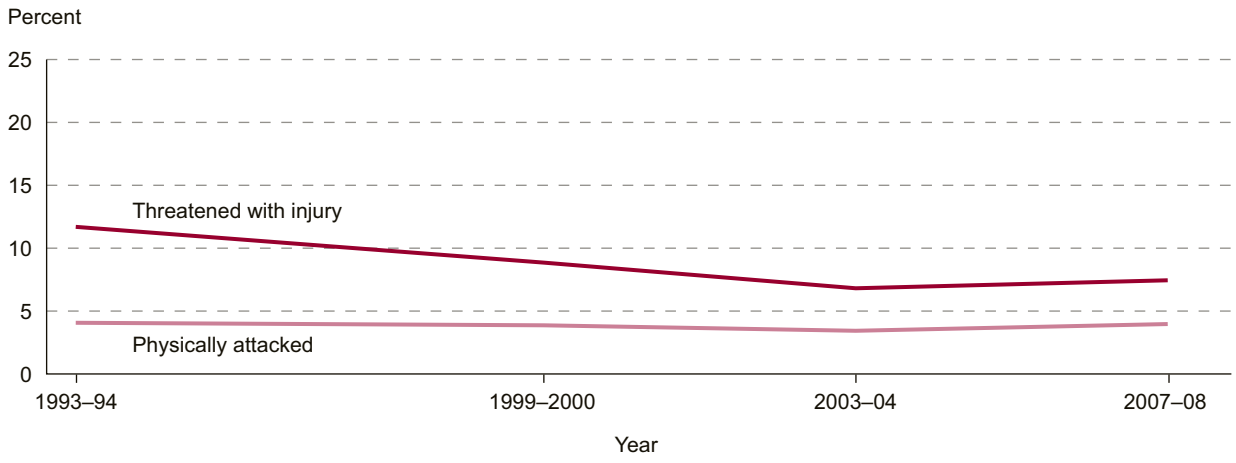
A greater percentage of public than private school teachers reported being threatened with injury (8 vs. 3 percent) or physically attacked (4 vs. 2 percent) by students during 2007–08 (tables 5.1 and 5.2). Among teachers in city schools, there were at least five times as many public school teachers as private school teachers who reported being threatened with injury (12 vs. 2 percent) and at least four times as many public school teachers as private school teachers who reported being physically attacked (6 vs. 1 percent).

In all survey years, a greater percentage of male teachers reported having been threatened with injury than female teachers (table 5.1). For example, in 2007–08, 9 percent of male teachers reported that they were threatened with injury by students, compared to 7 percent of female teachers; this pattern held true for teachers in city and suburban schools in 2007–08, as well.

Public school teachers' reports of being threatened with injury or physically attacked varied among the states and the District of Columbia. During 2007–08, the percentage of public school teachers who reported being threatened with injury during the previous 12 months ranged from 3 percent in North Dakota to 17 percent in the District of Columbia (table 5.3), and the percentage who reported being physically attacked ranged from 2 percent in New Hampshire, New Jersey, North Dakota, and Ohio to 8 percent in Maryland (table 5.4).

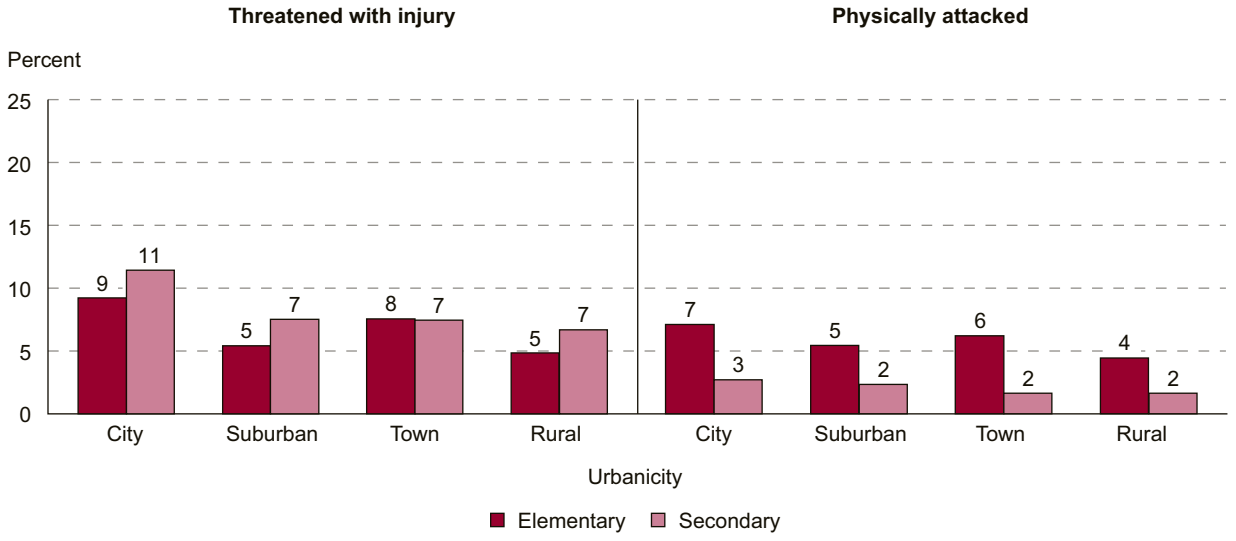
This indicator has been updated to include 2007–08 data. For more information: Tables 5.1, 5.2, 5.3, and 5.4, appendix B for definitions of school levels and urbanicity codes, and Coopersmith (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324).

Figure 5.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Various school years, 1993–94 through 2007–08



NOTE: Teachers who taught only prekindergarten students are excluded.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Figure 5.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and instructional level: School year 2007–08



NOTE: Teachers who taught only prekindergarten students are excluded. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," "Private School Teacher Data File," and "Bureau of Indian Education Teacher Data File," 2007–08.

This page intentionally left blank.

School Environment

Indicator 6
Violent and Other Crime Incidents at Public Schools and Those Reported to the Police 22
Figure 6.1 23
Figure 6.2 25
Figure 6.3 26

Indicator 7
Discipline Problems Reported by Public Schools 28
Figure 7.1 29

Indicator 8
Students' Reports of Gangs at School 32
Figure 8.1 33
Figure 8.2 33

Indicator 9
Students' Reports of Drug Availability on School Property 34
Figure 9.1 35
Figure 9.2 35

Indicator 10
Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti 36
Figure 10.1 37
Figure 10.2 39

Indicator 11
Bullying at School and Cyber-Bullying Anywhere ... 40
Figure 11.1 41
Figure 11.2 41
Figure 11.3 42
Figure 11.4 42

Indicator 12
Teachers' Reports of School Conditions 44
Figure 12.1 45
Figure 12.2 45

Indicator 6

Violent and Other Crime Incidents at Public Schools and Those Reported to the Police

In 2007–08, 75 percent of public schools recorded one or more violent incidents of crime, 17 percent recorded one or more serious violent incidents, and 47 percent recorded one or more thefts.

In the School Survey on Crime and Safety, public school principals were asked to provide the number of violent incidents,[18] serious violent incidents,[19] thefts of items valued at $10 or greater without personal confrontation, and other incidents[20] that occurred at their school;[21] public school principals were also asked to provide the number of incidents reported to the police. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of these crimes recorded, and the rate of crimes per 1,000 students. These data are also presented for crimes that were reported to the police. During the 2007–08 school year, 85 percent of public schools recorded that one or more of these incidents of violence, theft, or other crimes, had taken place, amounting to an estimated 2.0 million crimes (figure 6.1 and table 6.1). This figure translates to a rate of 43 crimes per 1,000 students enrolled in 2007–08. During the same year, 62 percent of schools reported one of the specified crimes to the police, amounting to about 704,000 crimes—or 15 crimes per 1,000 students enrolled.

In 2007–08, a greater percentage of schools recorded an incident of crime than reported an incident of crime to the police. This pattern held true for violent crimes, serious violent crimes, thefts, and other crimes. Similarly, the rate of recorded incidents per 1,000 students was higher than the rate of incidents reported to the police per 1,000 students; this held true for violent crime, serious violent crime, theft, and other crime. In 2007–08, 75 percent of schools recorded one or more violent incidents of crime, 17 percent recorded one or more serious violent incidents, 47 percent recorded one or more thefts, and 67 percent recorded one or more other incidents. In comparison, 38 percent of public schools reported at least one violent incident to police, 13 percent reported at least one serious violent incident to police, 31 percent reported at least one theft to police, and 49 percent reported one or more other incidents to police.

Indicator 6 continued on page 24.

[18] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

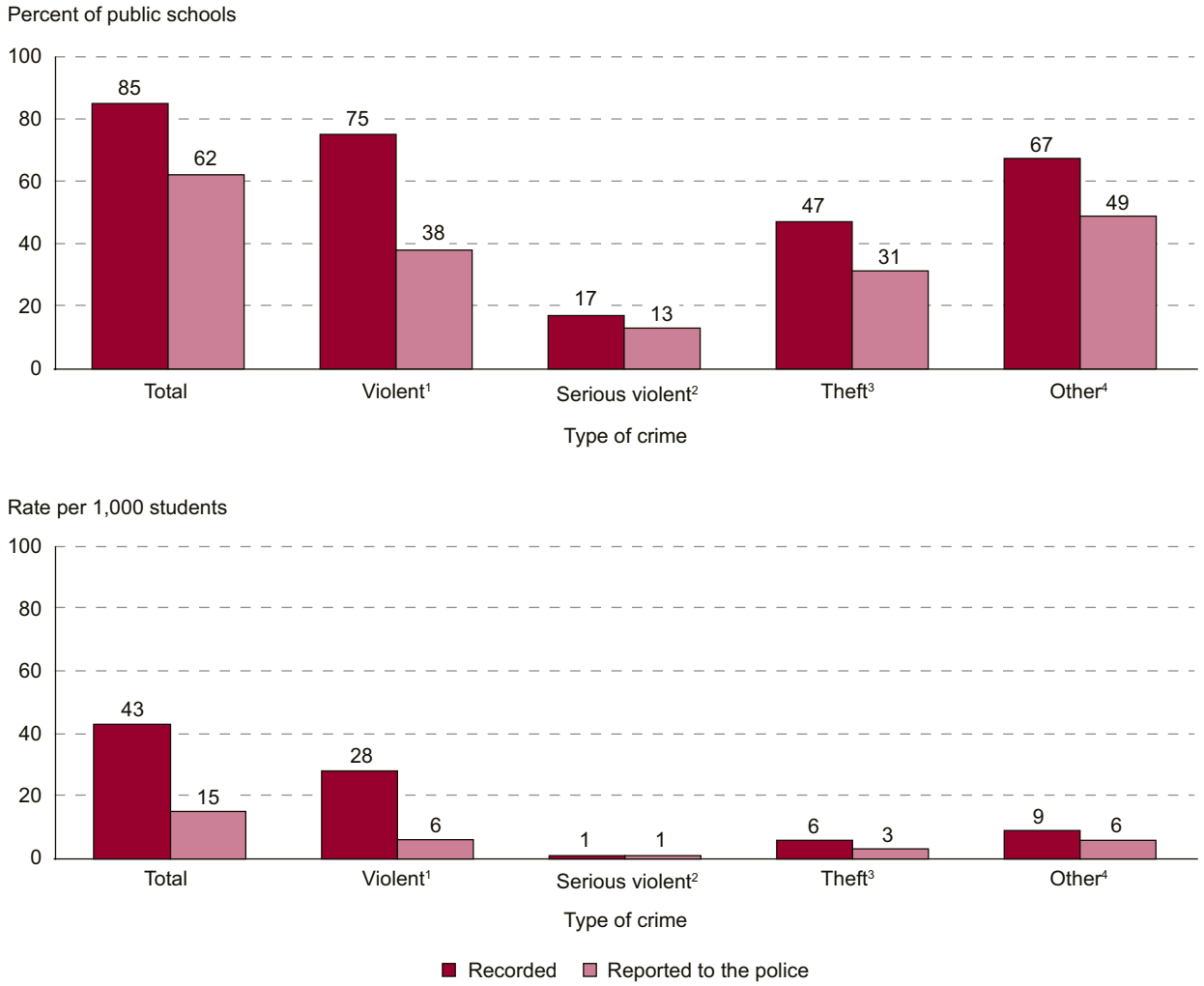
[19] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.

[20] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

[21] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

This indicator has been updated to include 2007–08 data. For more information: Tables 6.1, 6.2, 6.3, 6.4, and 6.5, and Neiman and DeVoe (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326).

Figure 6.1. Percentage of public schools recording and reporting incidents of crime, and the rate of crimes per 1,000 students, by type of crime: School year 2007–08



[1] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.
[2] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.
[3] Theft/larceny includes taking things worth over $10 without personal confrontation. Please see appendix B for a more detailed definition.
[4] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

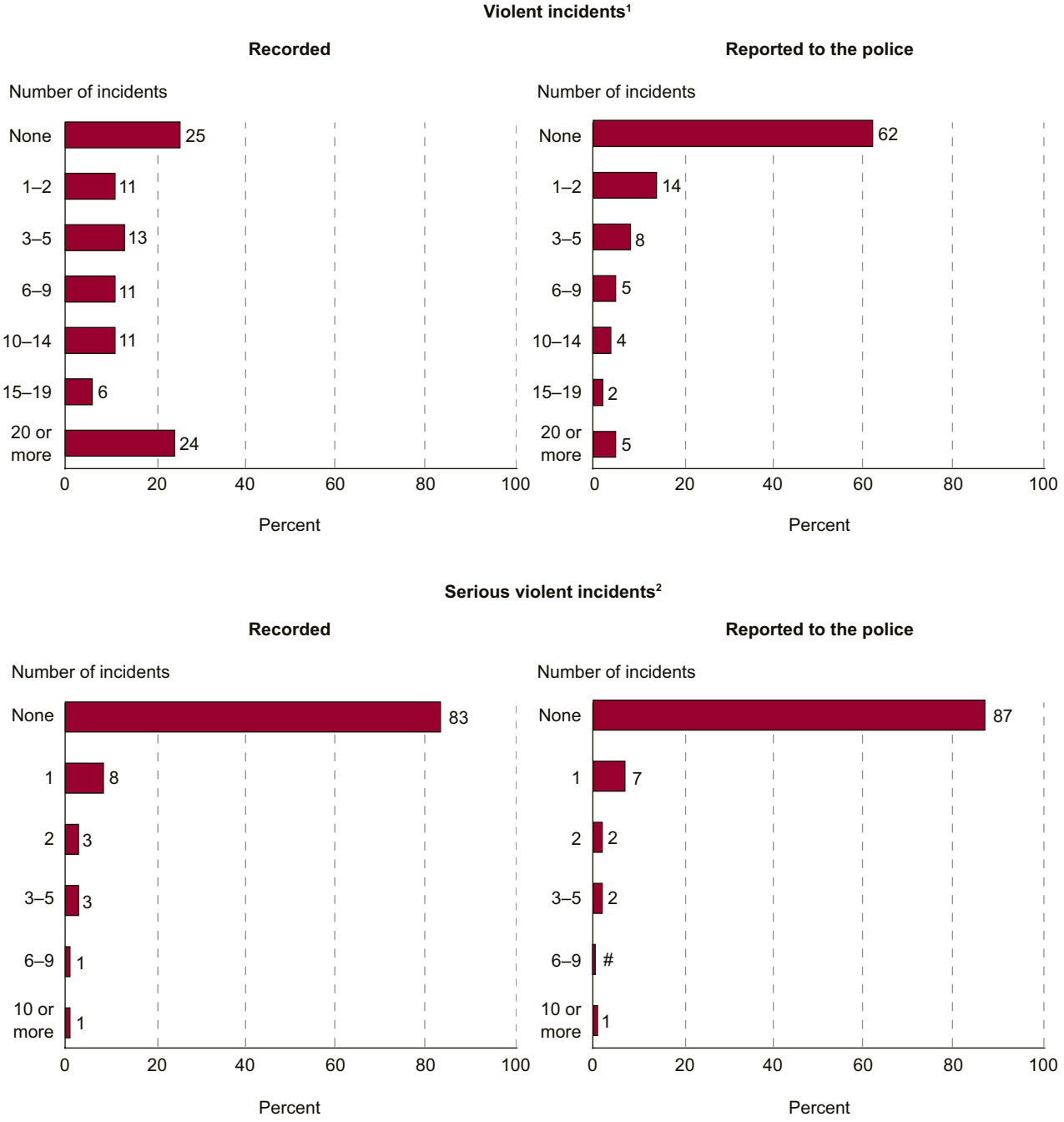
The percentage of schools that recorded incidents of violent crime varied by school characteristics. For example, a smaller percentage of primary schools (65 percent) than middle schools or high schools (94 percent each) recorded violent incidents of crime (table 6.2). However, the rate of recorded violent crimes per 1,000 students was larger for middle schools (41 incidents per 1,000 students) than for primary schools (26 incidents per 1,000 students) or high schools (22 incidents per 1,000 students). With regard to public schools that reported incidents of violent crime to the police, a greater percentage of high schools (75 percent) reported violent crimes to the police than middle schools (64 percent) or primary schools (20 percent) (table 6.3). There was no measurable difference between the rate per 1,000 students of reported violent incidents at high schools and middle schools (11 percent each).

There was a range in the number of crimes recorded and reported by schools in 2007–08. One-quarter of schools recorded zero violent crimes, and 24 percent of schools recorded 20 or more violent crimes (figure 6.2 and table 6.4). Sixty-two percent of schools did not report a violent crime to the police, compared to 5 percent of schools that reported 20 or more violent crimes to the police. In regard to serious violent crimes, 83 percent of schools did not record a serious violent crime, compared to 1 percent of schools that recorded 10 or more such crimes (table 6.5).

The range in the number of crimes recorded by schools varied by school characteristics. For example, a larger percentage of city schools recorded 20 or more violent incidents in 2007–08 than suburban schools, town schools, or rural schools (table 6.4). In 2007–08, 36 percent of city schools recorded 20 or more violent incidents, compared to 24 percent of suburban schools, 21 percent of town schools, and 14 percent of rural schools.

The percentages of public schools recording incidents of crime or reporting incidents of crime to the police in 2007–08 were not measurably different from the percentages of schools doing so in 1999–2000 (figure 6.3 and table 6.1). While this pattern held true for the percentage of public schools reporting violent incidents, as well as the percentage of schools recording and reporting serious violent incidents and thefts, there was an increase in the percentage of schools recording violent incidents over this period (from 71 to 75 percent) and a decrease in the percentage of schools recording other incidents during this period (from 73 to 67 percent).

Figure 6.2. Percentage of public schools recording and reporting violent and serious violent incidents of crime, by the number of incidents: School year 2007–08



Rounds to zero.

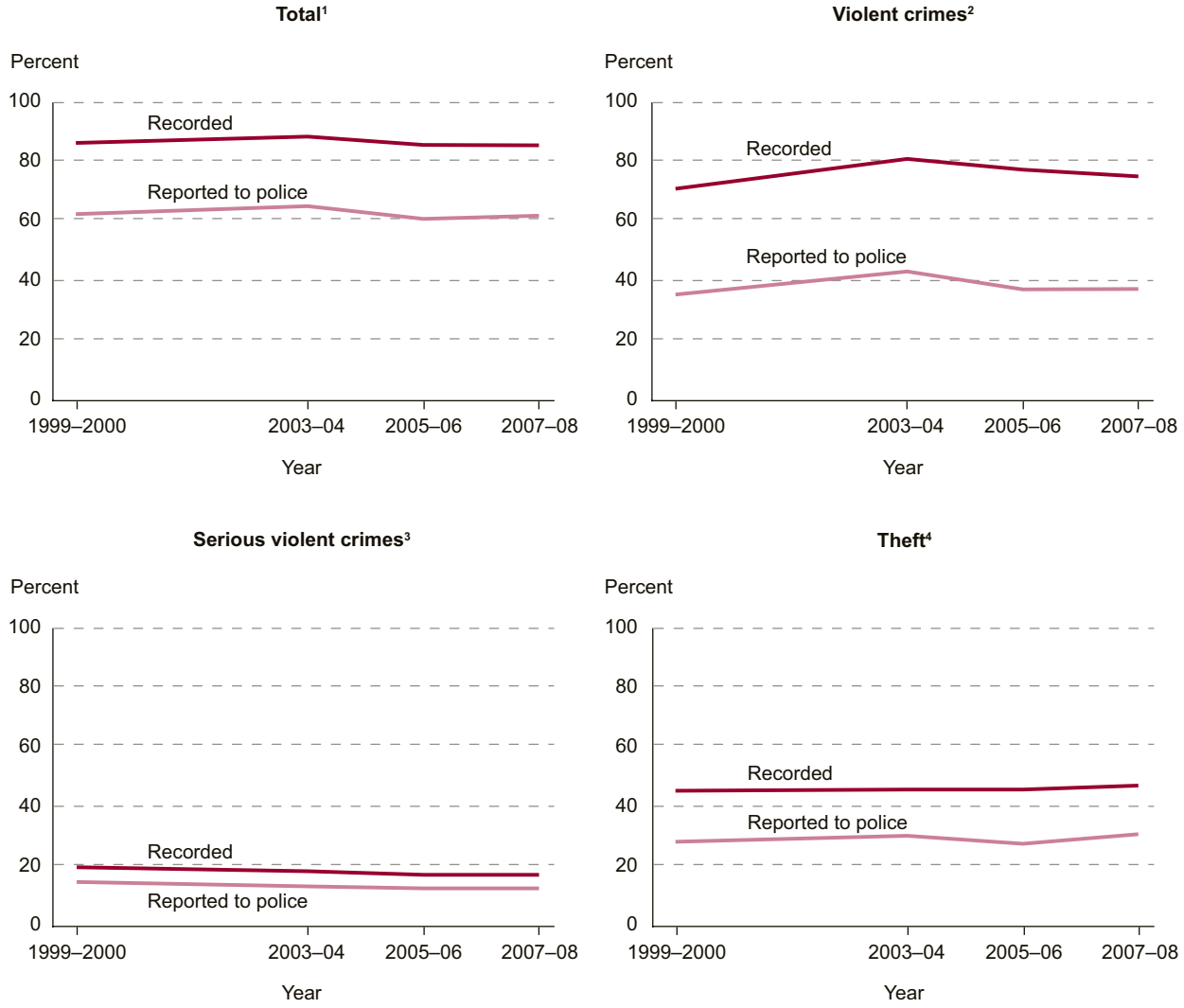
[1] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

[2] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 6.3. Percentage of public schools recording and reporting to the police incidents of crime, by type of crime: Various school years, 1999–2000 through 2007–08



[1] Total incidents include violent incidents; thefts; and other incidents such as possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.
[2] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.
[3] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.
[4] Theft/larceny includes taking things worth over $10 without personal confrontation. Please see appendix B for a more detailed definition.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

This page intentionally left blank.

Indicator 7
Discipline Problems Reported by Public Schools

During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis, 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis, and 6 percent reported that student verbal abuse of teachers occurred on a daily or weekly basis.

In the School Survey on Crime and Safety, public school principals were asked how often certain disciplinary problems happen in their schools.[22] This indicator examines the daily or weekly occurrence of student racial/ethnic tensions, bullying, sexual harassment of other students, verbal abuse of teachers, acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. It also looks at occurrences of gang and cult or extremist group activities, and, due to the severe nature of these incidents, presents any reports of gang and cult or extremist group activities that occurred during the school year.

During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis and 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis (table 7.1). With regard to other discipline problems reported as occurring at least once a week, 6 percent of schools reported student verbal abuse of teachers, 4 percent reported widespread disorder in the classroom, 4 percent reported student racial/ethnic tensions, and 3 percent reported student sexual harassment of other students. Twenty percent of public schools reported that gang activities had happened at all during 2007–08 and 3 percent reported that cult or extremist activities had happened at all during this period.

Discipline problems reported by public schools varied by school characteristics. In 2007–08, a higher percentage of middle schools than primary schools reported various types of discipline problems (figure 7.1). For example, 44 percent of middle schools compared to 21 percent of primary schools reported that student bullying occurred at least once a week. Also, a higher percentage of middle schools than high schools reported daily or weekly occurrences of student bullying. A greater percentage of high schools than middle schools reported any occurrence of gang activities or cult or extremist group activities during the school year.

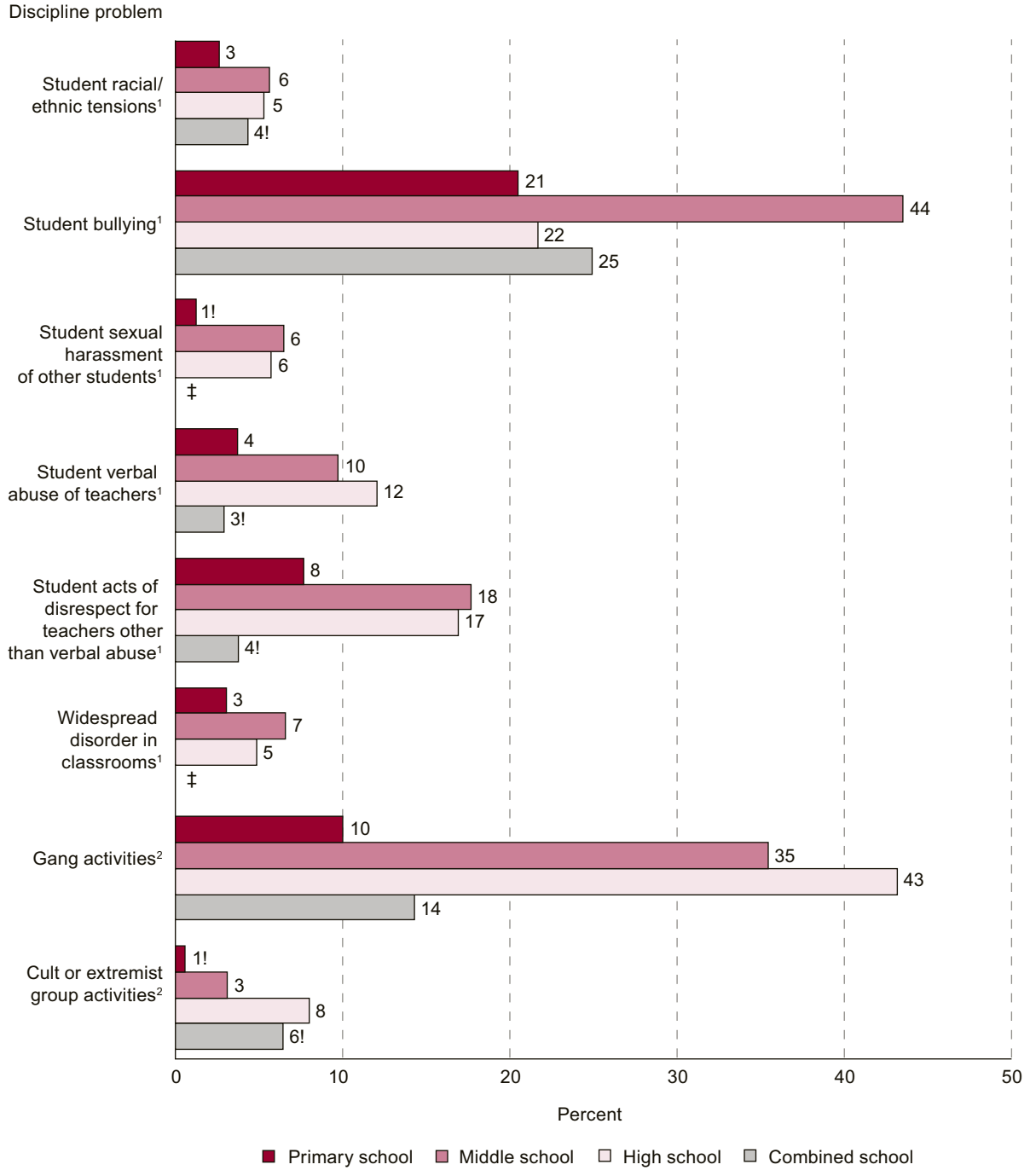
In 2007–08, the percentage of schools reporting discipline problems was generally smaller for schools where 25 percent or less of the students were eligible for free or reduced-price lunch than for schools where 76 percent or more of the students were eligible. For example, 13 percent of schools where 76 percent or more of the students were eligible for free or reduced-price lunch reported the daily or weekly occurrence of student verbal abuse of teachers compared to 3 percent of schools where 25 percent or less of the students were eligible. The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

Indicator 7 continued on page 30.

[22] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

This indicator has been updated to include 2007–08 data. For more information: Tables 7.1 and 7.2, and Neiman and DeVoe (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by school level: School year 2007–08



! Interpret data with caution.
‡ Reporting standards not met.
[1] Includes schools that reported the activity happens either at least once a week or daily.
[2] Includes schools that reported the activity has happened at all at their school during the school year.
NOTE: Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

In 2007–08, a greater percentage of city schools than suburban schools, town schools, or rural schools reported student verbal abuse of teachers, student acts of disrespect for teachers other than verbal abuse, widespread disorder in the classroom, and gang activities. For example, 8 percent of city schools compared to 2 to 3 percent of suburban, town, or rural schools reported widespread disorder in the classroom. During the same school year, in general, the percentage of schools reporting discipline problems was higher in larger schools than in smaller schools. For example, 52 percent of schools with 1,000 or more students reported that gang activities occurred during the school year compared to 10 to 22 percent of schools with less than 1,000 students who reported this discipline problem.

The percentage of schools reporting that student verbal abuse of teachers occurred at least once a week was 6 percent in 2007–08, lower than the percentage in 1999–2000 (13 percent). There were some measurable changes in the percentage of public schools reporting selected discipline problems between the two most recent data collections, 2005–06 and 2007–08. A smaller percentage of public schools reported cult or extremist activities in 2007–08 (3 percent) than in 2005–06 (4 percent). However, a larger percentage of public schools reported widespread disorder in the classroom in 2007–08 than in 2005–06 (4 vs. 2 percent), and a larger percentage reported gang activities in 2007–08 than in 2005–06 (20 vs. 17 percent).

This page intentionally left blank.

Indicator 8
Students' Reports of Gangs at School

In 2007, about 23 percent of students reported that gangs were present at their school.

Gangs are organized groups often involved in drugs, weapons trafficking, and violence. Gangs at school can be disruptive to the school environment because their presence may incite fear among students and increase the level of school violence (Laub and Lauritsen 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if gangs were present at their school.[23]

In 2007, 23 percent of students reported that there were gangs at their schools during the school year (figure 8.1 and table 8.1). During the same year, a greater percentage of male students (25 percent) than female students (21 percent) reported a gang presence at their schools. Overall, a smaller percentage of White students (16 percent) and Asian students (17 percent) reported a gang presence at school than Black students (38 percent) and Hispanic students (36 percent) in 2007.

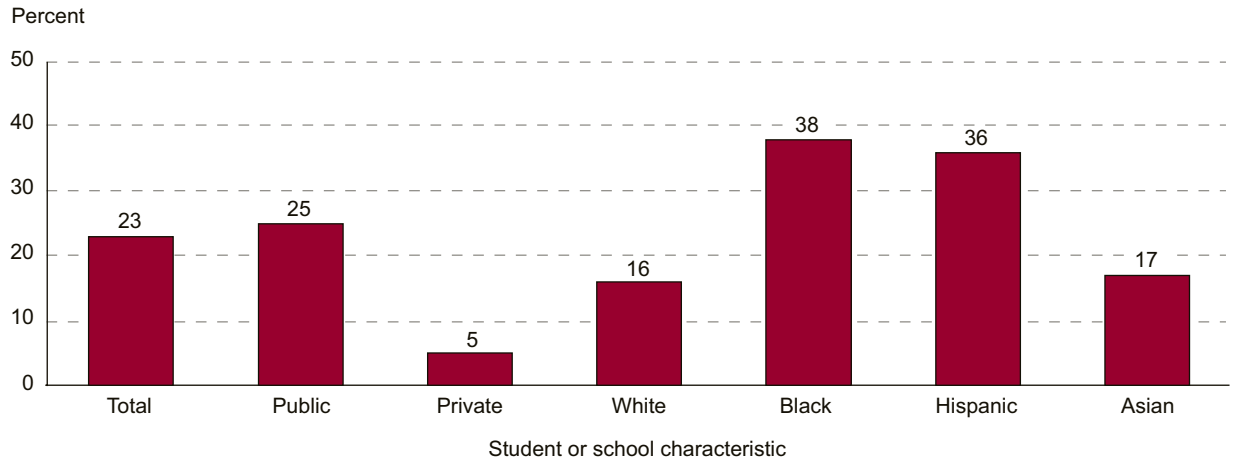
[23] "At school" includes the school building, on school property, on a school bus, or going to and from school.

Generally, a smaller percentage of 6th-, 7th-, and 8th-graders reported a gang presence at their school than 9th-, 10th-, 11th-, and 12th-graders. In 2007, between 15 and 21 percent of 6th-, 7th-, and 8th-graders reported a gang presence at school compared to 24 to 28 percent of students in the higher grades. In 2007, a higher percentage of students attending public schools (25 percent) reported a gang presence at school than students attending private schools (5 percent).

The total percentage of students who reported the presence of gangs at school was higher in 2005 (24 percent) than in 2003 (21 percent); however there was no measurable change in the percentage of students who reported the presence of gangs at school between the two most recent survey years (2005 and 2007) (figure 8.2 and table 8.1).

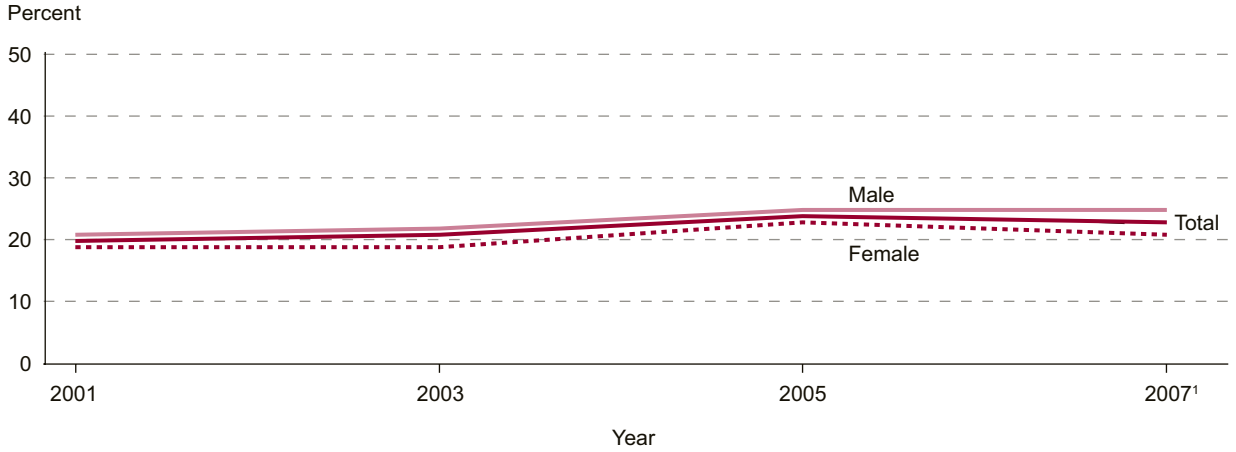
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Table 8.1 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by school sector and race/ethnicity: 2007



NOTE: Race categories exclude persons of Hispanic ethnicity. All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school, by sex: Various years, 2001–07



[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.
NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2007.

Indicator 9

Students' Reports of Drug Availability on School Property

A smaller percentage of students reported that drugs were offered, sold, or given to them at school in 2007 (22 percent) than in 2005 (25 percent).

The availability of drugs on school property has a disruptive and corrupting influence on the school environment (Nolin et al. 1997). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.[24] The percentage of students in grades 9–12 who reported that drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but subsequently decreased (to 25 percent in 2005 and 22 percent in 2007) (table 9.1 and figure 9.1). The percentage of students in grades 9–12 who reported that drugs were made available to them on school property was lower in 2007 than it was in 2005 (22 vs. 25 percent).

Reports of the availability of drugs on school property varied by student characteristics. A higher percentage of males than females reported that drugs were offered, sold, or given to them on school property in each survey year from 1993 to 2007 (figure 9.1 and table 9.1). For example, in 2007, 26 percent of males reported that drugs were available, compared with 19 percent of females. Some differences in the percentages of students reporting that drugs were offered, sold, or given to them on school property also appeared by grade. In 2007, the percentage of 10th-grade students (25 percent) who reported that drugs were made available to them was higher than the percentage for either 9th- or 12th-grade students (21 and 20 percent, respectively), but not measurably different from that of 11th-grade students.

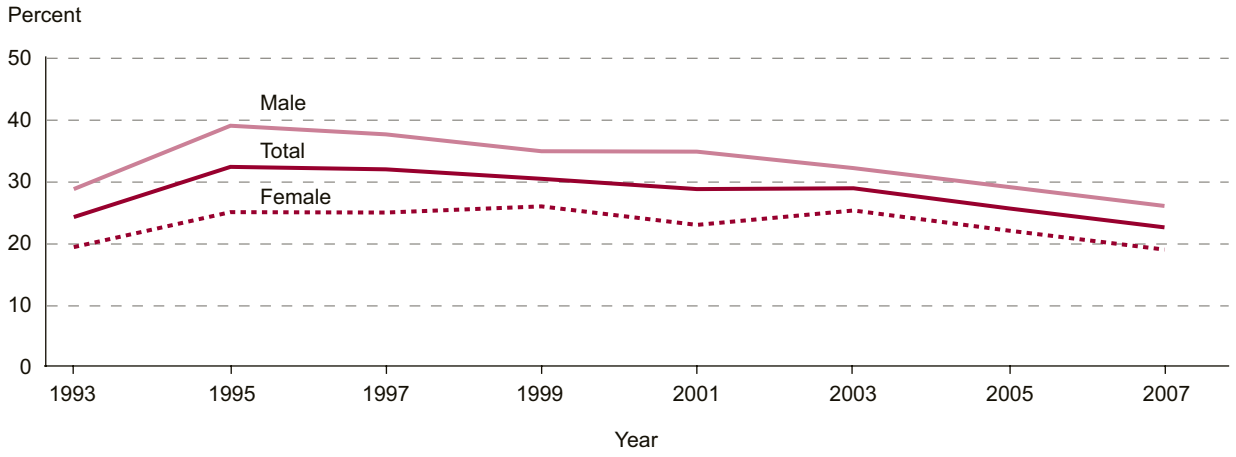
The percentages of students who reported having illegal drugs offered, sold, or given to them on school property differed across racial/ethnic groups (figure 9.2 and table 9.1). Specifically, in 2007, higher percentages of Hispanic and Pacific Islander/Native Hawaiian students than Black, White, and Asian students reported that drugs were made available to them (29 and 38 percent vs. 19–21 percent). Although it appears that a higher percentage of Pacific Islander/Native Hawaiian students than Hispanic students reported that drugs were made available to them, the difference was not found to be statistically significant.

In 2007, student reports of the availability of drugs on school property varied among the 39 states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students reporting that drugs were offered, sold, or given to them on school property ranged from 10 percent in Iowa to 37 percent in Arizona (table 9.2).

[24] "On school property" was not defined for survey respondents.

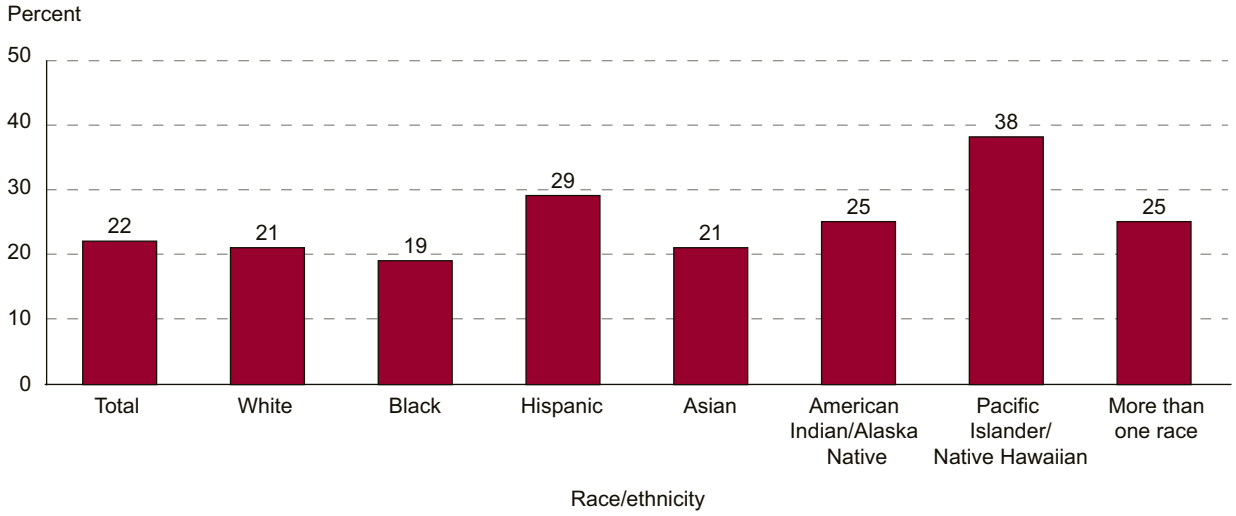
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 9.1 and 9.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).*

Figure 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2007



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Indicator 10

Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti

In 2007, 10 percent of students ages 12–18 reported that someone at school had used hate-related words against them, and 35 percent had seen hate-related graffiti at school.

In the 2007 School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation at school.[25] Students were also asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building. With regard to hate-related words, students were asked to specify the characteristic to which the word was directed.[26] In 2007, 10 percent of students ages 12–18 reported that someone at school had used hate-related words against them during the school year (figure 10.1 and table 10.1). Thirty-five percent of students reported seeing hate-related graffiti at school during the school year.

In 2007, students' experiences of being called specific types of hate-related words and seeing hate-related graffiti differed according to student and school characteristics. For example, a smaller percentage of 12th-graders (6 percent) reported being targets of a hate-related word than 6th-graders (12 percent); 7th-graders, 8th-graders, and 9th-graders (11 percent each); and 10th-graders (9 percent). A higher percentage of public school students than private school students reported being called a hate-related word (10 vs. 6 percent) and seeing hate-related graffiti (36 vs. 19 percent). In 2007, 10 percent of public school students reported being called a hate-related word and 36 percent reported seeing hate-related graffiti compared to 6 percent of private school students who reported being called a hate-related word and 19 percent who reported seeing hate-related graffiti. A higher percentage of White students and students of other races/ethnicities than Asian students reported seeing hate-related graffiti. However, no other measurable differences were found by race/ethnicity or by sex in the percentages of students who reported being called hate-related words or seeing hate-related graffiti.

Between 2001 and 2007, the percentage of students who reported being the target of a hate-related word decreased from 12 to 10 percent. Between the two most recent survey years, 2005 and 2007, the percentage of students who reported being the target of a hate-related word was lower in 2007 (10 percent) than in 2005 (11 percent). There was no pattern of increase or decrease in the percentage of students who reported seeing hate-related graffiti between 1999 and 2007. However, the percentage of students who reported seeing hate-related graffiti was smaller in 2007 (35 percent) than in 2005 (38 percent).

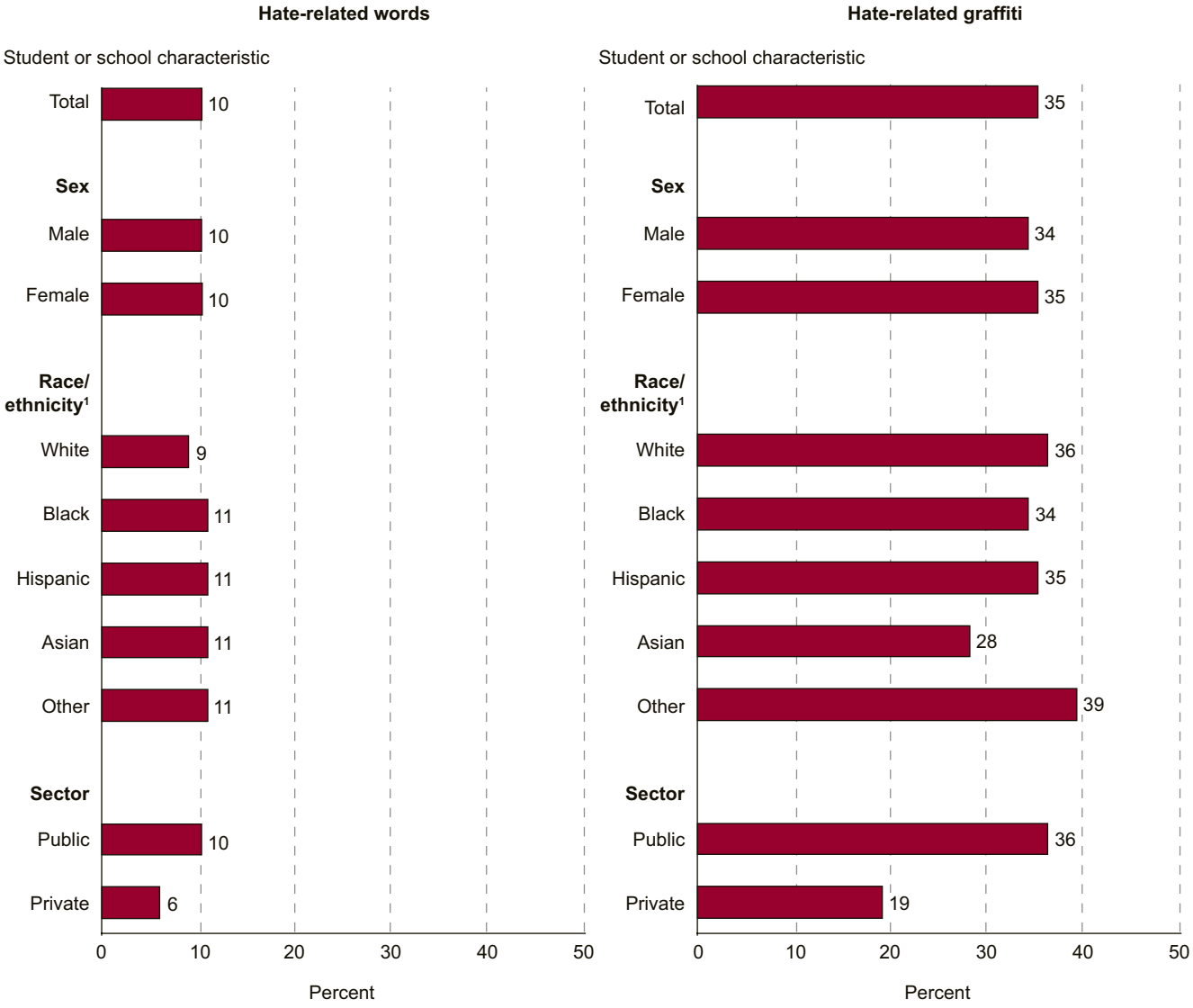
Indicator 10 continued on page 38.

[25] "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

[26] "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 10.1 and 10.2 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2007

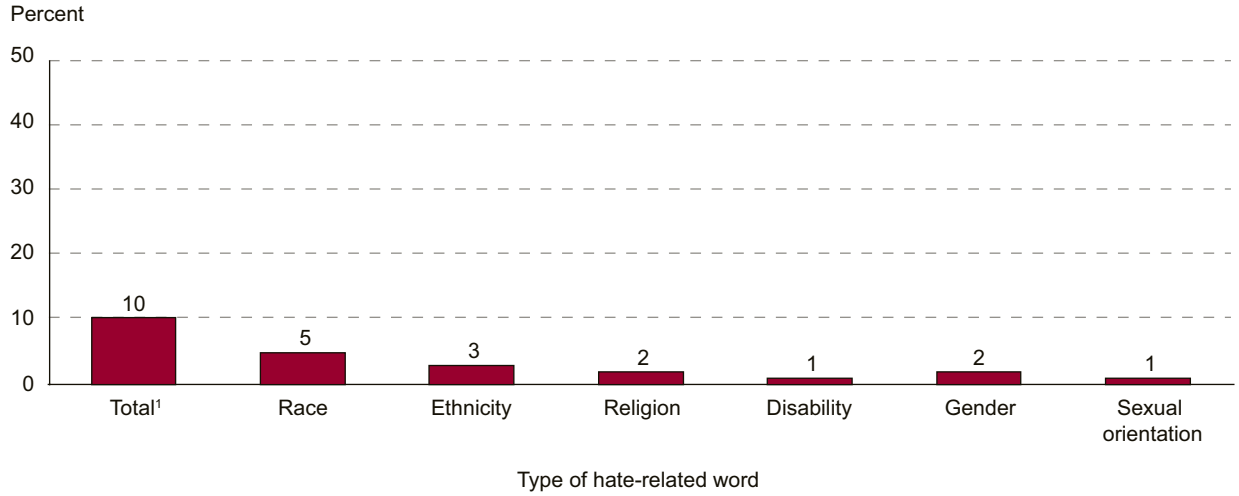


[1] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.
NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

With regard to the specific characteristic to which the hate-related word was directed, in 2007, 5 percent of students reported hate-related words concerning their race, 3 percent reported words related to their ethnicity, 2 percent each reported words concerning their religion or gender, and 1 percent each reported words related to their disability or sexual orientation (figure 10.2 and table 10.2).

Students' experiences of being targets of specific types of hate-related words in 2007 differed according to their sex and race/ethnicity (table 10.2). A greater percentage of female students than male students (3 vs. 1 percent) reported being called a gender-related hate word. However, a greater percentage of male students than female students reported being called hate-related words relating to race and ethnicity. Five percent of male students compared to 4 percent of female students reported being targets of a hate-related word regarding race and 4 percent of male students compared to 2 percent of female students reported being targets of a hate-related word regarding ethnicity. A smaller percentage of White students (3 percent) reported being called race-related hate words than Black students (7 percent), Hispanic students (6 percent), Asian students (11 percent), and students from other race/ethnicities (8 percent). Smaller percentages of both White students and Black students (2 percent each) reported hate-related words regarding their ethnicity than Hispanic and Asian students (7 percent each).

Figure 10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by type of hate-related word: 2007



[1] In the School Crime Supplement (SCS) questionnaire, students were asked if they had been the target of hate-related words at school. Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the total percentage of students who reported being called a hate-related word is less than the sum of the students' individual characteristics.

NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Indicator 11
Bullying at School and Cyber-Bullying Anywhere

In 2007, about 32 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 4 percent reported having been cyber-bullied.

Both bullying and being bullied at school are associated with key violence-related behaviors, including carrying weapons, fighting, and sustaining injuries from fighting (Nansel et al. 2003). In the 2007 School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied at school during the school year.[27]

In 2007, about 32 percent of students reported having been bullied at school during the school year (figure 11.1 and table 11.1).[28] Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent each said that someone tried to make them do things they did not want to do and that their property was destroyed on purpose (figure 11.2 and table 11.1).

Of those students in 2007 who reported being bullied during the school year, 79 percent said that they were bullied inside the school, 23 percent said that they were bullied outside on school grounds, 8 percent said they were bullied on the school bus, and 4 percent said they were bullied somewhere else (figure 11.3 and table 11.2). Nine percent of all students reported that they had suffered injuries as a result of being pushed, shoved, tripped, or spit on. Of these students who had been bullied, 63 percent said that they had been bullied once or twice during the school year, 21 percent had experienced bullying once or twice a month, 10 percent reported being bullied once or twice a week, and 7 percent said that they had been bullied almost daily (figure 11.4 and table 11.3). Thirty-six percent of students who were bullied notified a teacher or another adult at school about the event(s).

In 2007, about 4 percent of students reported having been cyber-bullied[29] anywhere (on or off school property) during the school year (figure 11.1 and table 11.1). Two percent of students said that they had experienced cyber-bullying that consisted of another student posting hurtful information about them on the Internet; and 2 percent of students reported unwanted contact, including being threatened or insulted, via instant messaging by another student during the school year (figure 11.2 and table 11.1).

Of the students in 2007 who reported cyber-bullying during the school year, 73 percent said it had occurred once or twice during that period, 21 percent said it had occurred once or twice a month, and 5 percent said it had occurred once or twice a week (figure 11.4 and table 11.3). Thirty percent of students who were cyber-bullied notified a teacher or another adult at school about the event(s).

Student reports of bullying and cyber-bullying varied by student characteristics. A greater percentage of female than male students reported being bullied at school and cyber-bullied anywhere during the school year (figure 11.1 and table 11.1). In 2007, 33 percent of female students reported being bullied at school compared to 30 percent of male students. Five percent of female students reported being cyber-bullied anywhere compared to 2 percent of male students. A higher percentage of White students (34 percent) reported being bullied at school in 2007 than Hispanic students (27 percent). In addition, a higher percentage of White students (34 percent) reported being bullied at school than Asian students (18 percent).

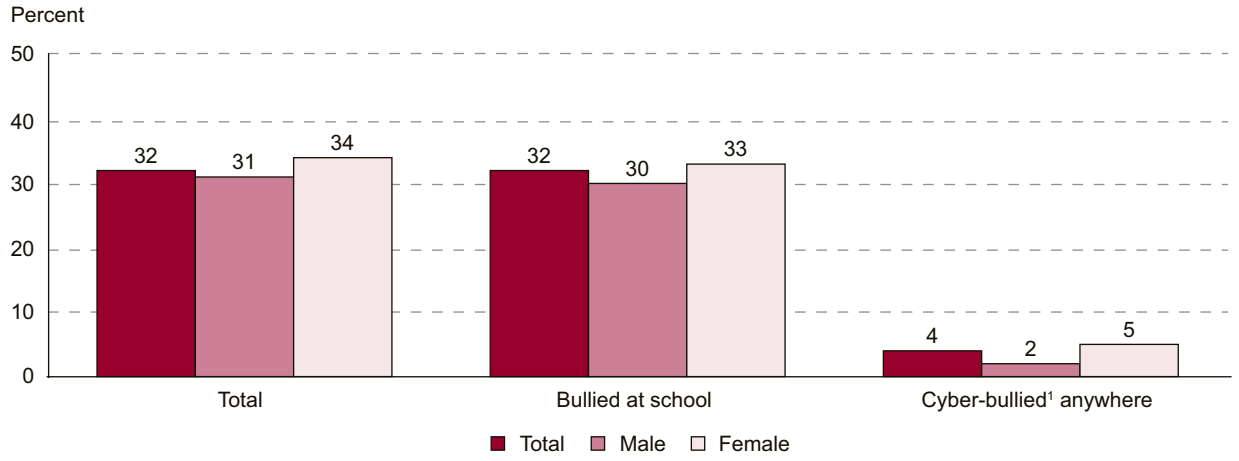
[27] "At school" includes the school building, on school property, on a school bus, or going to and from school.

[28] Bullying includes being made fun of; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things did not want to do; excluded; and having property destroyed on purpose.

[29] Cyber-bullying includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS) messaging. The latter category did not meet statistical standards to be reported separately.

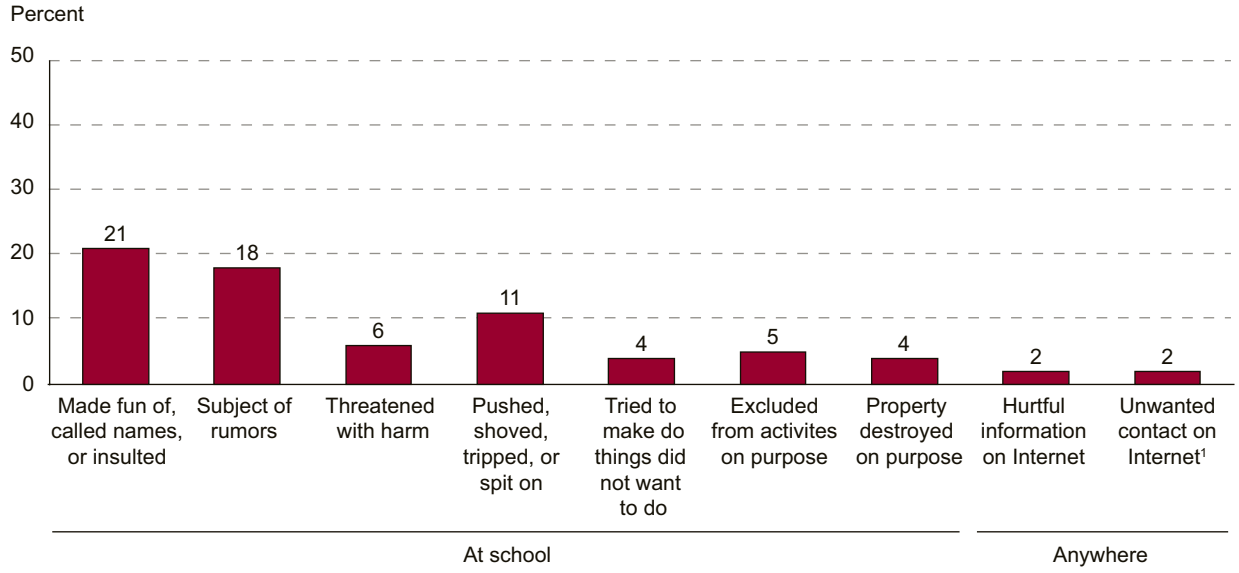
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 11.1, 11.2, and 11.3 and DeVoe and Kaffenberger (2005), (http://nces.ed.gov/pubs2005/2005310.pdf).*

Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere during the school year, by sex: 2007



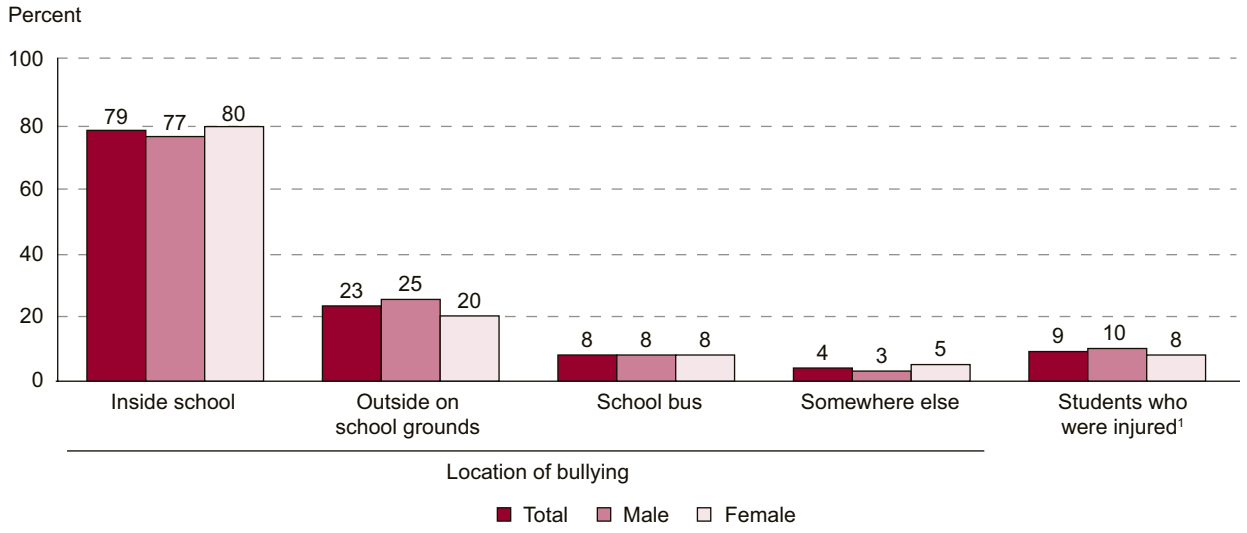
[1] Cyber-bullied includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS) messaging. The latter category did not meet statistical standards to be reported separately.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 11.2. Percentage of students ages 12–18 who reported selected bullying problems at school and cyber-bullying problems anywhere during the school year: 2007



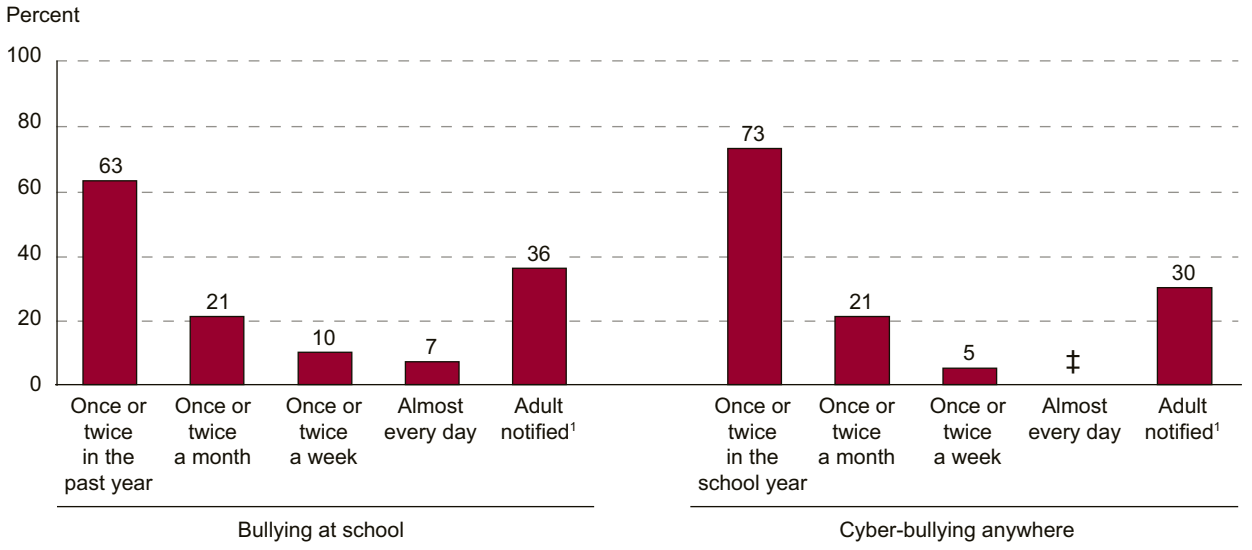
[1] This was defined as another student making "unwanted contact, for example, threatened or insulted [the respondent] via instant messaging."
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 11.3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and sex: 2007



[1] Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 11.4. Percentage distribution of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult: 2007



‡ Reporting standards not met.
[1] Teacher or other adult at school notified.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

This page intentionally left blank.

Indicator 12
Teachers' Reports on School Conditions

In 2007–08, a greater percentage of public school teachers than private school teachers reported that student misbehavior, student tardiness, and class cutting interfered with their teaching.

Classroom disruptions are associated with lower student achievement for the offending student, as well as for that student's classmates (Lannie and McCurdy 2007). In the Schools and Staffing Survey, public and private school teachers were asked if student misbehavior, student tardiness, and class cutting interfered with their teaching. During the 2007–08 school year, 34 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 32 percent reported that student tardiness and class cutting interfered with their teaching (figure 12.1 and table 12.1). Teachers were also asked whether school rules were enforced by other teachers at their school, even for students not in their classes, and whether they were enforced by the principal. In 2007–08, 72 percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 89 percent reported that the principal enforced the school rules (figure 12.2 and table 12.2).

The percentage of teachers who reported that student misbehavior, class cutting, and tardiness interfered with their teaching varied by teacher and school characteristics during 2007–08 (table 12.1). For example, a greater percentage of public school teachers than private school teachers reported that student misbehavior (36 vs. 21 percent) and student tardiness and class cutting (33 vs. 18 percent) interfered with their teaching. And a higher percentage of secondary school teachers than elementary school teachers reported that student misbehavior (39 vs. 33 percent) and student tardiness and class cutting (45 vs. 26 percent) interfered with their teaching.

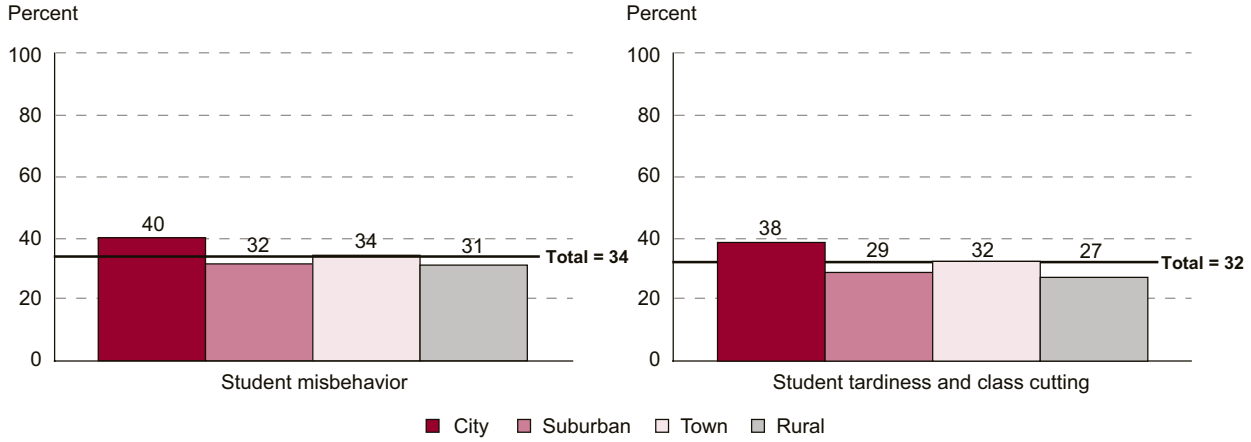
A greater percentage of teachers in city schools compared to teachers in suburban, town, or rural schools reported that student misbehavior, tardiness, and class cutting interfered with their teaching in 2007–08 (figure 12.1). Forty percent of teachers in city schools, compared to 32 percent of teachers in suburban schools, 34 percent of teachers in town schools, and 31 percent of teachers in rural schools reported that student misbehavior interfered with their teaching. Thirty-eight percent of teachers in city schools reported that student tardiness and class cutting interfered with their teaching, compared to 29 percent of teachers in suburban schools, 32 percent of teachers in town schools, and 27 percent of teachers in rural schools who reported that these occurrences interfered with their teaching.

The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1987–88 and 1993–94; however, between 1993–94 and 2007–08 this percentage decreased (from 41 to 34 percent). The percentage of teachers reporting that student tardiness and class cutting interfered with their teaching decreased between 1987–88 and 1993–94 (from 33 to 25 percent), but increased between 1993–94 and 2007–08 (from 25 to 32 percent). There were no measurable differences in the percentage of teachers reporting that student misbehavior or tardiness and class cutting interfered with their teaching between the two most recent survey years, 2003–04 and 2007–08.

Indicator 12 continued on page 46.

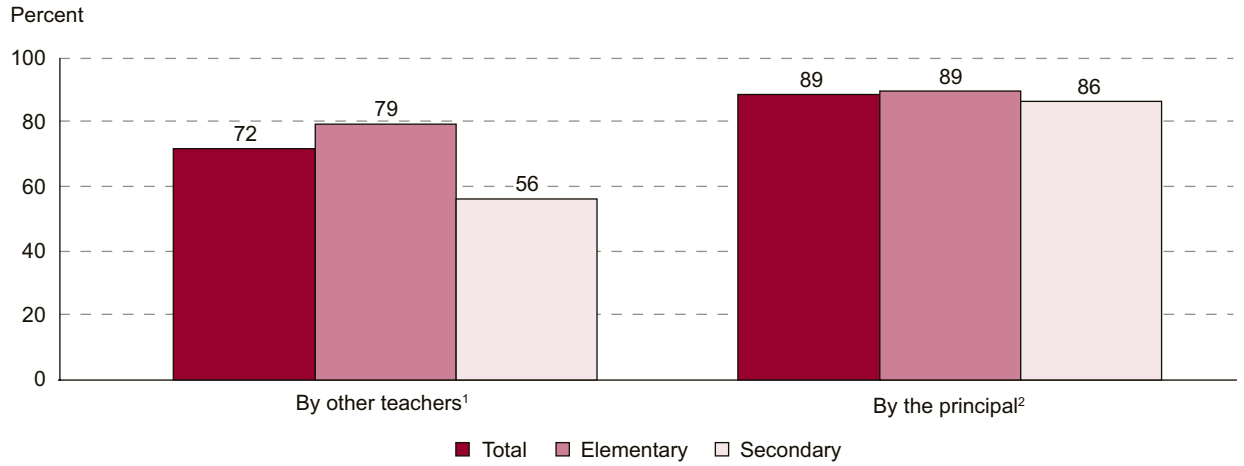
This indicator has been updated to include 2007–08 data. For more information: Tables 12.1 and 12.2, appendix B for definitions of school levels and urbanicity codes, and Coopersmith (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324).

Figure 12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by urbanicity: School year 2007–08



NOTE: Teachers who taught only prekindergarten students are excluded.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," "Private School Teacher Data File," and "Bureau of Indian Education Teacher Data File," 2007–08.

Figure 12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by school level: School year 2007–08



[1] Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2] Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. Elementary schools are defined as schools in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8. Secondary schools are defined as schools in which the lowest grade is greater than or equal to grade 7. Combined schools are included in totals, but are not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," "Private School Teacher Data File," and "Bureau of Indian Education Teacher Data File," 2007–08.

The percentage of teachers who agreed that school rules were enforced by other teachers and by the principal varied by teacher and school characteristics. In every survey year, a higher percentage of elementary school teachers than secondary school teachers agreed that school rules were enforced by teachers and by the principal in their school (table 12.2). In 2007–08, 79 percent of elementary teachers, compared to 56 percent of secondary teachers reported that school rules were enforced by other teachers, and 89 percent of elementary school teachers, compared to 86 percent of secondary teachers, reported that school rules were enforced by the principal.

Between 1987–88 and 2007–08, the percentage of teachers who agreed that school rules were enforced by other teachers fluctuated between 65 and 72 percent, and the percentage agreeing that rules were enforced by the principal varied between 84 and 89 percent, showing no consistent trends. There were no measurable differences in the percentage of teachers reporting that school rules were enforced by other teachers or by the principal between the two most recent survey years, 2003–04 and 2007–08.

In 2007–08, the percentage of public school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that school rules are enforced by other teachers and by the principal, varied among the 50 states and the District of Columbia. For example, among these states and the District of Columbia, the percentage of teachers who reported that student misbehavior interfered with their teaching ranged from 59 percent of teachers in the District of Columbia to 29 percent of teachers in Pennsylvania (table 12.3).

Fights, Weapons, and Illegal Substances

Indicator 13
Physical Fights on School Property and Anywhere 48
Figure 13.1 49
Figure 13.2 49

Indicator 14
Students Carrying Weapons on School Property and Anywhere 50
Figure 14.1 51
Figure 14.2 51

Indicator 15
Students' Use of Alcohol on School Property and Anywhere 52
Figure 15.1 53
Figure 15.2 53

Indicator 16
Students' Use of Marijuana on School Property and Anywhere 54
Figure 16.1 55
Figure 16.2 55

Indicator 13
Physical Fights on School Property and Anywhere

The percentage of students in grades 9–12 who reported being in a physical fight on school property decreased from 16 percent in 1993 to 12 percent in 2007.

Schools where physical fights occur frequently may not be able to maintain a focused learning environment for students. Also, students who participate in fights on school property may have difficulty succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights (referred to as "anywhere" in this indicator) during the preceding 12 months, as well as about their involvement in physical fights on school property.[30] Fights occurring anywhere are included as a point of comparison with fights occurring on school property. In 2007, 36 percent of students in grades 9–12 reported having been in a fight anywhere, and 12 percent said they had been in a fight on school property (figure 13.1 and table 13.1). The percentage of students who reported having been in a fight anywhere decreased from 1993 to 2003 (from 42 to 33 percent). From 2003 to 2005, this percentage rose to 36 percent, but no measurable change was seen between 2005 and 2007. The percentage of students who reported having been in a fight on school property declined from 16 percent in 1993 to 12 percent in 2007.

In all survey years, a higher percentage of males than females reported having been in a fight both anywhere and on school property (figure 13.1 and table 13.1). In 2007, 44 percent of males said they had been in a fight anywhere, compared with 27 percent of females. In the same year, 16 percent of males said they had been in a fight on school property, compared with 9 percent of females. From 1993 through 2003, the percentage of both males and females who reported they had been in a fight anywhere decreased. The percentage of males reporting they had been in a fight on school property decreased from 1993 to 2007 (24 vs. 16 percent); however, there was no measurable change in the percentage of females who reported fighting on school property (9 percent).

[30] "On school property" was not defined for survey respondents.

Generally, a higher percentage of students in 9th grade reported having been in fights than students in 11th and 12th grades, both anywhere and on school property (figure 13.2 and table 13.1). For example, in 2007, 41 percent of 9th-graders compared with 35 percent of 11th-graders, and 28 percent of 12th-graders reported having been in a fight anywhere. Similarly, 17 percent of 9th-graders compared with 11 percent of 11th-graders, and 9 percent of 12th-graders reported being in a fight on school property in 2007.

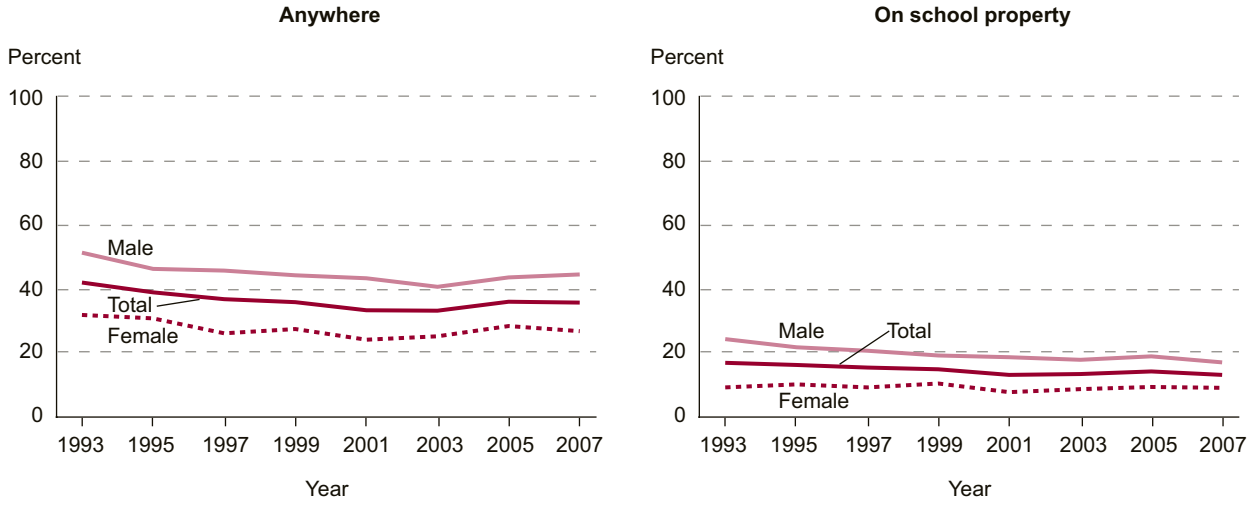
The percentage of students engaging in fights varied according to their race/ethnicity in 2007. A smaller percentage of Asian students than students from all other racial/ethnic groups reported having been in a fight anywhere. Twenty-four percent of Asian students reported being in a fight, compared with 32 to 48 percent of students from other racial/ethnic groups. In addition, a higher percentage of Black students and students of more than one race reported having been in a fight anywhere than their White, Hispanic, or American Indian/Alaska Native peers. A lower percentage of Asian and White students reported having been in a fight on school property in 2007 than Black students, Hispanic students, American Indian/Alaska Native students, or students of more than one race (8 and 10 percent vs. 15 to 20 percent).

In 2007, the percentage of students who reported having been in a fight anywhere (38 states and the District of Columbia) and on school property (39 states and the District of Columbia) varied among the states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students reporting being in a fight anywhere ranged from 24 percent in Iowa to 43 percent in the District of Columbia, while the percentage of students reporting being in a fight on school property ranged from 7 percent in Hawaii to 20 percent in the District of Columbia (table 13.2).

The presence of weapons at school may interfere with

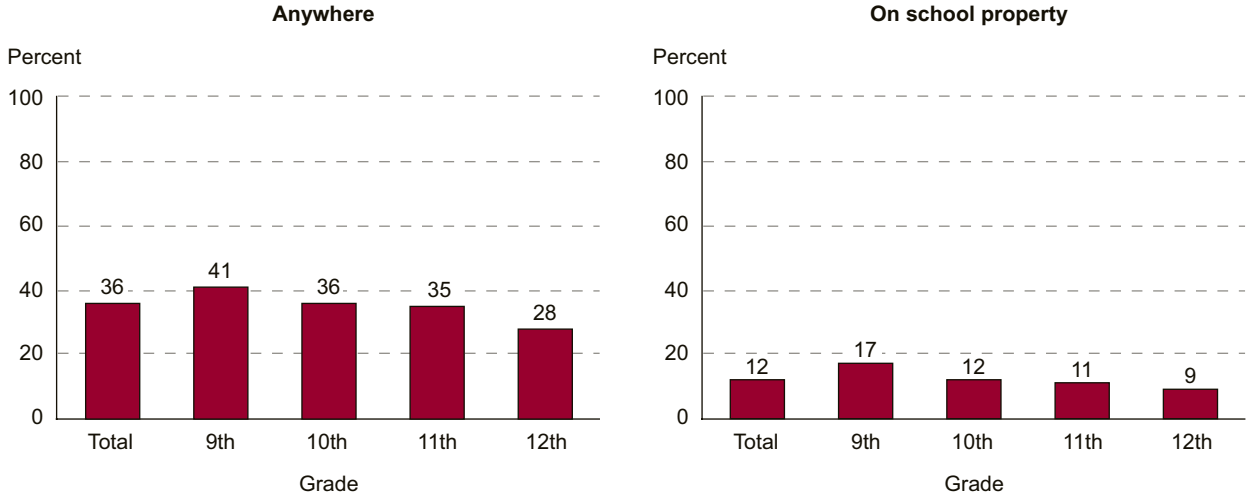
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 13.1 and 13.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).*

Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and grade: 2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Indicator 14
Students Carrying Weapons on School Property and Anywhere

In 2007, 18 percent of students in grades 9–12 reported they had carried a weapon anywhere in the past 30 days, while 6 percent reported they had carried a weapon on school property.

teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club (referred to as "anywhere" in this indicator) in the past 30 days as well as if they had carried one of these weapons on school property.[31] Weapon carrying anywhere is included as a point of comparison with weapon carrying on school property. In 2007, 18 percent of students in grades 9–12 reported they had carried a weapon anywhere, and 6 percent reported they had carried a weapon on school property (figure 14.1 and table 14.1).

The percentage of students who reported carrying a weapon anywhere declined from 22 to 17 percent between 1993 and 2003. Subsequently, however, from 2003 to 2007 there was no measurable change in the percentage of students who reported carrying a weapon anywhere. Between 1993 and 2007, the percentage of students who reported carrying a weapon on school property declined from 12 to 6 percent; generally, however, the decline was gradual as no differences were detected survey year to survey year.

In every survey year, generally, there were at least three times as many males as females who reported carrying a weapon—either anywhere or on school property (figure 14.1 and table 14.1). In 2007, for example, 9 percent of males carried a weapon on school property, compared to 3 percent of females, and 29 percent of males carried a weapon anywhere, compared to 7 percent of females.

In 2007, few differences were detected based on students' race/ethnicity in the percentage of students who reported carrying weapons anywhere and on school property. A smaller percentage of Asian students (8 percent) than students from other racial/ethnic groups reported carrying a weapon anywhere, but no measurable differences were detected among Black students (17 percent), White students (18 percent), and Hispanic students (19 percent). A larger percentage of Hispanic students (7 percent) than White students (5 percent) and Asian students (4 percent) reported carrying a weapon during the previous 30 days on school property in 2007, but no other differences were detected by race/ethnicity.

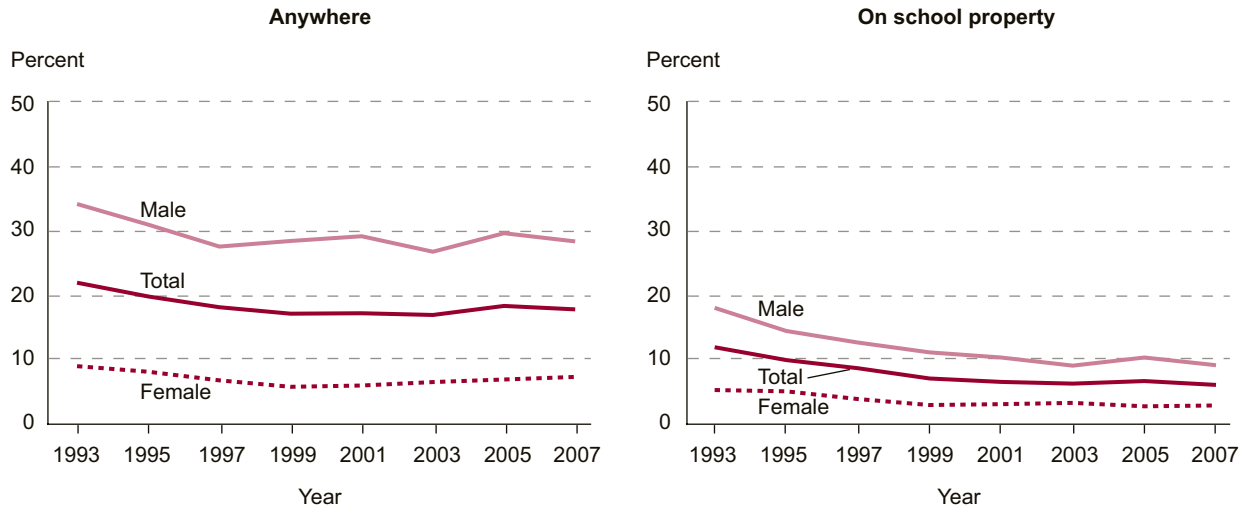
In 2007, 20 percent of 9th-graders reported carrying a weapon anywhere compared to 15 percent of 12th-graders (figure 14.2 and table 14.1). However, no differences were detected in the percentage of students who reported carrying a weapon on school property by grade level.

In 2007, the percentage of students who reported carrying a weapon anywhere (36 states and the District of Columbia) and on school property (39 states and the District of Columbia) varied among the states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students reporting carrying a weapon anywhere ranged from 13 percent in Iowa to 27 percent in New Mexico, while the percentage of students reporting carrying a weapon on school property ranged from 4 percent in Hawaii, Illinois, Iowa, Ohio and Wisconsin to 11 percent in Wyoming (table 14.2).

[31] "On school property" was not defined for survey respondents.

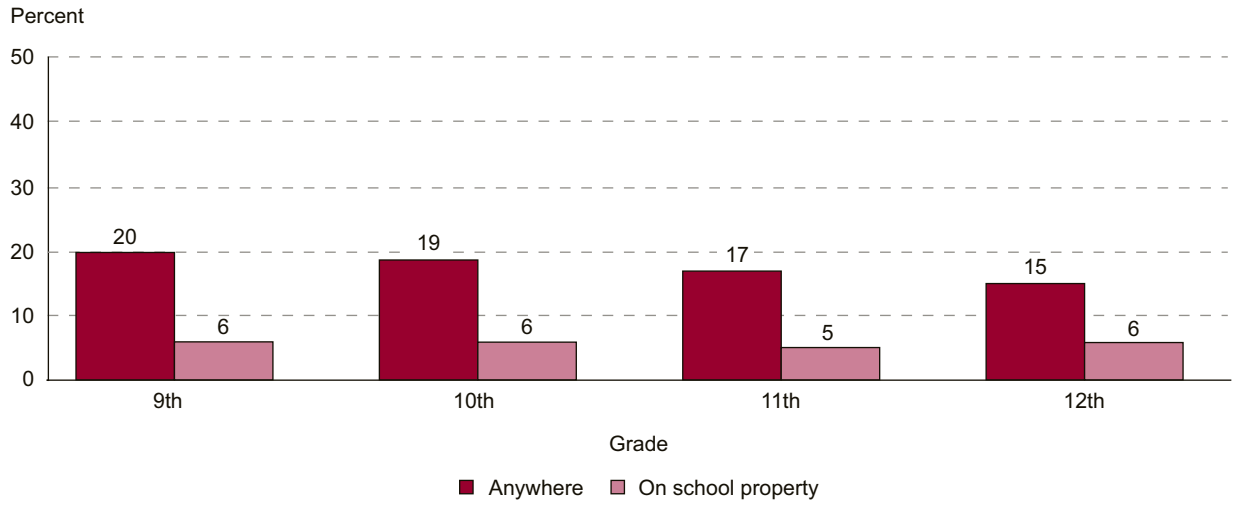
This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 14.1 and 14.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).

Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and grade: 2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Indicator 15

Students' Use of Alcohol on School Property and Anywhere

In 2007, 45 percent of students in grades 9–12 reported having at least one drink of alcohol anywhere in the past 30 days, while 4 percent had at least one drink on school property.

Students' illegal consumption of alcohol on school property may lead to additional crimes and misbehavior (Kodjo, Auinger, and Ryan 2003). It may also foster a school environment that is harmful to students, teachers, and other staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all (referred to as "anywhere" in this indicator) in the past 30 days and if they had consumed alcohol on school property.[32] Alcohol consumption anywhere is included as a point of comparison with alcohol consumption on school property. In 2007, 45 percent of students consumed at least one drink of alcohol anywhere, and 4 percent consumed at least one drink on school property (figure 15.1 and table 15.1).

The percentage of students who reported drinking alcohol anywhere was higher in 1995 (52 percent) than in 1993 (48 percent), and declined from 1995 to 2007 to 45 percent. Generally, the percentage of students who reported consuming alcohol on school property declined from 6 percent in 1995 to 4 percent in 2007.

The percentage of students who reported drinking alcohol anywhere or on school property varied by student characteristics such as sex, grade level, and race/ethnicity. In every survey year, a greater percentage of males than females reported using alcohol on school property. For example, in 2007, 5 percent of males compared to 4 percent of females reported using alcohol on school property. However, since 2003, there has been no measurable difference in the percentage of males and females who reported using alcohol anywhere. In 2007, 45 percent of both males and females reported using alcohol anywhere.

A larger percentage of students in higher grades than in lower grades reported drinking alcohol anywhere in 2007. For example, 55 percent of 12th-graders reported using alcohol, compared to 36 percent of 9th-graders, 42 percent of 10th-graders, and 49 percent of 11th-graders (figure 15.2 and table 15.1). A higher percentage of 12th-graders (5 percent) than 9th-graders (3 percent) reported drinking on school property; however, no measurable differences were found among other grade levels.

In 2007, a larger percentage of White and Hispanic students reported drinking alcohol anywhere than their Black, Asian, or American Indian/Alaska Native peers, and a smaller percentage of Asian students reported drinking alcohol anywhere than students from other race/ethnicities. Forty-seven percent of White students and 48 percent of Hispanic students reported drinking alcohol anywhere compared to 35 percent of American Indian/Alaska Native students, 34 percent of Black students, and 25 percent of Asian students. A greater percentage of Hispanic students (7 percent) reported using alcohol on school property in 2007 than White students (3 percent), Black students (3 percent), Asian students (4 percent), or American Indian/Alaska Native students (5 percent).

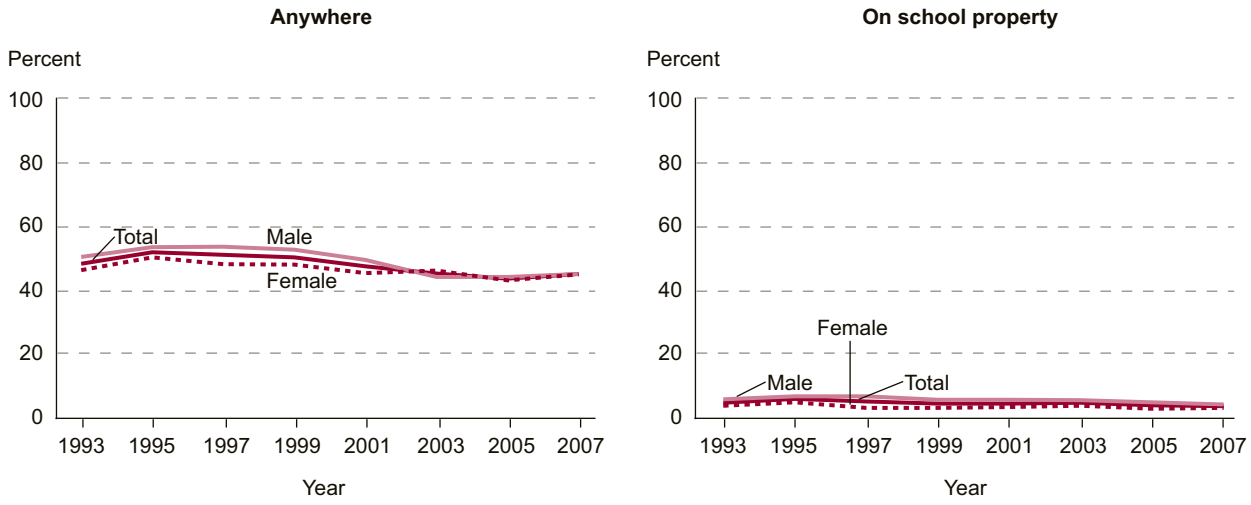
In 2007, the percentage of students who reported drinking alcohol anywhere (39 states and the District of Columbia) and on school property (38 states and the District of Columbia) varied among the states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students who reported drinking alcohol anywhere ranged from 17 percent in Utah to 49 percent in Wisconsin, while the percentage of students who reported drinking on school property ranged from 3 percent in Iowa, Missouri, and Ohio to 9 percent in New Mexico (table 15.2).

In the Youth Risk Behavior Survey, students in

[32] "On school property" was not defined for survey respondents.

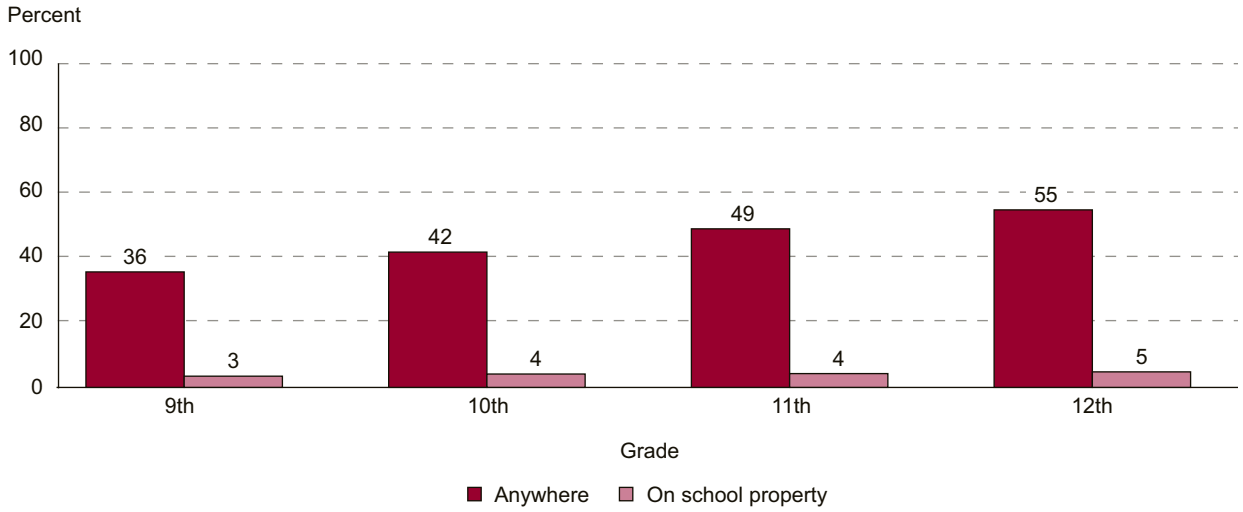
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 15.1 and 15.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).*

Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used alcohol.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and grade: 2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used alcohol.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

In 2007, 20 percent of students in grades 9–12 reported using marijuana anywhere in the past 30 days, while 4 percent reported using marijuana on school property.

grades 9–12 were asked whether they had used marijuana at all (referred to as "anywhere" in this indicator) in the past 30 days as well as whether they had used marijuana on school property.[33] In 2007, 20 percent of students in grades 9–12 reported using marijuana anywhere in the past 30 days, while 4 percent reported using marijuana on school property (figure 16.1 and table 16.1).

The percentage of students who reported using marijuana anywhere was higher in 1995 (25 percent) than in 1993 (18 percent). During the second half of the 1990s, there was no measurable change in the percentage of students who reported using marijuana anywhere (it ranged from 25 to 27 percent). Between 1999 and 2007, the percentage of students who reported using marijuana anywhere had declined to 20 percent. However, there was no measurable change in the percentage of students who reported using marijuana anywhere between 2005 and 2007.

With regard to marijuana use on school property, the percentage of students who reported using marijuana was higher in 1995 (9 percent) than the percentage who reported doing so in 1993 (6 percent). Between 1995 and 2007, the percentage of students who reported using marijuana on school property declined from 9 to 4 percent. The percentage of students who reported using marijuana on school property in 2007 was not measurably different from the percentage of students who reported doing so in 1993.

Marijuana use anywhere and on school property varied by students' sex and grade level. In every survey year, a greater percentage of males than females reported using marijuana in the past 30 days, both anywhere and on school property. For example, in 2007, 22 percent of males reported using marijuana anywhere in the past 30 days compared to 17 percent of females, and 6 percent of males reported using marijuana on school property compared to 3 percent of females.

In 2007, a smaller percentage of 9th-grade students than students in higher grades reported using marijuana anywhere. In 2007, 15 percent of 9th-grade students reported using marijuana anywhere compared to 19 percent of 10th-graders, 21 percent of 11th-graders, and 25 percent of 12th-graders (figure 16.2 and table 16.1). There were no measurable differences in student reports of marijuana use on school property by grade level in 2007.

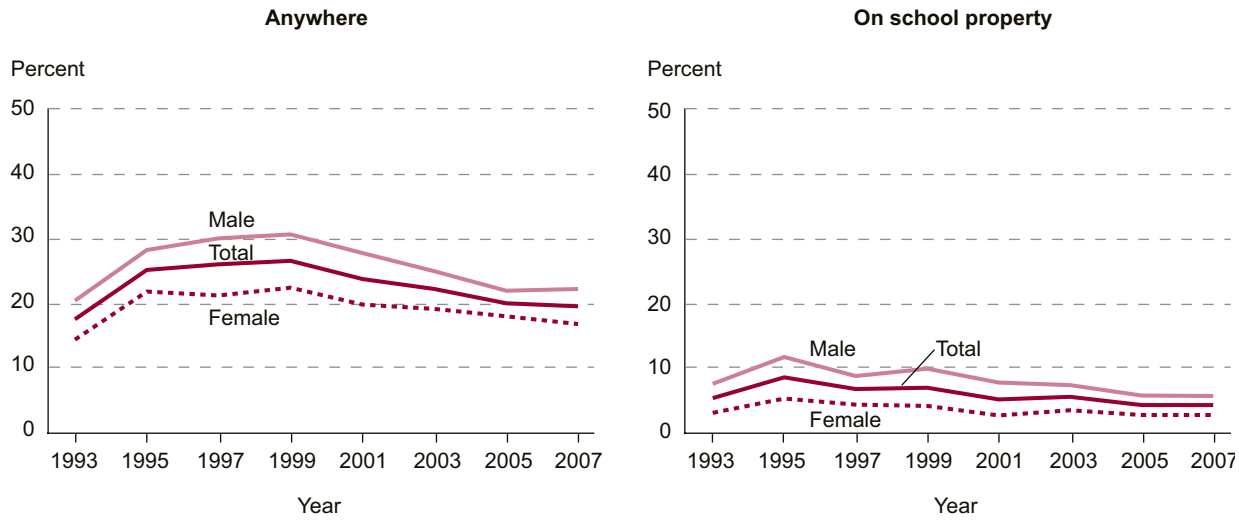
In 2007, a smaller percentage of Asian students (9 percent) than students from other racial/ethnic groups (ranging from 18 to 29 percent) reported using marijuana anywhere. A larger percentage of American Indian/Alaska Native students (27 percent) than White students (20 percent), Hispanic students (18 percent), and Asian students (9 percent) also reported using marijuana anywhere. At school, there were generally few differences in the percentage of students who reported using marijuana by race/ethnicity in 2007.

In 2007, the percentage of students who reported using marijuana anywhere (39 states and the District of Columbia) and on school property (38 states and the District of Columbia) varied among the states and the District of Columbia for which data were available. Among these states and the District of Columbia, the percentage of students who reported using marijuana anywhere ranged from 9 percent in Utah to 25 percent in Delaware, Massachusetts, and New Mexico, while the percentage of students who reported using marijuana on school property ranged from 2 percent in Iowa to 8 percent in New Mexico (table 16.2).

[33] "On school property" was not defined for survey respondents.

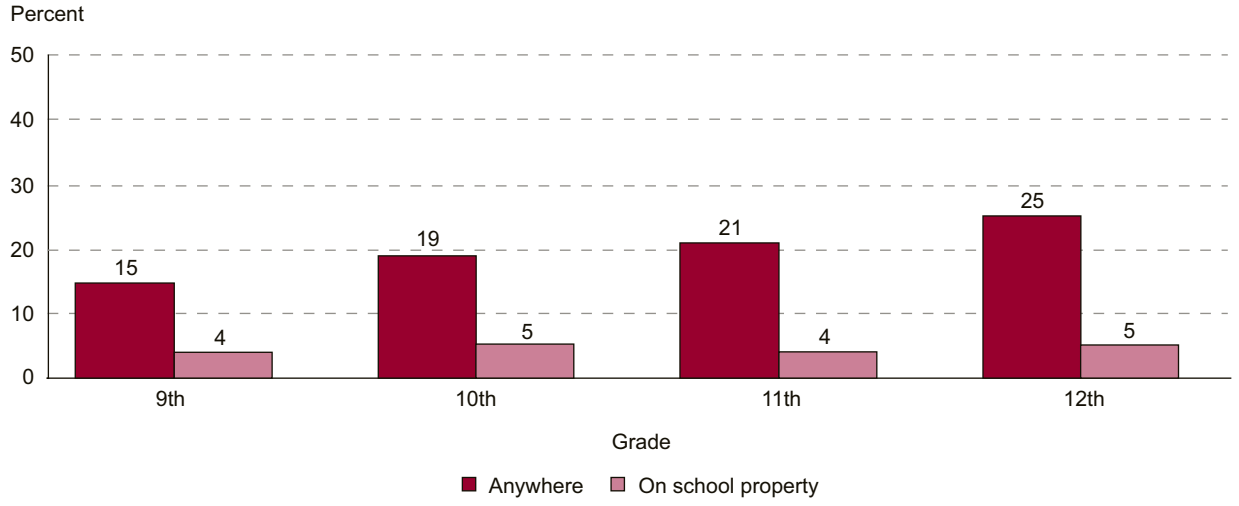
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 16.1 and 16.2 and Centers for Disease Control and Prevention (2008b), (http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf).*

Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and sex: Various years, 1993–2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Figure 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and grade: 2007



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

This page intentionally left blank.

Fear and Avoidance

Indicator 17
Students' Perceptions of Personal Safety at School and Away From School 58

Figure 17.1 59
Figure 17.2 59

Indicator 18
Students' Reports of Avoiding School Activities or Specific Places in School 60

Figure 18.1 61
Figure 18.2 62

Indicator 17

Students' Perceptions of Personal Safety at School and Away From School

In 2007, approximately 5 percent of students ages 12–18 reported that they were afraid of attack or harm at school, compared to 3 percent of students who reported that they were afraid of attack or harm away from school.

School violence can make students fearful and affect their readiness and ability to learn, and concerns about vulnerability to attacks detract from a positive school environment (Scheckner et al. 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[34] they had been afraid of attack or harm "at school or on the way to and from school" and "away from school."[35] In 2007, a greater percentage of students ages 12–18 reported that they were afraid of attack or harm at school (5 percent) than away from school (3 percent) during the school year (figure 17.1 and table 17.1).

Students' reports on their fears about their safety varied by location and race/ethnicity. For example, in 2007, smaller percentages of White students (4 percent) and Asian students (2 percent) reported being afraid of attack or harm at school than their Black (9 percent) and Hispanic (7 percent) peers. Away from school, a smaller percentage of White students (3 percent) than Black students (5 percent) and Hispanic students (6 percent) reported being afraid of attack or harm.

Other differences in students' reports on their safety were detected by student and school characteristics in 2007. For example, a higher percentage of 6th-graders (10 percent) reported being afraid of attack or harm at school than 7th-graders (7 percent), 8th-graders (5 percent), 9th-graders (6 percent), 10th-graders (5 percent), and 11th- and 12th-graders (3 percent each). Away from school, a larger percentage of 6th-graders (6 percent) were afraid of attack or harm than students in the 10th, 11th, or 12th grades (2 to 3 percent).

A greater percentage of female students (6 percent) feared for their safety at school than male students (5 percent) in 2007. The same was true away from school: 5 percent of females feared for their safety compared to 2 percent of males.

School sector was also related to students' fear of attack or harm. A greater percentage of students in public schools (6 percent) reported being afraid of being attacked or harmed at school than students attending private schools (2 percent). There was no significant difference in the percentage of public and private school students who reported being afraid of attack or harm away from school.

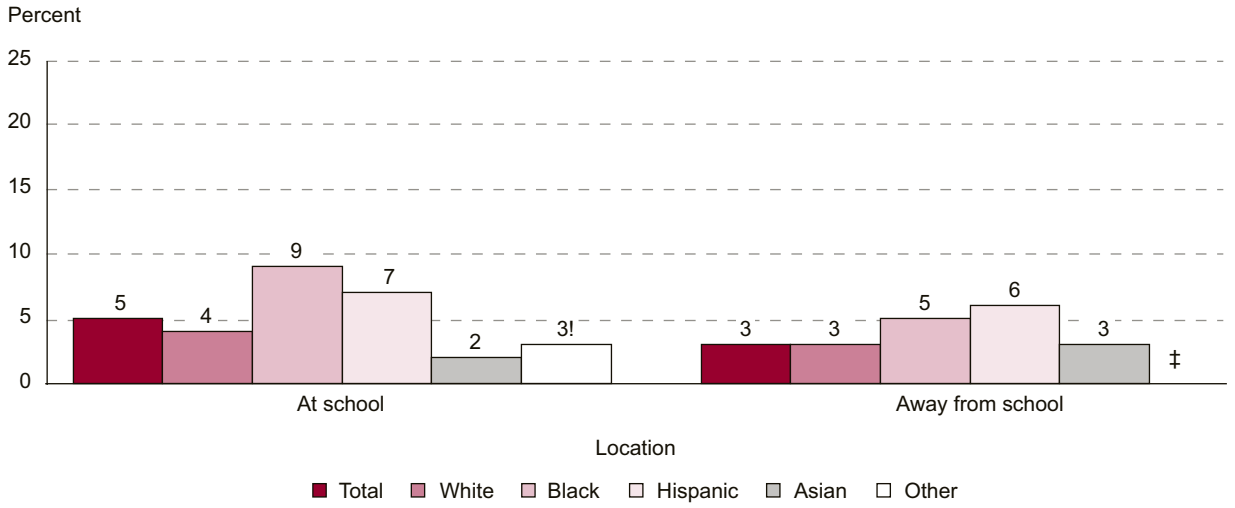
Between 1995 and 2007, the percentage of students who feared attack or harm at school decreased from 12 to 5 percent. Between the two most recent survey years, 2005 and 2007, the percentage of students who feared attack or harm at school was lower in 2007 (5 percent) than in 2005 (6 percent). Away from school, there was no pattern of increase or decrease in the percentage of students who feared attack or harm between 1999 and 2007. However, the percentage of students who feared attack or harm away from school was smaller in 2007 (3 percent) than in 2005 (5 percent).

[34] Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared attack or harm at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful.

[35] "At school" includes the school building, on school property, on a school bus.

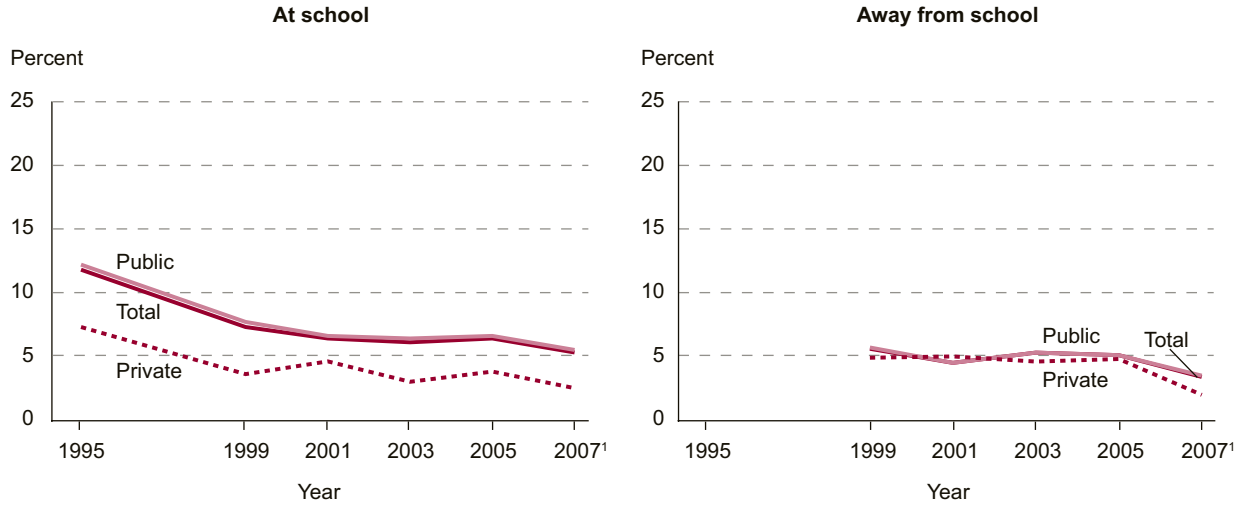
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Table 17.1 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and race/ethnicity: 2007



! Interpret data with caution.
‡ Reporting standards not met.
NOTE: Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and school sector: Various years, 1995–2007



[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.
NOTE: Fear of attack away from school was not collected in 1995. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Indicator 18

Students' Reports of Avoiding School Activities or Specific Places in School

In 2007, 7 percent of students ages 12–18 reported that they avoided school activities or one or more places in school because they thought someone might attack or harm them.

School crime may lead students to perceive school as unsafe, and in trying to ensure their own safety, students may begin to skip school activities or avoid certain places in school (Schreck and Miller 2003). The percentage of students who avoid school activities and certain areas in school is a measure of their perception of school safety. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided school activities or one or more places in school because they were fearful that someone might attack or harm them.[36] In 2007, 7 percent of students reported that they had avoided a school activity or one or more places in school during the previous school year because of fear of attack or harm. About 3 percent of students avoided a school activity, and 6 percent avoided one or more places in school[37] (figure 18.1 and table 18.1).

While there was no overall pattern of increase or decrease between 1999 and 2007 in the percentage of students who reported that they had avoided a school activity or one or more places in school because they were fearful that someone might attack or harm them, the percentage of students who reported avoiding an activity or place because of fear of attack or harm was higher in 2007 (7 percent) than in 2005 (6 percent).

In 2007, 2 percent of students reported that they had avoided any activity, 1 percent of students reported that they had avoided a class, and 1 percent of students reported that they had stayed home from school because they were fearful someone might attack or harm them. One percent of students reported that they had avoided the entrance to the school, 3 percent that they had avoided the stairs or hallways, 2 percent that they had avoided parts of the school cafeteria, 3 percent that they had avoided any school restrooms, and 1 percent that they had avoided other places inside the school building because of fear of attack or harm in 2007.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by student and school characteristics. A higher percentage of 7th-graders (7 percent), 8th-graders (6 percent), 9th-graders (7 percent), and 10th-graders (5 percent) reported avoiding one or more places inside school than 12th-graders (3 percent) (figure 18.2). Additionally, a higher percentage of 6th-graders (8 percent), 7th-graders (7 percent), and 9th-graders (7 percent) than 11th-graders (4 percent) reported avoiding one or more places in school because of fear of attack or harm. No measurable difference was detected in the extent to which females and males avoided one or more places in school in 2007 (5 and 6 percent, respectively).

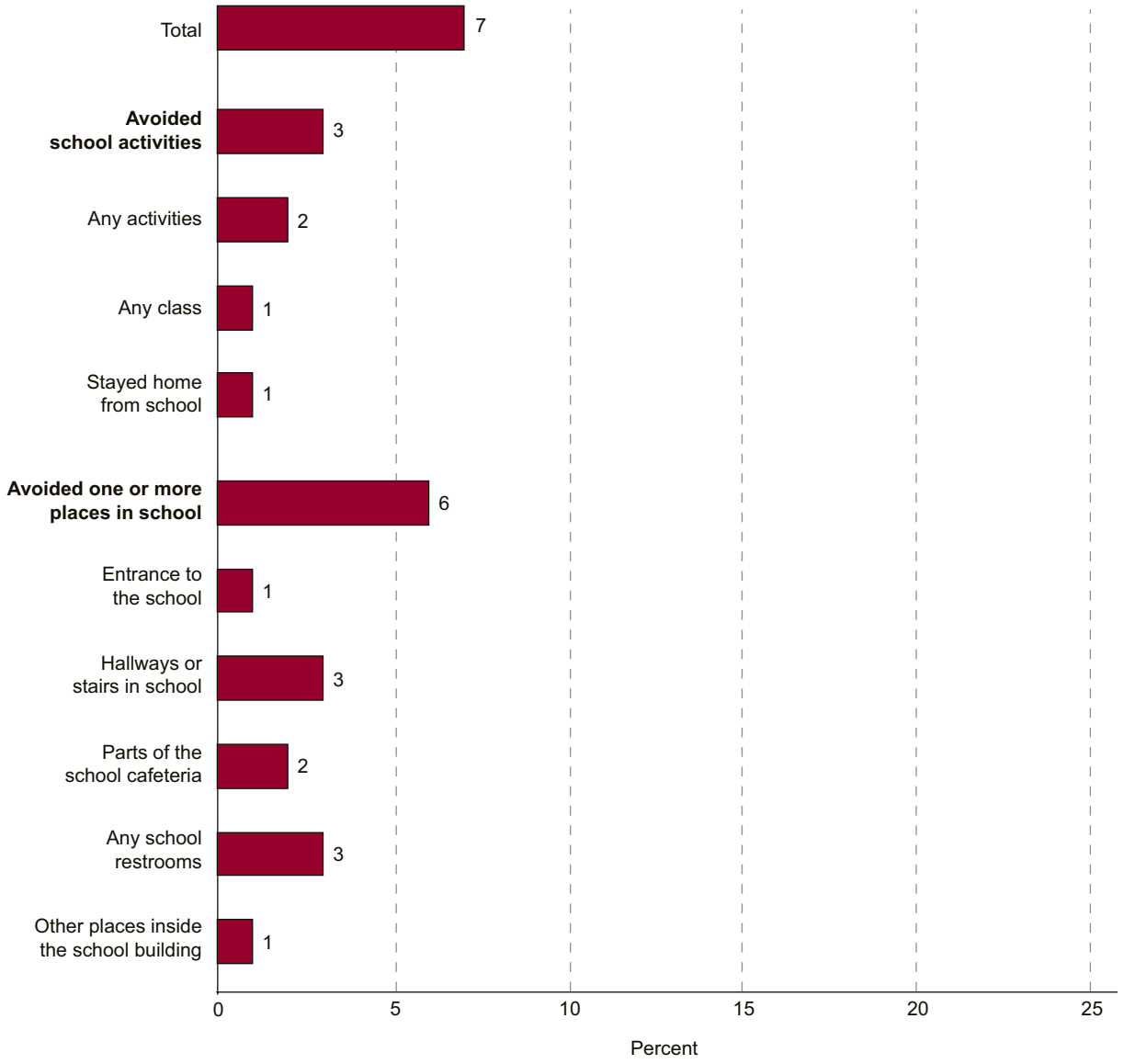
A larger percentage of public school students (6 percent) than private school students (1 percent) reported avoiding one or more places inside school because of fear of attack or harm.

[36] For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." See appendix A for more information.

[37] "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007, the survey wording was changed from "any extracurricular activities" to "any activities." Please use caution when comparing changes in this item over time. Avoiding one or more places in school includes the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

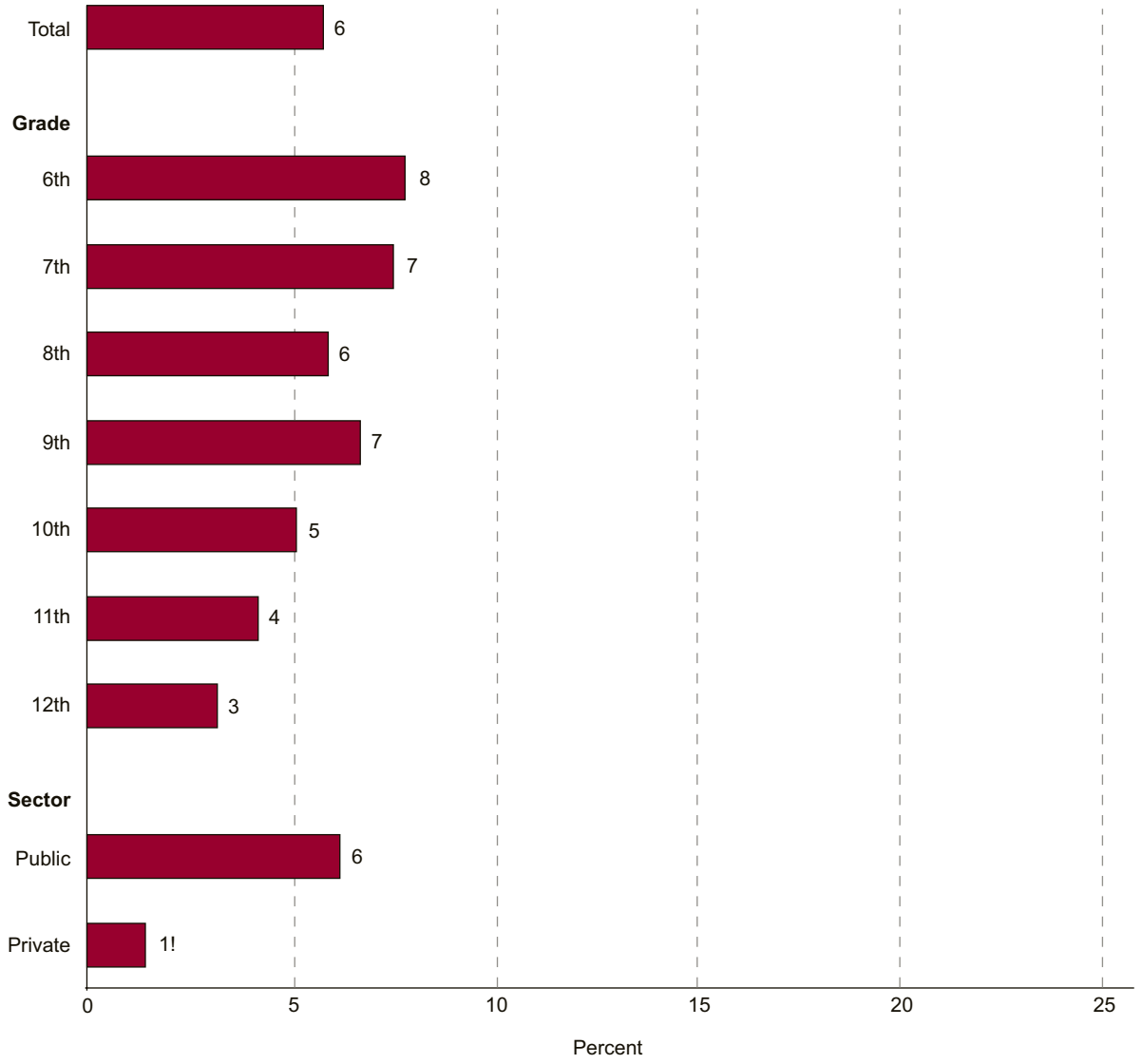
This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Tables 18.1 and 18.2 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm during the school year: 2007



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Figure 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by grade level and school sector: 2007



! Interpret data with caution.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Discipline, Safety, and Security Measures

Indicator 19
Serious Disciplinary Actions Taken by Public Schools....64

Figure 19.1 65
Figure 19.2 66
Figure 19.3 67

Indicator 20
Safety and Security Measures Taken by Public Schools....68

Figure 20.1 69
Figure 20.2 70

Indicator 21
Students' Reports of Safety and Security Measures Observed at School 72

Figure 21.1 73

Indicator 19
Serious Disciplinary Actions Taken by Public Schools

Forty-six percent of public schools (approximately 38,500 schools) took a serious disciplinary action against a student for specific offenses during the 2007–08 school year. Approximately 767,900 serious disciplinary actions were taken by public schools during that period.

In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions their schools took against students for specific offenses. The offenses included physical attacks or fights; insubordination; distribution, possession, or use of alcohol; distribution, possession, or use of illegal drugs; use or possession of a firearm or explosive device; and use or possession of a weapon other than a firearm or explosive device.

Forty-six percent of public schools (approximately 38,500 schools) took at least one serious disciplinary action against a student—including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools—for specific offenses during the 2007–08 school year (table 19.1).

The largest percentage of schools that reported taking a disciplinary action in 2007–08 did so in response to a physical attack or fight: 31 percent of schools took a serious disciplinary action for physical attacks or fights (figure 19.1 and table 19.1). In response to other offenses, 21 percent of all schools took serious disciplinary action for insubordination; 19 percent for distribution, possession, or use of illegal drugs; 15 percent took action as a result of use or possession of a weapon other than a firearm or explosive device; 10 percent did so for distribution, possession, or use of alcohol; and 3 percent did so for use or possession of a firearm or explosive device.

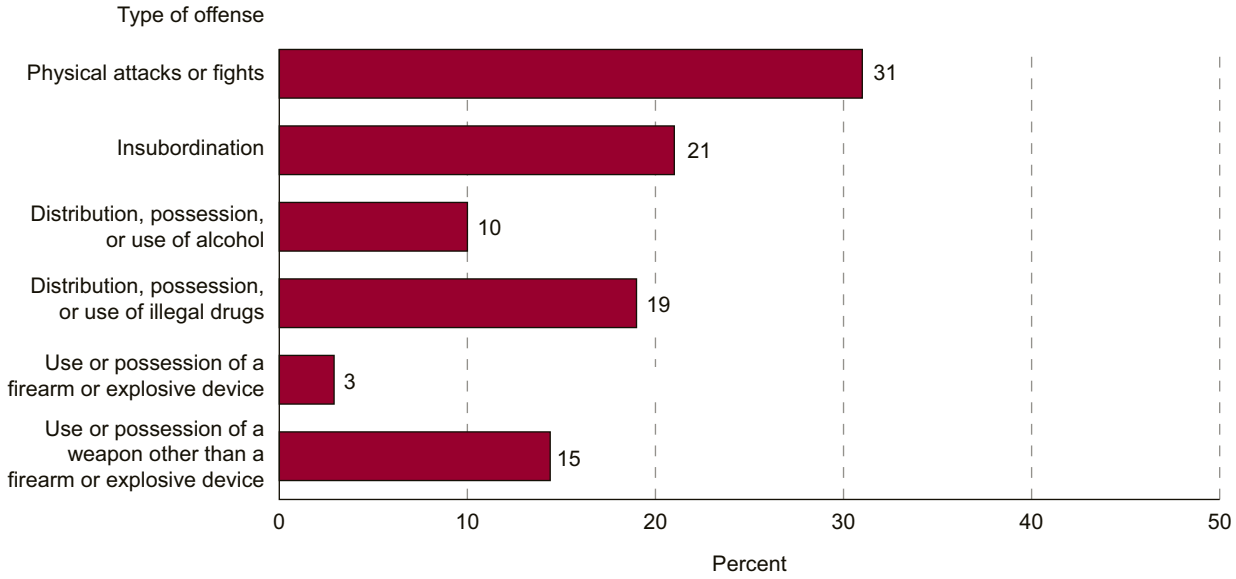
A total of 767,900 serious disciplinary actions were taken during the 2007–08 school year. The largest number of disciplinary actions were taken for insubordination (327,100 actions) and physical attacks or fights (271,800). A smaller number of disciplinary actions were taken in response to the use or possession of a firearm or explosive device (5,200 actions) than for other offenses covered in the survey.

Of the 767,900 serious disciplinary actions taken during the 2007–08 school year, 76 percent were suspensions for 5 days or more, 19 percent were transfers to specialized schools, and 5 percent were removals with no services for the remainder of the school year (figure 19.2). Although the most common disciplinary action taken was suspensions lasting 5 days or more, differences in serious disciplinary actions taken varied by the type of offense. Generally, greater percentages of out-of-school suspensions lasting 5 days or more were in response to insubordination (82 percent); physical attacks or fights (79 percent); and the distribution, possession, or use of alcohol (74 percent) than were in response to the other offenses covered in the survey (ranging from 53 to 60 percent). Greater percentages of removals with no services for the remainder of the school year were in response to the use or possession of a firearm or explosive device (18 percent); distribution, possession, or use of illegal drugs (9 percent); and use or possession of a weapon other than a firearm or explosive device (8 percent) than were in response to the other offenses covered in the survey (ranging from 4 to 5 percent). Greater percentages of transfers to specialized schools were in response to the distribution, possession, or use of illegal drugs (36 percent); the use or possession of a weapon other than a firearm or explosive device (32 percent); and the use or possession of firearm or explosive device (29 percent) than were in response to the other offenses covered in the survey (ranging from 13 to 22 percent).

Indicator 19 continued on page 66.

This indicator has been updated to include 2007–08 data. For more information: Tables 19.1 and 19.2, and Neiman and DeVoe (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326).

Figure 19.1. Percentage of public schools that took a serious disciplinary action, by type of offense: School year 2007–08

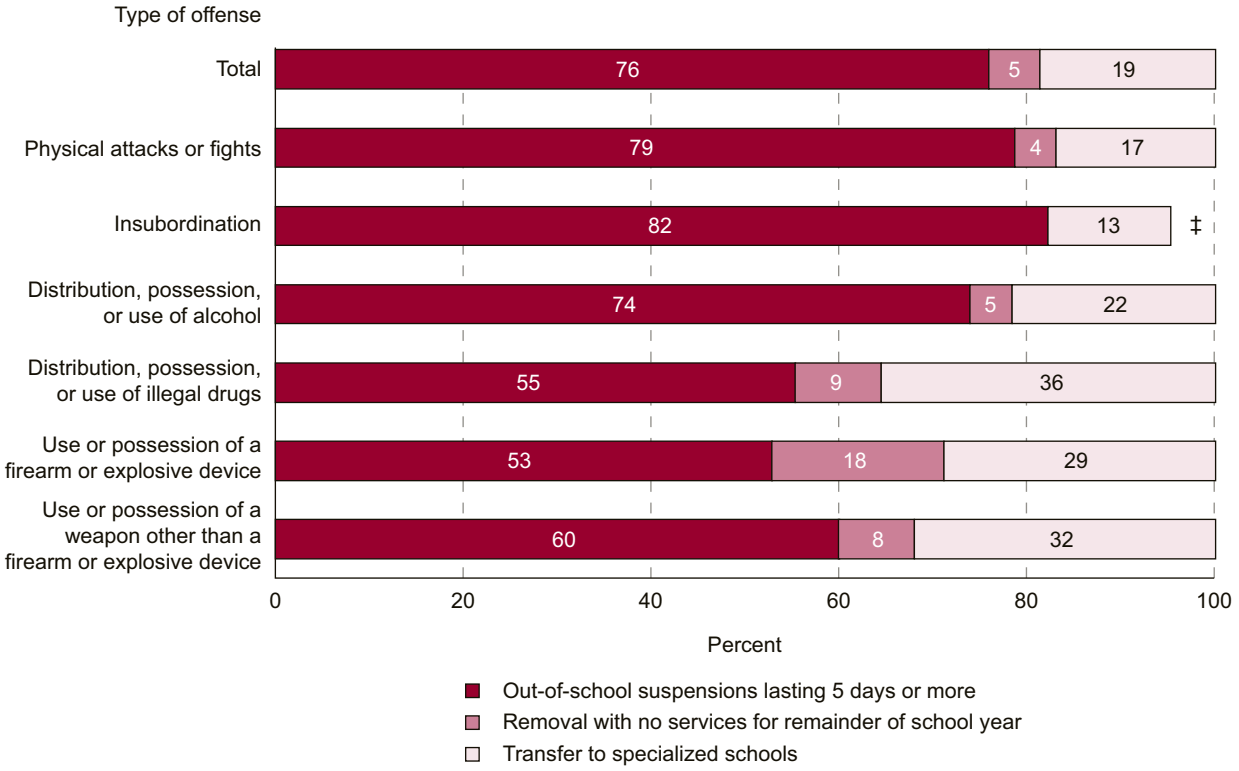


NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for offenses that occurred during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Although the overall percentage of schools taking a serious disciplinary action was lower in 2003–04 (46 percent) than in 1999–2000 (54 percent), there has been no measurable change since 2003–04 (figure 19.3 and table 19.2). This same general pattern held both for the percentage of schools taking serious disciplinary actions for the offense of physical attacks or fights and for the offense of insubordination.

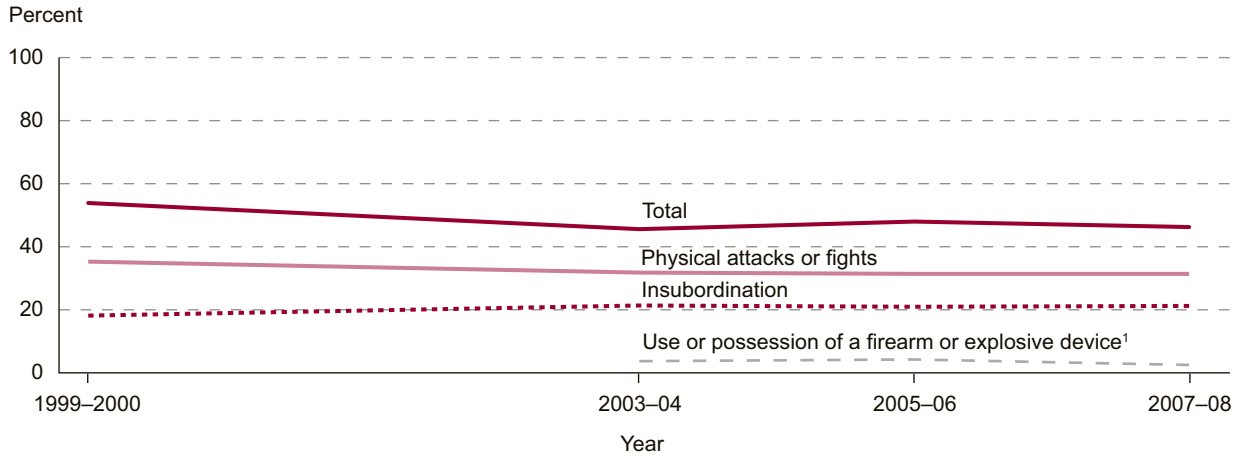
Between the two most recent survey years (2005–06 and 2007–08), there was no measurable difference in the percentage of schools that took a serious disciplinary action in response to the distribution, possession, or use of alcohol or illegal drugs. A smaller percentage of schools reported taking a serious disciplinary action for the use or possession of a weapon other than a firearm or explosive device in 2007–08 (15 percent) than in 2005–06 (19 percent). Similarly, a smaller percentage of schools reported taking a serious disciplinary action for the use or possession of a firearm or explosive device in 2007–08 (3 percent) than in 2005–06 (5 percent).

Figure 19.2. Percentage distribution of serious actions taken by public schools, by type of action and type of offense: School year 2007–08



‡ Reporting standards not met.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for offenses that occurred during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Details may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 19.3. Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000 through 2007–08



[1] Data not available prior to 2003–04.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for offenses that occurred during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Indicator 20
Safety and Security Measures Taken by Public Schools

During the 2007–08 school year, 43 percent of public schools reported that they had an electronic notification system for a school-wide emergency and 31 percent of public schools reported that they had a structured, anonymous threat reporting system.

Public schools use a variety of practices and procedures intended to promote the safety of students and staff. In the School Survey on Crime and Safety, public school principals were asked about their school's use of safety and security measures and procedures. Certain practices, such as locked or monitored doors or gates, are intended to limit or control access to school campuses, while others, such as metal detectors, security cameras, and drug sweeps, are intended to monitor or restrict students' and visitors' behavior on campus.

In the 2007–08 school year, nearly all public schools required visitors to sign in or check in (99 percent) (table 20.1). Other frequently reported safety and security measures included prohibiting all tobacco use on school grounds (91 percent of public schools) and controlling access to school buildings by locking or monitoring doors during school hours (90 percent of public schools) (figure 20.1 and table 20.1). Forty-three percent of public schools reported that they had an electronic notification system for a school-wide emergency and 31 percent of public schools reported that they had a structured, anonymous threat reporting system. One percent of public schools required students to pass through metal detectors daily.

The use of safety and security measures varied by school level during the 2007–08 school year. In general, a greater percentage of high schools than middle schools and primary schools, and a greater percentage of middle schools than primary schools, reported using the following safety and security measures: drug testing for athletes; drug testing for students in extracurricular activities;[38] requiring students to wear badges or picture ID's; daily metal detector checks on students;[39] random dog sniffs to check for drugs;[38] random sweeps for contraband;[38,40] and security cameras to monitor school[38] (table 20.2). For example, 19 percent of high schools, 14 percent of middle schools, and 3 percent of primary schools reported that students were required to wear badges or picture IDs. However, a smaller percentage of high schools than middle or primary schools reported controlling access to buildings during school hours and requiring students to wear uniforms. A greater percentage of middle schools reported having an electronic notification system for a school-wide emergency (49 percent) than primary schools (43 percent) or high schools (44 percent).

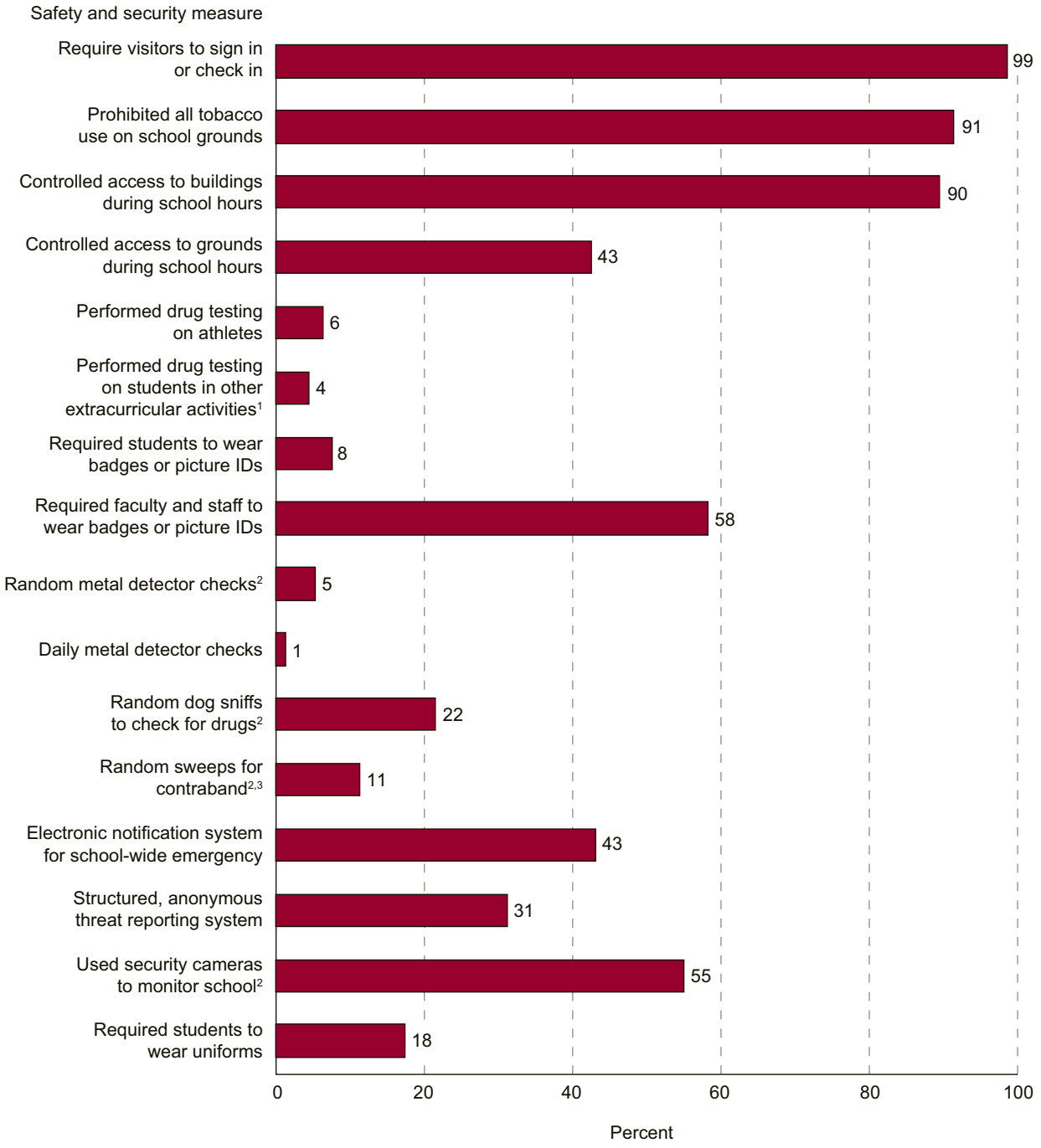
In general, a higher percentage of schools with 1,000 or more students than schools with fewer students reported the use of each safety and security measure (the exceptions were controlling access to the building during school hours, drug testing for students in extracurricular activities, and requiring students to wear uniforms). For example, 56 percent of schools with 1,000 or more students had an electronic notification system for a school wide emergency, compared to 49 percent of schools with 500–999 students, 41 percent of schools with 300–499 students, and 31 percent of schools with less than 300 students.

The percentage of schools using various security measures has changed over time. Between the 1999–2000 and 2007–08 school years, there was an increase in the percentage of public schools reporting the use of the following safety and security measures: controlled access to the building during school hours (from 75 to 90 percent); controlled access to school grounds during school hours (from 34 to 43 percent); students required to wear badges or picture IDs (from 4 to 8 percent); faculty required to wear badges or picture IDs (from 25 to 58 percent); the use of one or more security cameras to monitor school (from 19 to 55 percent); the provision of telephones in most classrooms (from 45 to 72 percent); and the requirement that students wear uniforms (from 12 to 18 percent) (figure 20.2 and table 20.1). Between the 2003–04 and 2007–08 school years, there was an increase in the percentage of schools reporting the drug testing of student athletes (from 4 to 6 percent) as well as an increase in the percentage of schools reporting the drug testing of students in other extracurricular activities (from 3 to 4 percent).

[38] Students in extracurricular activities other than athletics.
[39] One or more check, sweep, or camera.
[40] For example, drugs or weapons. Does not include dog sniffs.

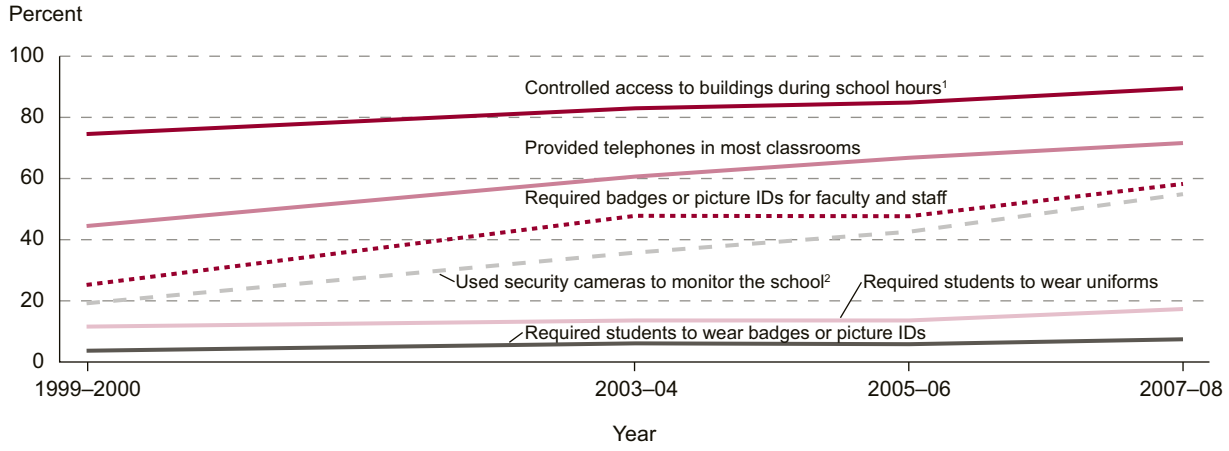
This indicator has been updated to include 2007–08 data. For more information: Tables 20.1 and 20.2, and Neiman and DeVoe (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326).

Figure 20.1. Percentage of public schools that used selected safety and security measures: School year 2007–08



[1] Excludes athletes.
[2] One or more check, sweep, or camera.
[3] For example, drugs or weapons. Does not include dog sniffs.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 20.2. Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000 through 2007–08



[1] For example, locked or monitored doors.
[2] One or more cameras.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

This page intentionally left blank.

Indicator 21

Students' Reports of Safety and Security Measures Observed at School

Sixty-six percent of students reported observing the use of one or more security cameras at their school in 2007 compared to 58 percent of students in 2005.

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. In the School Crime Supplement[41] to the National Crime Victimization Survey, students ages 12–18 were asked whether their school used certain security measures.[42] Security measures include metal detectors, locker checks, security cameras, security guards or police officers, adult supervision in hallways, badges or picture identification for students, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2007, nearly all students ages 12–18 observed the use of at least one of the selected security measures at their school (figure 21.1 and table 21.1).

In 2007, the majority of students ages 12–18 reported that their school had a code of student conduct (96 percent) and a requirement that visitors sign in (94 percent). Ninety percent of students reported the presence of school staff or other adult supervision in the hallway, and 69 percent reported the presence of security guards and/or assigned police officers. Fifty-four percent of students reported locker checks, 61 percent reported locked entrance or exit doors during the day, and 66 percent reported the use of security cameras at their schools. Twenty-four percent of students reported that badges or picture identification were required. Metal detectors were the least observed of the selected safety and security measures: 10 percent of students reported the use of metal detectors at their school.

The percentage of students reporting the presence of some of the selected security measures increased between the two most recent survey years as well as over longer time periods. For example, a greater percentage of students reported observing the use of one or more security cameras at their school in 2007 (66 percent) than in 2005 (58 percent). Over the longer time period of 2001 through 2007, the percentage of students who reported observing the use of one or more security cameras at their school increased from 39 to 66 percent. Similarly, a greater percentage of students reported locked entrance or exit doors during the day in 2007 (61 percent) than in 2005 (54 percent). Over the longer time period of 1999 through 2007, the percentage of students who reported locked entrance or exit doors during the day increased from 38 to 61 percent.

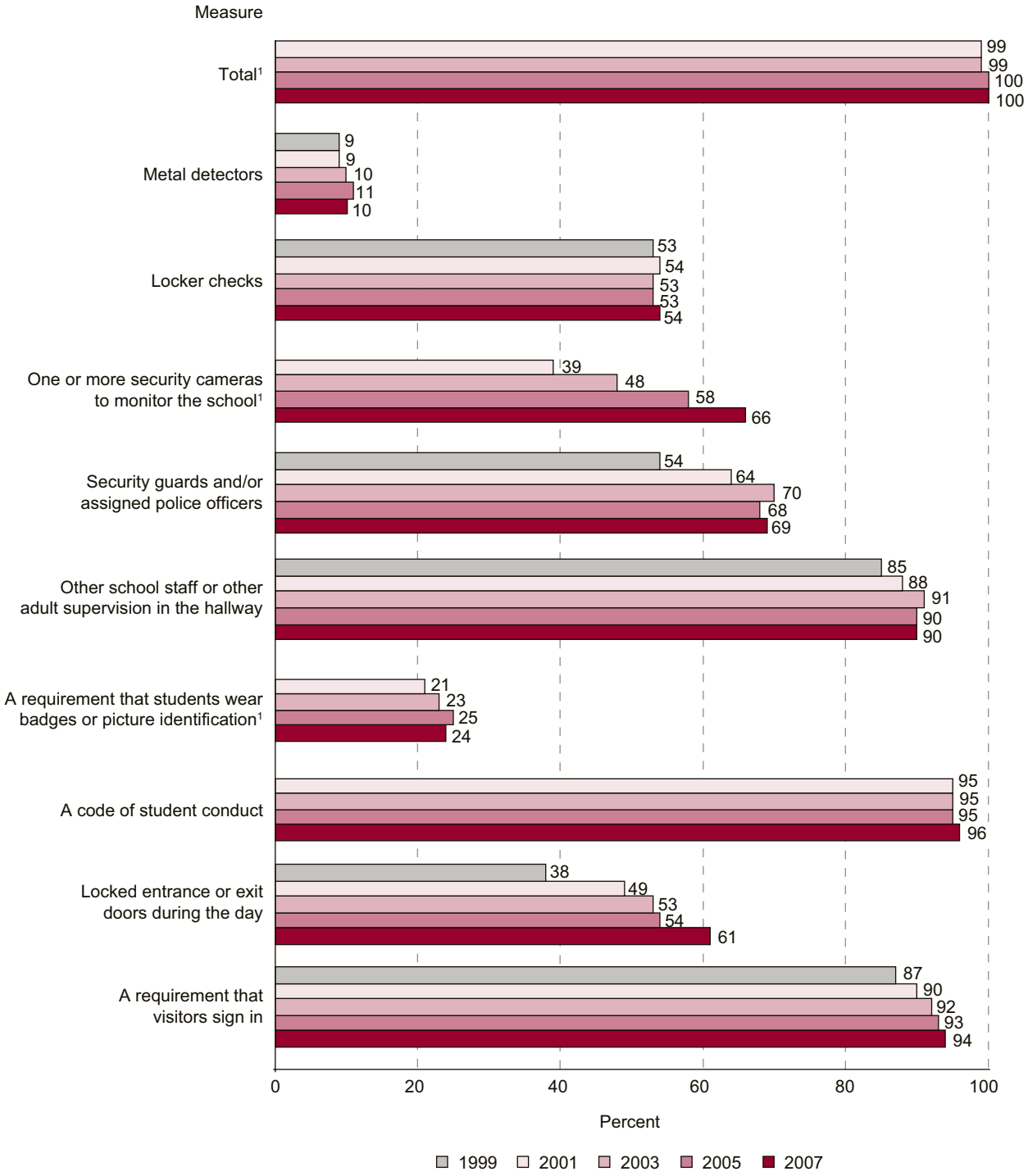
In 2007, about 94 percent of students reported that their school had a requirement that visitors sign in compared to 93 percent of students in 2005. Between 1999 and 2007, the percentage of students who reported a visitor sign-in requirement increased from 87 to 94 percent. No significant differences were detected in the percentage of students who reported metal detectors, locker checks, the presence of security guards and/or assigned police officers, requirements that students wear badges or picture identification, or a code of student conduct in their schools across all survey years.

[41] In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

[42] Readers should note that this indicator relies on student reports of security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See *Indicator 20* for a summary of the use of various security measures as reported by schools.

This indicator repeats information from the 2008 Indicators of School Crime and Safety *report. For more information: Table 21.1 and Bauer et al. (2008), (http://nces.ed.gov/pubs2009/2009306.pdf).*

Figure 21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007



[1] Data for 1999 are not available.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2007.

This page intentionally left blank.

References

References

Addington, L. (2005). Disentangling the Effects of Bounding and Mobility on Reports of Criminal Victimization. *Journal of Quantitative Criminology, 21*(3): 1573–7799.

Anderson, M., Kaufman, J., Simon, T., Barrios, L., Paulozzi, L., Ryan, G., Hammond, R., Modzeleski, W., Feucht, T., Potter, L., and the School-Associated Violent Deaths Study Group. (2001). School-Associated Violent Deaths in the United States, 1994–1999. *Journal of the American Medical Association, 286:* 2695–2702.

Aspy, C.B., Oman, R.F., Vesely, S.K., McLeroy, K., Rodine, S., and Marshall, L. (2004). Adolescent Violence: The Protective Effects of Youth Assets. *Journal of Counseling and Development, 82:* 269–277.

Bauer, L., Guerino, P., Nolle, K.L., and Tang, S. (2008). *Student Victimization in U.S. Schools: Results From the 2005 School Crime Supplement to the National Crime Victimization Survey* (NCES 2009-306). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Beauvais, F., Chavez, E., Oetting, E., Deffenbacher, J., and Cornell, G. (1996). Drug Use, Violence, and Victimization Among White American, Mexican American, and American Indian Dropouts, Students With Academic Problems, and Students in Good Academic Standing. *Journal of Counseling Psychology, 43:* 292–299.

Brener, N.D., Kann, L., Kinchen, S.A., Grunbaum, J.A., Whalen, L., Eaton, D., Hawkins, J., and Ross, J.G. (2004). Methodology of the Youth Risk Behavior Surveillance System. *Morbidity and Mortality Weekly Report 2004, 53* (No. RR-12): 1–13.

Brener, N.D., Kann, L., and McManus, T. (2003). A Comparison of Two Survey Questions on Race and Ethnicity Among High School Students. *Public Opinion Quarterly, 67:* 227–236.

Cantor, D., and Lynch, J.P. (2000). Self-Report Surveys as Measures of Crime and Criminal Victimization. In D. Duffee (Ed.), *Measurement and Analysis of Crime and Justice* (pp. 85–138). Washington, DC: National Institute of Justice.

Centers for Disease Control and Prevention. (2001). Temporal Variations in School-Associated Student Homicide and Suicide Events—United States, 1992–1999. *Morbidity and Mortality Weekly Report, 50*(31): 657–660.

Centers for Disease Control and Prevention. (2004). Suicide Attempts and Physical Fighting Among High School Students—United States, 2001. *Morbidity and Mortality Weekly Report, 53*(22): 474–476.

Centers for Disease Control and Prevention. (2008a). School-Associated Student Homicides—United States, 1992–2006. *Morbidity and Mortality Weekly Report 2008, 57*(02): 33–36. Retrieved July 15, 2008, from http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm.

Centers for Disease Control and Prevention. (2008b). Youth Risk Behavior Surveillance—United States, 2007. *Surveillance Summaries. Morbidity and Mortality Weekly Report 2008, 57*(No. SS-4).

Committee on School Health. (1990). The Potentially Suicidal Student in the School Setting. *Pediatrics, 86*(3): 481–483.

Coopersmith, J. (2009). *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007–08 Schools and Staffing Survey* (NCES 2009-324). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Crews, K., Crews, J., and Turner, F. (2008). School Violence Is Not Going Away So Proactive Steps Are Needed. *College Teaching Methods & Styles Journal, 4*(1): 25–28.

Crick, N.R., and Bigbee, M.A. (1998). Relational and Overt Forms of Peer Victimization: A Multiinformant Approach. *Journal of Consulting and Clinical Psychology, 66:* 337–347.

Crick, N.R., and Grotpeter, J.K. (1996). Children's Treatment by Peers: Victims of Relational and Overt Aggression. *Development and Psychopathology, 8:* 367–380.

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). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

Eaton, D., Brener, D., Kann, L., and Pittman, V. (2007). High School Student Responses to Different Question Formats Assessing Race/ethnicity. *Journal of Adolescent Health, 41:* 488–494.

Elliott, D.S., Hamburg, B.A., and Williams, K.R. (1998). Violence in American Schools: An Overview. In D.S. Elliott, B.A. Hamburg, and K.R. Williams (Eds.), *Violence in American Schools* (pp. 3–18). New York: Cambridge University Press.

Fagan, J., and Wilkinson, D.L. (1998). Social Contexts and Functions of Adolescent Violence. In D.S. Elliott, B.A. Hamburg, and K.R. Williams (Eds.), *Violence in American Schools* (pp. 55–93). New York: Cambridge University Press.

Fredland, Nina M. (2008). Nurturing Hostile Environments: The Problem of School Violence. *Family & Community Health, 31*(1): S32–S41.

Henry, S. (2000). What Is School Violence? An Integrated Definition. *Annals of the American Academy of Political and Social Science, 567:* 16–29.

Kachur, S.P., Stennies, G.M., Powell, K.E., Modzeleski, W., Stephens, R., Murphy, R., Kresnow, M., Sleet, D., and Lowry, R. (1996). School-Associated Violent Deaths in the United States, 1992 to 1994. *Journal of the American Medical Association, 275:* 1729–1733.

Karcher, M. (2002). The Cycle of Violence and Disconnection Among Rural Middle School Students: Teacher Disconnection as a Consequence of Violence. *Journal of School Violence, 1:* 35–51.

Kauffman, J., Modzeleski, W., Feucht, T., Simon, T.R., Anderson, M., Shaw, K., Arias, I., and Barrios, L. (2004). School-Associated Suicides—United States, 1994–1999. *Morbidity and Mortality Weekly Report, 53*(22): 476–478.

Kodjo, C.M., Auinger, P., and Ryan, S.A. (2003). Demographic, Intrinsic, and Extrinsic Factors Associated With Weapon Carrying at School. *Archives of Pediatrics & Adolescent Medicine, 157*(1): 96–103.

Lannie, A.L., and McCurdy, B.L. (2007). Preventing Disruptive Behavior in the Urban Classroom: Effects of the Good Behavior Game on Student and Teacher Behavior. *Education and Treatment of Children, 30*(1): 85–98.

Laub, J.H., and Lauritsen, J.L. (1998). The Interdependence of School Violence With Neighborhood and Family Conditions. In D.S. Elliott, B.A. Hamburg, and K.R. Williams (Eds.), *Violence in American Schools* (pp. 127–155). New York: Cambridge University Press.

MacMillan, R., and Hagan, J. (2004). Violence in the Transition to Adulthood: Adolescent Victimization, Education, and Socioeconomic Attainment in Later Life. *Journal of Research on Adolescence, 1*(2): 127–158.

Nansel, T.R., Overpeck, M.D., Haynie, D.L., Ruan, W.J., and Scheidt, P.C. (2003). Relationships Between Bullying and Violence Among U.S. Youth. *Archives of Pediatric and Adolescent Medicine, 157*(4): 348–353.

Nansel, T.R., Overpeck, M., Pilla, R., Ruan, W., 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.

Neiman, S., and DeVoe, J.F. (2009). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2007–08* (NCES 2009-326). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Nolin, M.J., Vaden-Kiernan, N., Feibus, M.L., and Chandler, K.A. (1997). *Student Reports of Availability, Peer Approval, and Use of Alcohol, Marijuana, and Other Drugs at School: 1993* (NCES 97-279). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Nolle, K.L., Guerino, P., and Dinkes, R. (2007). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2005–06* (NCES 2007-361). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Payne, A.A., Gottfredson, D.C., and Gottfredson, G.D. (2003). Schools as Communities: The Relationship Between Communal School Organization, Student Bonding, and School Disorder. *Criminology, 41:* 749–778.

Prinstein, M.J., Boergers, J., and Vernberg, E.M. (2001). Overt and Relational Aggression in Adolescents: Social-Psychological Adjustment of Aggressors and Victims. *Journal of Clinical Child Psychology, 30:* 479–491.

Reza, A., Modzeleski, W., Feucht, T., Anderson, M., Simon, T.R., and Barrios, L. (2003). Source of Firearms Used by Students in School-Associated Violent Deaths—United States, 1992–1999. *Morbidity and Mortality Weekly Report, 52*(9): 169–172.

Ringwalt, C.L., Ennett, S., and Johnson, R. (2003). Factors Associated With Fidelity to Substance Use Prevention Curriculum Guides in the Nation's Middle Schools. *Health Education & Behavior, 30:* 375–391.

Scheckner, S., Rollins, S.A., Kaiser-Ulrey, C., and Wagner, R. (2002). School Violence in Children and Adolescents: A Meta-Analysis of Effectiveness. *Journal of School Violence, 1:* 5–34.

Schreck, C.J., and Miller, J.M. (2003). Sources of Fear of Crime at School: What Is the Relative Contribution of Disorder, Individual Characteristics, and School Security? *Journal of School Violence, 2*(4): 57–79.

Small, M., and Dressler-Tetrick, K. (2001). School Violence: An Overview. *Juvenile Justice VIII (I):* 3–12. U.S. Department of Justice. Washington, DC: Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Smith, D.L., and Smith, B.J. (2006). Perceptions of Violence: The Views of Teachers Who Left Urban Schools. *The High School Journal, 89*(3): 34–42.

Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2009). *Digest of Education Statistics 2008* (NCES 2009-020). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Storch, E.A., Nock, M.K., Masia-Warner, C., and Barlas, M.E. (2003). Peer Victimization and Social-Psychological Adjustment in Hispanic and African-American Children. *Journal of Child & Family Studies, 12:* 439–455.

Strizek, G.A., Pittsonberger, J.L., Riordan, K.E., Lyter, D.M., and Orlofsky, G.F. (2006). *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States: 2003–04 Schools and Staffing Survey* (NCES 2006-313 Revised). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

U.S. Department of Justice, Federal Bureau of Investigation. (2007). *Crime in the United States 2006.* Retrieved June 20, 2008, from http://www.fbi.gov/ucr/cius2006/data/table_01.html.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2008). *Digest of Education Statistics, 2007* (NCES 2008-022). Washington, DC: U.S. Government Printing Office.

Wei, H., and Williams, J.H. (2004). Relationship Between Peer Victimization and School Adjustment in Sixth-Grade Students: Investigating Mediation Effects. *Violence and Victims, 19:* 557–571.

Supplemental Tables

Table 1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location and year: 1992–2008

Year	Total student, staff, and nonstudent school-associated violent deaths[1]	Homicides of youth ages 5–18		Suicides of youth ages 5–18	
		Homicides at school[2]	Total homicides[3]	Suicides at school[2]	Total suicides[4]
1992–93	57	34	2,689	6	1,680
1993–94	48	29	2,879	7	1,723
1994–95	48	28	2,654	7	1,767
1995–96	53	32	2,512	6	1,725
1996–97	48	28	2,189	1	1,633
1997–98	57	34	2,056	6	1,626
1998–99	47	33	1,762	4	1,597
1999–2000	38[5]	14[5]	1,537	8[5]	1,415
2000–01	33[5]	14[5]	1,466	5[5]	1,493
2001–02	38[5]	16[5]	1,468	6[5]	1,400
2002–03	35[5]	18[5]	1,515	9[5]	1,331
2003–04	45[5]	23[5]	1,437	4[5]	1,285
2004–05	51[5]	22[5]	1,535	7[5]	1,471
2005–06	43[5]	20[5]	1,646	3[5]	1,408
2006–07	58[5]	30[5]	1,748	8[5]	1,296
2007–08	43[5]	21[5]	—	5[5]	—

— Not available.

[1] A school-associated violent death is defined as "a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States" while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 20, 2008.

[2] Youth ages 5–18 from July 1, 1992, through June 30, 2008.

[3] Youth ages 5–18 from July 1, 1992, through June 30, 2007.

[4] Youth ages 5–18 in the calendar year from 1992 to 2006.

[5] Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2008 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2009); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2006, retrieved July 2009 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 1992–93 through 2006–07 school years are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (May 2009).

Table 1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: 1992–2008

Year	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths
1992–93	57	47	10	0	0
1993–94	48	38	10	0	0
1994–95	48	39	8	0	1
1995–96	53	46	6	1	0
1996–97	48	45	2	1	0
1997–98	57	47	9	1	0
1998–99	47	38	6	2	1
1999–2000[1]	38	26	11	0	1
2000–01[1]	33	26	6	1	0
2001–02[1]	38	27	9	1	1
2002–03[1]	35	25	10	0	0
2003–04[1]	45	38	6	1	0
2004–05[1]	51	40	9	2	0
2005–06[1]	43	36	6	1	0
2006–07[1]	58	43	12	2	1
2007–08[1]	43	36	6	1	0

[1] Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.

NOTE: A school-associated violent death is defined as "a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States" while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2008 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2009).

Table 2.1. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location, type of crime and year: 1992–2007

	Number of crimes				Rate of crimes per 1,000 students			
Year	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
At school								
1992	3,409,200	2,260,500	1,148,600	245,400	144	95	48	10
1993	3,795,200	2,357,000	1,438,200	306,700	155	96	59	12
1994	3,795,500	2,371,500	1,424,000	322,400	150	94	56	13
1995	3,467,900	2,177,900	1,290,000	222,500	135	85	50	9
1996	3,163,000	2,028,700	1,134,400	225,400	121	78	43	9
1997	2,721,200	1,666,000	1,055,200	201,800	102	63	40	8
1998	2,715,600	1,562,300	1,153,200	252,700	101	58	43	9
1999	2,489,700	1,605,500	884,100	185,600	92	59	33	7
2000	1,946,400	1,246,600	699,800	128,400	72	46	26	5
2001	2,001,300	1,237,600	763,700	160,900	73	45	28	6
2002	1,753,600	1,095,000	658,600	88,100	64	40	24	3
2003	1,930,100	1,191,400	738,700	154,200	73	45	28	6
2004	1,445,800	863,000	582,800	107,400	55	33	22	4
2005	1,487,900	858,400	629,500	137,300	56	32	24	5
2007	1,510,900	826,800	684,100	118,300	57	31	26	4
Away from school								
1992	3,286,800	1,607,600	1,679,200	750,200	138	68	71	32
1993	3,419,700	1,691,800	1,728,000	849,500	139	69	70	35
1994	3,258,100	1,521,700	1,736,400	832,700	129	60	69	33
1995	3,058,300	1,561,800	1,496,500	599,000	119	61	58	23
1996	3,050,600	1,622,900	1,427,700	670,600	117	62	55	26
1997	3,107,300	1,551,600	1,555,800	635,900	117	58	59	24
1998	2,534,500	1,236,400	1,298,100	550,200	95	46	48	21
1999	2,106,600	1,048,200	1,058,300	476,400	78	39	39	18
2000	2,011,800	1,091,000	920,800	373,100	74	40	34	14
2001	1,670,500	912,900	757,500	290,300	61	33	28	11
2002	1,510,400	790,100	720,300	309,200	55	29	26	11
2003	1,592,600	746,200	846,400	325,000	60	28	32	12
2004	1,262,200	706,400	555,800	228,600	48	27	21	9
2005	1,228,400	603,400	625,000	267,600	46	23	24	10
2007	1,074,000	556,200	517,800	163,500	41	21	20	6

[1] Serious violent crimes are also included in violent crimes.

NOTE: There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. For more information, please see appendix A. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to totals because of rounding. Estimates of number of crimes are rounded to the nearest 100. Estimates were revised and may differ from previously published data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2005 and 2007.

Table 2.2. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students at school, by type of crime and selected student and school characteristics: 2007

Student or school characteristic	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
At school								
Total	1,510,900	826,800	684,100	118,300	57	31	26	4
Sex								
Male	798,000	402,700	395,300	94,500	58	30	29	7
Female	712,900	424,100	288,800	23,800 !	56	33	22	2 !
Age								
12–14	819,300	387,500	431,800	64,800	67	32	35	5
15–18	691,600	439,300	252,300	53,500	49	31	18	4
Race/ethnicity[2]								
White	969,300	523,600	445,700	55,000	62	33	28	4
Black	159,300	102,100	57,200	‡	42	27	15	‡
Hispanic	269,500	135,500	133,900	38,300 !	52	26	26	7 !
Other	112,800	65,500	47,300	‡	62	36	26	‡
Household income								
Less than $15,000	99,600	32,900 !	66,700	‡	65	21 !	43	‡
$15,000–29,999	159,900	83,000	77,000	23,300 !	60	31	29	9 !
$30,000–49,999	313,800	116,300	197,600	34,100 !	75	28	47	8 !
$50,000–74,999	285,100	156,300	128,800	16,200 !	74	41	33	4 !
$75,000 or more	372,800	269,300	103,600	‡	52	37	14	‡

! Interpret data with caution. Estimate based on 10 or fewer sample cases.
‡ Reporting standards not met.
[1] Serious violent crimes are also included in violent crimes.
[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.
NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100. Due to changes in survey methodology in 2006 that mainly affected rural areas, national-level estimates were not comparable to estimates based on NCVS data from previous years. For more information, please see appendix A. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007.

Table 2.3. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students away from school, by type of crime and selected student and school characteristics: 2007

Student or school characteristic	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Away from school								
Total	1,074,000	556,200	517,800	163,500	41	21	20	6
Sex								
Male	649,300	325,200	324,100	121,800	48	24	24	9
Female	424,700	231,000	193,700	41,800 !	33	18	15	3 !
Age								
12–14	390,700	227,500	163,200	56,900	32	19	13	5
15–18	683,300	328,700	354,600	106,600	48	23	25	7
Race/ethnicity[2]								
White	641,800	313,800	328,000	125,500	41	20	21	8
Black	125,200	56,100	69,000	‡	33	15	18	‡
Hispanic	198,900	128,700	70,100	27,100 !	39	25	14	5 !
Other	108,100	57,500	50,600	#	60	32	28	#
Household income								
Less than $15,000	125,100	66,100	59,000	‡	82	43	38	‡
$15,000–29,999	169,200	76,700	92,500	‡	64	29	35	‡
$30,000–49,999	181,700	100,600	81,000	21,200 !	43	24	19	5 !
$50,000–74,999	119,100	59,200	59,900	‡	31	15	16	‡
$75,000 or more	243,900	144,600	99,300	44,800	34	20	14	6

Rounds to zero.
! Interpret data with caution. Estimate based on 10 or fewer sample cases.
‡ Reporting standards not met.
[1] Serious violent crimes are also included in violent crimes.
[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude persons of Hispanic ethnicity.
NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007.

This page intentionally left blank.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2007

Student or school characteristic	1995				1999				2001			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	9.5	7.1	3.0	0.7	7.6	5.7	2.3	0.5	5.5	4.2	1.8	0.4
Sex												
Male	10.0	7.1	3.5	0.9	7.8	5.7	2.5	0.6	6.1	4.5	2.1	0.5
Female	9.0	7.1	2.4	0.4	7.3	5.7	2.0	0.5	4.9	3.8	1.5	0.4 !
Race/ethnicity[2]												
White	9.8	7.4	3.0	0.6	7.5	5.8	2.1	0.4	5.8	4.2	2.0	0.4
Black	10.2	7.1	3.4	1.0 !	9.9	7.4	3.5	1.2	6.1	5.0	1.3 !	0.5 !
Hispanic	7.6	5.8	2.7	0.9 !	5.7	3.9	1.9	0.6 !	4.6	3.7	1.5	0.8 !
Asian	—	—	—	—	—	—	—	—	—	—	—	—
Other	8.8	6.5	2.5 !	‡	6.4	4.4	2.2 !	#	3.1	2.9	‡	#
Grade												
6th	9.6	5.4	5.1	1.5	8.0	5.2	3.8	1.3 !	5.9	4.0	2.6	‡
7th	11.2	8.1	3.8	0.9	8.2	6.0	2.6	0.9 !	5.8	3.4	2.6	0.6 !
8th	10.5	7.9	3.1	0.8 !	7.6	5.9	2.4	0.5 !	4.3	3.3	1.3	0.3 !
9th	11.9	9.1	3.4	0.7 !	8.9	6.5	3.2	0.6 !	7.9	6.2	2.4	0.8 !
10th	9.1	7.7	2.1	0.4 !	8.0	6.5	1.7	‡	6.5	5.7	1.2	0.4 !
11th	7.3	5.5	1.9	0.4 !	7.2	5.5	1.8 !	‡	4.8	3.8	1.6	‡
12th	6.1	4.6	1.9	‡	4.8	4.0	0.8 !	‡	2.9	2.3	0.9 !	‡
Urbanicity												
Urban	9.3	6.6	3.3	1.3	8.4	6.9	2.3	0.7	5.9	4.5	1.7	0.5
Suburban	10.3	7.6	3.5	0.6	7.6	5.4	2.4	0.5	5.7	4.3	1.7	0.4
Rural	8.3	6.8	1.8	0.3 !	6.4	5.0	1.9	0.4 !	4.7	3.4	2.0 !	0.5 !
Sector												
Public	9.8	7.3	3.1	0.7	7.9	5.9	2.5	0.6	5.7	4.4	1.9	0.5
Private	6.6	5.2	1.7	‡	4.5	4.3	‡	#	3.4	2.5	1.0 !	#

See notes at end of table.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2007—Continued

Student or school characteristic	2003				2005				2007			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	5.1	4.0	1.3	0.2	4.3	3.1	1.2	0.3	4.3	3.0	1.6	0.4
Sex												
Male	5.4	4.0	1.8	0.3 !	4.6	3.1	1.6	0.3 !	4.5	3.0	1.7	0.5 !
Female	4.8	4.1	0.9	‡	3.9	3.2	0.8	0.3	4.0	3.0	1.4	0.2 !
Race/ethnicity[2]												
White	5.4	4.3	1.4	0.2 !	4.7	3.4	1.3	0.3 !	4.3	3.1	1.5	0.2 !
Black	5.3	4.0	1.6	‡	3.8	2.7	1.3 !	‡	4.3	3.0	1.6 !	‡
Hispanic	3.9	3.0	1.1	0.4 !	3.9	3.1	0.9	0.4 !	3.6	2.2	1.4	0.8 !
Asian	—	—	—	—	1.5 !	‡	‡	‡	3.6 !	3.2 !	‡	‡
Other	5.0	4.4	‡	‡	4.3 !	‡	‡	‡	8.1	4.5 !	4.5 !	‡
Grade												
6th	3.8	2.2	1.9	#	4.6	2.8	1.9	‡	4.1	2.7	1.5 !	‡
7th	6.3	4.8	1.7	‡	5.4	2.9	2.6	‡	4.7	2.7	2.4	0.4 !
8th	5.2	4.1	1.5	0.3 !	3.6	2.4	1.4	‡	4.4	2.5	2.1	‡
9th	6.3	5.3	1.5	0.6 !	4.7	3.7	1.0	‡	5.3	4.6	1.2 !	‡
10th	4.8	3.7	1.4	#	4.3	3.8	0.5 !	‡	4.4	3.6	1.2 !	‡
11th	5.1	4.1	1.0 !	‡	3.6	2.8	0.7 !	‡	4.0	2.6	1.5 !	0.6 !
12th	3.6	3.1	0.5 !	#	3.8	3.5	‡	‡	2.7	1.9	0.8 !	‡
Urbanicity												
Urban	6.1	4.5	1.8	0.4 !	5.3	3.6	1.8	0.4 !	‡	‡	‡	‡
Suburban	4.8	3.8	1.2	0.1 !	4.2	3.2	1.1	0.3 !	‡	‡	‡	‡
Rural	4.7	3.9	0.9 !	‡	2.8	2.2 !	0.6 !	‡	‡	‡	‡	‡
Sector												
Public	5.2	4.0	1.4	0.2	4.4	3.3	1.2	0.3	4.6	3.2	1.7	0.4
Private	4.9	4.0	0.9 !	#	2.7	1.3 !	1.4 !	‡	1.1 !	1.1 !	‡	‡

— Not available.
Rounds to zero.
! Interpret data with caution.
‡ Reporting standards not met.
[1] Serious violent crimes are also included in violent crimes.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
NOTE: Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005	2007
Total	7.3	8.4	7.4	7.7	8.9	9.2	7.9	7.8
Sex								
Male	9.2	10.9	10.2	9.5	11.5	11.6	9.7	10.2
Female	5.4	5.8	4.0	5.8	6.5	6.5	6.1	5.4
Race/ethnicity[1]								
White	6.3	7.0	6.2	6.6	8.5	7.8	7.2	6.9
Black	11.2	11.0	9.9	7.6	9.3	10.9	8.1	9.7
Hispanic	8.6	12.4	9.0	9.8	8.9	9.4	9.8	8.7
Asian	(2)	(2)	(2)	7.7	11.3	11.5	4.6	7.6 !
American Indian/Alaska Native	11.7	11.4 !	12.5 !	13.2 !	15.2 !	22.1	9.8	5.9
Pacific Islander/Native Hawaiian	(2)	(2)	(2)	15.6	24.8	16.3	14.5 !	8.1 !
More than one race	(2)	(2)	(2)	9.3	10.3	18.7	10.7	13.3
Grade								
9th	9.4	9.6	10.1	10.5	12.7	12.1	10.5	9.2
10th	7.3	9.6	7.9	8.2	9.1	9.2	8.8	8.4
11th	7.3	7.7	5.9	6.1	6.9	7.3	5.5	6.8
12th	5.5	6.7	5.8	5.1	5.3	6.3	5.8	6.3
Urbanicity								
Urban	—	—	8.7	8.0	9.2	10.6	—	—
Suburban	—	—	7.0	7.4	9.0	8.8	—	—
Rural	—	—	5.6 !	8.3	8.1	8.2	—	—

— Not available.
! Interpret data with caution.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by state: 2003, 2005, and 2007

State	2003	2005	2007
United States	9.2	7.9	7.8
Alabama	7.2	10.6	—
Alaska	8.1	—	7.7
Arizona	9.7	10.7	11.2
Arkansas	—	9.6	9.1
California	—	—	—
Colorado	—	7.6	—
Connecticut	—	9.1	7.7
Delaware	7.7	6.2	5.6
District of Columbia	12.7	12.1	11.3
Florida	8.4	7.9	8.6
Georgia	8.2	8.3	8.1
Hawaii	—	6.8	6.4
Idaho	9.4	8.3	10.2
Illinois	—	—	7.8
Indiana	6.7	8.8	9.6
Iowa	—	7.8	7.1
Kansas	—	7.4	8.6
Kentucky	5.2	8.0	8.3
Louisiana	—	—	—
Maine	8.5	7.1	6.8
Maryland	—	11.7	9.6
Massachusetts	6.3	5.4	5.3
Michigan	9.7	8.6	8.1
Minnesota	—	—	—
Mississippi	6.6	—	8.3
Missouri	7.5	9.1	9.3
Montana	7.1	8.0	7.0
Nebraska	8.8	9.7	—
Nevada	6.0	8.1	7.8
New Hampshire	7.5	8.6	7.3
New Jersey	—	8.0	—
New Mexico	—	10.4	10.1
New York	7.2	7.2	7.3
North Carolina	7.2	7.9	6.6
North Dakota	5.9	6.6	5.2
Ohio	7.7	8.2	8.3
Oklahoma	7.4	6.0	7.0
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	8.2	8.7	8.3
South Carolina	—	10.1	9.8
South Dakota	6.5	8.1	5.9
Tennessee	8.4	7.4	7.3
Texas	—	9.3	8.7
Utah	7.3	9.8	11.4
Vermont	7.3	6.3	6.2
Virginia	—	—	—
Washington	—	—	—
West Virginia	8.5	8.0	9.7
Wisconsin	5.5	7.6	5.6
Wyoming	9.7	7.8	8.3

— Not available.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 5.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08

Teacher or school characteristic	1993–94 Percent Total	1993–94 Number Total	1999–2000 Percent Total	1999–2000 Number Total	2003–04 Percent Total	2003–04 Number Total
Total	11.7	342,100	8.8	305,200	6.8	253,100
Sex						
Male	14.7	115,900	11.0	95,200	8.5	78,500
Female	10.6	226,200	8.1	210,000	6.3	174,500
Race/ethnicity[1]						
White	11.5	295,100	8.6	252,600	6.4	199,000
Black	12.0	23,800	11.6	28,300	11.8	32,500
Hispanic	13.2	15,900	9.1	17,200	5.6	12,500
Other	13.5	7,300	8.4	7,100	8.7	9,100
Instructional level[2]						
Elementary	8.7	134,500	8.0	148,300	5.8	113,700
Secondary	15.0	207,500	9.9	157,000	8.0	139,400
Sector						
Public[3]	12.8	326,300	9.6	287,700	7.5	242,500
Private	4.2	15,700	3.9	17,500	2.3	10,600

Teacher or school characteristic	2007–08 Percent Total	Percent City	Percent Suburban	Percent Town	Percent Rural	Number Total	Number City	Number Suburban	Number Town	Number Rural
Total	7.5	10.3	6.4	7.5	5.7	289,600	110,800	88,500	37,600	52,800
Sex										
Male	9.3	13.1	8.2	8.0	7.0	88,500	35,900	26,900	9,700	16,000
Female	6.9	9.3	5.9	7.3	5.3	201,100	74,900	61,600	27,900	36,700
Race/ethnicity[1]										
White	7.2	10.3	6.2	7.6	5.7	234,500	81,000	72,100	33,900	47,400
Black	11.0	13.5	10.7	6.2	6.6	28,500	16,000	8,700	1,200	2,600 !
Hispanic	6.7	8.3	4.7	7.3 !	5.4 !	18,000	10,500	4,100	1,700 !	1,700 !
Other	7.6	7.6	8.8	6.2 !	5.5	8,600	3,300 !	3,600	700 !	1,000
Instructional level[2]										
Elementary	6.6	9.2 !	5.4	7.5	4.8	129,400	49,800	37,400	19,600	22,600
Secondary	8.4	11.4	7.5	7.4	6.7	160,200	61,000	51,000	17,900	30,200
Sector										
Public[3]	8.1	12.1	7.0	7.8	5.9	276,700	106,200	83,700	36,300	50,600
Private	2.6	2.3	2.7	3.6 !	3.2	12,800	4,600	4,800	1,300 !	2,200

! Interpret data with caution.

[1] Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, in 2003–04 and 2007–08, two or more races. Race categories exclude persons of Hispanic ethnicity.

[2] Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition.

[3] The public sector includes public, public charter, and Bureau of Indian Education school teachers.

NOTE: Teachers who taught only prekindergarten students are excluded. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100. Figures were revised and may differ from previously published data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 5.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08

Teacher or school characteristic	1993–94 Percent Total	1993–94 Number Total	1999–2000 Percent Total	1999–2000 Number Total	2003–04 Percent Total	2003–04 Number Total
Total	4.1	120,000	3.9	134,700	3.4	127,500
Sex						
Male	3.9	30,800	3.6	30,600	2.6	23,600
Female	4.2	89,200	4.0	104,100	3.7	104,000
Race/ethnicity[1]						
White	4.0	103,400	3.8	111,600	3.2	100,500
Black	3.9	7,700	4.8	11,600	5.5	15,100
Hispanic	5.1	6,200	4.6	8,800	3.1	7,000
Other	5.1	2,800	3.2	2,700	4.8	5,000
Instructional level[2]						
Elementary	4.9	76,200	5.5	102,100	4.5	88,100
Secondary	3.2	43,800	2.1	32,600	2.3	39,500
Sector						
Public[3]	4.4	111,300	4.2	125,100	3.7	120,000
Private	2.3	8,700	2.1	9,600	1.6	7,500

Teacher or school characteristic	2007–08 Percent Total	Percent City	Percent Suburban	Percent Town	Percent Rural	2007–08 Number Total	Number City	Number Suburban	Number Town	Number Rural
Total	4.0	4.9	3.9	4.0	3.0	154,400	52,800	53,400	20,000	28,100
Sex										
Male	3.7	5.5	3.9	2.8 !	1.7	34,900	14,900	12,600	3,400 !	3,900
Female	4.1	4.7	3.9	4.4	3.5	119,500	37,900	40,800	16,600	24,200
Race/ethnicity[1]										
White	4.0	5.2	3.8	4.1	3.2	131,000	41,200	44,900	18,400	26,600
Black	4.8	5.5	5.7 !	‡	‡	12,300	6,600	4,600 !	‡	‡
Hispanic	3.0	3.5 !	2.6 !	‡	1.0 !	8,100	4,500 !	2,200 !	‡	300 !
Other	2.6 !	1.5 !	‡	‡	2.4 !	3,000 !	700 !	‡	‡	400 !
Instructional level[2]										
Elementary	5.7	7.1	5.4	6.2	4.4	113,100	38,500	37,700	16,200	20,700
Secondary	2.2	2.7	2.3	1.6	1.6	41,300	14,400	15,700	3,900	7,400
Sector										
Public[3]	4.3	5.7	4.1	4.1	3.2	145,100	50,000	48,900	19,200	27,000
Private	1.9	1.4	2.5	2.3 !	1.7 !	9,300	2,900	4,500	800 !	1,100 !

! Interpret data with caution.
‡ Reporting standards not met.
[1] Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, in 2003–04 and 2007–08, two or more races. Race categories exclude persons of Hispanic ethnicity.
[2] Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition.
[3] The public sector includes public, public charter, and Bureau of Indian Education school teachers.
NOTE: Teachers who taught only prekindergarten students are excluded. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 5.3. Percentage and number of public school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by state: 1993–94 through 2007–08

	Percent				Number			
State	1993–94	1999–2000	2003–04	2007–08	1993–94	1999–2000	2003–04	2007–08
United States	12.8	9.6	7.5	8.1	326,300	287,700	242,500	276,700
Alabama	13.3	8.8	6.1	6.8	6,000	4,400	3,100	3,600
Alaska	13.7	10.9	8.9	7.8	1,100	900	800	600
Arizona	13.0	9.5	6.9	6.6	4,900	4,700	3,900	4,400
Arkansas	13.8	10.1	4.8	5.7	4,200	3,100	1,800	2,000
California	7.4	5.8	6.1	8.6	15,400	16,200	17,200	26,500
Colorado	13.1	6.6	3.8	6.9	4,700	2,800	1,900	3,400
Connecticut	11.9	9.1	6.9	7.2	4,200	3,800	3,100	3,600
Delaware	18.7	11.4	7.7	11.7	1,300	900	600	1,000
District of Columbia	24.4	22.3	18.0	16.9	1,200	1,300	900	700
Florida	20.1	12.2	11.2	11.4	21,400	15,800	17,600	20,200
Georgia	14.0	9.5	6.4	5.8	10,500	8,400	6,500	7,000
Hawaii	9.9	9.4	9.1	7.6	1,100	1,100	1,200	1,000 !
Idaho	9.8	7.9	5.4	5.9	1,200	1,100	800	1,000
Illinois	10.8	8.2	8.0	8.2	12,100	11,200	11,000	11,800
Indiana	13.8	7.6	7.2	10.2	8,000	4,600	4,500	7,000
Iowa	9.4	10.7	4.9	6.6	3,400	4,100	1,900	2,600
Kansas	10.8	6.0	3.7	5.7	3,400	2,000	1,400	2,100
Kentucky	14.0	12.6	7.9	9.9	5,800	5,400	3,800	4,300
Louisiana	17.0	13.4	9.9	10.4	8,300	6,800	5,100	5,000
Maine	9.0	11.7	5.2	9.5	1,400	2,000	1,000	1,700
Maryland	19.9	10.7	13.5	12.7	8,700	5,800	8,000	7,600
Massachusetts	10.8	11.3	6.4	9.7	6,300	8,900	5,400	7,800
Michigan	10.8	8.0	9.3	6.0	8,900	8,000	9,200	5,900
Minnesota	9.6	9.5	8.2	7.3	4,200	5,500	5,000	4,700
Mississippi	13.4	11.1	5.5	10.7	4,000	3,700	1,900	3,800
Missouri	12.6	11.3	8.3	8.7	7,800	7,200	6,200	6,400
Montana	7.7	8.4	6.1	6.4	1,000	1,000	800	800
Nebraska	10.4	9.9	7.5	7.2	2,100	2,300	1,900	1,700
Nevada	13.2	11.6	7.3	9.3	1,700	2,000	1,500	2,200
New Hampshire	11.1	8.8	5.8	6.5	1,400	1,300	1,000	1,100
New Jersey	7.9	7.5	4.3	4.7	6,600	7,400	4,900	5,800
New Mexico	12.8	10.2	7.8	12.8	2,500	2,200	1,700	3,000
New York	16.2	11.5	10.5	10.5	28,900	23,900	24,400	24,000
North Carolina	17.1	12.8	8.7	9.6	12,400	11,000	8,300	9,200
North Dakota	5.5	5.7	5.6	3.2	500	500	600	300
Ohio	15.2	9.6	6.2	8.7	16,900	11,800	8,300	11,700
Oklahoma	11.0	8.5	6.1	7.4	4,600	3,900	2,800	3,400
Oregon	11.5	6.9	5.5	6.3	2,900	2,000	1,600	2,000
Pennsylvania	11.0	9.5	9.5	4.6	12,600	12,000	11,900	6,300
Rhode Island	13.4	10.2	4.6 !	8.7	1,200	1,200	600	1,100
South Carolina	15.3	11.5	8.6	8.5	6,000	5,000	4,000	4,200
South Dakota	6.5	7.9	5.3	7.7	700	900	600	900 !
Tennessee	12.5	13.3	6.6	7.7	5,900	7,700	4,200	5,100
Texas	12.7	8.9	7.7	7.6	28,300	23,800	22,200	25,700
Utah	11.2	8.1	5.2	5.7	2,200	1,900	1,200	1,600
Vermont	12.4	9.9	4.9	7.6	900	900	500	800
Virginia	14.9	12.1	6.5	8.2	9,700	9,800	6,000	7,600
Washington	12.8	10.0	6.8	7.0	6,200	5,500	4,300	4,100
West Virginia	11.4	10.0	7.2	8.0	2,400	2,300	1,600	1,800
Wisconsin	13.8	10.1	4.7	9.0	8,600	6,800	3,500	6,200
Wyoming	9.0	6.7	3.8 !	5.4	700	500	300 !	400

! Interpret data with caution.

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Education school teachers. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 5.4. Percentage and number of public school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by state: 1993–94 through 2007–08

	Percent				Number			
State	1993–94	1999–2000	2003–04	2007–08	1993–94	1999–2000	2003–04	2007–08
United States	4.4	4.2	3.7	4.3	111,300	125,100	120,000	145,100
Alabama	3.2	3.8	2.7	3.2 !	1,400	1,900	1,400	1,700!
Alaska	6.6	5.2	6.0	6.7	500	400	500	500
Arizona	3.6	4.5	2.6	5.0	1,300	2,200	1,500	3,300
Arkansas	3.0	2.5	2.7	3.9	900	800	1,000	1,400
California	2.9	2.5	2.0	3.6	6,000	6,900	5,800	11,000
Colorado	4.9	3.1	1.5 !	4.7	1,800	1,300	700 !	2,300
Connecticut	3.5	4.1	2.8	3.3 !	1,200	1,700	1,200	1,700
Delaware	7.1	5.3	3.1 !	5.4	500	400	200 !	400!
District of Columbia	8.4	9.1	5.2	7.1	400	500	300	300
Florida	4.9	6.7	6.5	4.0	5,200	8,600	10,200	7,100
Georgia	3.4	3.6	4.6	4.0	2,500	3,100	4,700	4,900
Hawaii	2.9	3.2	5.4	4.1 !	300	400	700	500!
Idaho	4.2	4.4	2.5 !	2.9 !	500	600	400 !	500!
Illinois	4.4	2.7	2.3 !	3.9	4,900	3,700	3,200 !	5,700
Indiana	3.0	3.0	4.1 !	4.7	1,700	1,800	2,600 !	3,200
Iowa	4.3	3.9	2.4	3.1	1,500	1,500	900	1,200!
Kansas	3.8	2.9	3.3	5.0	1,200	1,000	1,200	1,900
Kentucky	3.8	4.5	2.7	5.8	1,600	1,900	1,300 !	2,600
Louisiana	6.6	5.0	2.7	4.0 !	3,200	2,600	1,400	1,900!
Maine	2.4	6.3	3.3 !	5.2	400	1,100	600 !	900
Maryland	8.6	4.6	6.5	8.4	3,800	2,500	3,900	5,000
Massachusetts	4.7	4.3	3.9	4.1	2,800	3,400	3,200	3,300
Michigan	6.5	3.8	4.9	3.5 !	5,300	3,800	4,900	3,400!
Minnesota	4.5	4.5	3.6	6.6	2,000	2,600	2,200	4,200
Mississippi	4.1	3.7	0.9 !	2.9	1,200	1,200	300 !	1,000
Missouri	3.2	5.6	5.5	5.3	2,000	3,600	4,100	3,800
Montana	2.7	2.7	1.9	4.0	300	300	200	500
Nebraska	3.6	3.8	4.1	4.2	700	900	1,100	1,000
Nevada	4.5	8.1	3.7 !	3.3 !	600	1,400	700 !	800!
New Hampshire	3.0	4.2	2.8 !	2.2 !	400	600	500 !	400!
New Jersey	2.4	3.4	2.0 !	1.8 !	2,000	3,300	2,200 !	2,300!
New Mexico	4.4	6.7	5.8	4.3 !	800	1,500	1,300	1,000!
New York	6.7	5.2	6.6	6.4	12,000	10,900	15,300	14,600
North Carolina	6.0	5.5	4.4	5.9 !	4,300	4,800	4,200	5,700
North Dakota	2.9	2.1	2.3	1.7 !	200	200	200	200!
Ohio	3.6	2.9	2.5 !	2.2 !	4,000	3,500	3,400 !	2,900!
Oklahoma	3.8	4.4	3.0	3.1	1,600	2,000	1,400	1,400
Oregon	3.4	3.1	1.4 !	3.9 !	900	900	400 !	1,200!
Pennsylvania	3.6	4.5	4.9	3.8	4,100	5,700	6,200	5,200
Rhode Island	4.2	4.8	2.4 !	‡	400	600	300 !	‡
South Carolina	3.8	5.3	3.2	2.9 !	1,500	2,300	1,500	1,400!
South Dakota	2.6	4.0	2.8	4.5	300	500	300	500
Tennessee	3.5	2.6	3.5	3.9	1,700	1,500	2,200	2,600
Texas	4.0	4.8	3.9	4.2	9,000	12,800	11,200	14,100
Utah	7.0	2.6	4.1	3.8 !	1,400	600	1,000	1,000!
Vermont	8.6	5.3	1.8 !	4.2	600	500	200 !	400!
Virginia	6.9	4.9	2.7 !	6.0	4,500	3,900	2,500 !	5,600
Washington	4.7	5.1	4.2	4.1	2,300	2,800	2,600	2,400!
West Virginia	3.0	3.4	3.2	3.9	600	800	700	900
Wisconsin	4.0	4.4	2.3	6.6	2,500	3,000	1,700	4,600
Wyoming	2.7	2.5	2.6 !	3.0	200	200	200 !	200!

! Interpret data with caution.

‡ Reporting standards not met.

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Education school teachers. Details may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2007–08

	Recorded incidents					
	1999–2000	2003–04	2005–06	2007–08		
Type of crime	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Number of incidents	Rate per 1,000 students
Total	86.4	88.5	85.7	85.5	2,040,800	42.7
Violent incidents	71.4	81.4	77.7	75.5	1,332,400	27.9
Physical attack or fight without a weapon	63.7	76.7	74.3	72.7	812,200	17.0
Threat of physical attack without a weapon	52.2	53.0	52.2	47.8	461,900	9.7
Serious violent incidents	19.7	18.3	17.1	17.2	58,300	1.2
Rape or attempted rape	0.7	0.8	0.3	0.8	800	#
Sexual battery other than rape	2.5	3.0	2.8	2.5	3,800	0.1
Physical attack or fight with a weapon	5.2	4.0	3.0	3.0	14,000	0.3
Threat of physical attack with a weapon	11.1	8.6	8.8	9.3	20,300	0.4
Robbery with a weapon	0.5 !	0.6	0.4	0.4 !	700 !	#
Robbery without a weapon	5.3	6.3	6.4	5.2	18,700	0.4
Theft[1]	45.6	46.0	46.0	47.3	268,900	5.6
Other incidents	72.7	64.0	68.2	67.4	439,500	9.2
Possession of a firearm/explosive device	5.5	6.1	7.2	4.7	5,300	0.1
Possession of a knife or sharp object[2]	42.6	—	42.8	40.6	77,000	1.6
Distribution of illegal drugs	12.3	12.9	—	—	—	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	—	—	—
Distribution, possession, or use of illegal drugs	—	—	25.9	23.2	107,300	2.2
Distribution, possession, or use of alcohol	—	—	16.2	14.9	37,800	0.8
Sexual harassment	36.3	—	—	—	—	—
Vandalism	51.4	51.4	50.5	49.3	212,100	4.4

See notes at end of table.

Table 6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2007–08—Continued

	Reported various types of crime to police					
	1999–2000	2003–04	2005–06	2007–08		
Type of crime	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Number of incidents	Rate per 1,000 students
Total	62.5	65.2	60.9	62.0	704,200	14.7
Violent incidents	36.0	43.6	37.7	37.8	302,600	6.3
Physical attack or fight without a weapon	25.8	35.6	29.2	28.2	171,000	3.6
Threat of physical attack without a weapon	18.9	21.0	19.7	19.5	102,100	2.1
Serious violent incidents	14.8	13.3	12.6	12.6	29,400	0.6
Rape or attempted rape	0.6	0.8	0.3	0.8	800	#
Sexual battery other than rape	2.3	2.6	2.6	2.1	2,700	0.1
Physical attack or fight with a weapon	3.9	2.8	2.2	2.1	5,400	0.1
Threat of physical attack with a weapon	8.5	6.0	5.9	5.7	9,100	0.2
Robbery with a weapon	0.3 !	0.6	0.4	0.4 !	600 !	#
Robbery without a weapon	3.4	4.2	4.9	4.1	10,700	0.2
Theft[1]	28.5	30.5	27.9	31.0	133,800	2.8
Other incidents	52.0	50.0	50.6	48.7	267,800	5.6
Possession of a firearm/explosive device	4.5	4.9	5.5	3.6	3,900	0.1
Possession of a knife or sharp object[2]	23.0	—	25.0	23.3	43,200	0.9
Distribution of illegal drugs	11.4	12.4	—	—	—	—
Possession or use of alcohol or illegal drugs	22.2	26.0	—	—	—	—
Distribution, possession, or use of illegal drugs	—	—	22.8	20.7	94,300	2.0
Distribution, possession, or use of alcohol	—	—	11.6	10.6	26,900	0.6
Sexual harassment	14.7	—	—	—	—	—
Vandalism	32.7	34.3	31.9	30.8	99,500	2.1

— Not available.
Rounds to zero.
! Interpret data with caution.
[1] Theft/larceny includes taking things worth over $10 without personal confrontation. Please see appendix B for a more detailed definition.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. Estimates of number of incidents are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Table 6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08

School characteristic	Total number of schools	Violent incidents[1]			Serious violent incidents[2]		
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	83,000	75.5	1,332,400	27.9	17.2	58,300	1.2
School level[5]							
Primary	49,200	65.1	588,700	25.6	13.0	24,000	1.0
Middle	15,300	94.3	400,900	41.3	22.0	18,600	1.9
High school	11,900	94.0	277,200	22.3	28.9	14,100	1.1
Combined	6,600	75.5	65,700	24.7	16.4	1,700	0.6
Enrollment size							
Less than 300	19,200	60.6	137,700	34.4	12.3	7,300 !	1.8 !
300–499	24,300	69.1	242,600	24.3	11.4	7,800	0.8
500–999	30,200	83.4	601,700	30.0	19.8	24,400	1.2
1,000 or more	9,300	97.0	350,400	25.5	34.0	18,800	1.4
Urbanicity							
City	21,300	82.1	494,800	35.8	20.2	26,800	1.9
Suburb	23,900	73.7	380,600	22.8	17.4	15,500	0.9
Town	11,800	80.0	158,700	26.4	17.6	7,200	1.2
Rural	26,000	69.5	298,300	26.4	14.4	8,800	0.8
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	13,700	66.7	116,500	21.7	15.0	4,600	0.8
5 percent to less than 20 percent	21,400	72.7	226,100	18.8	13.7	7,400	0.6
20 percent to less than 50 percent	20,300	77.3	349,600	27.1	15.2	10,500	0.8
50 percent or more	27,600	80.5	640,300	36.6	22.5	35,800	2.0
Percent of students eligible for free or reduced-price lunch							
0–25	21,900	67.7	222,100	15.2	15.1	7,500	0.5
26–50	25,800	75.6	372,200	25.3	15.4	14,000	1.0
51–75	18,800	77.4	342,300	35.6	17.6	12,700	1.3
76–100	16,500	83.4	395,800	45.0	22.4	24,200	2.8
Student/teacher ratio[6]							
Less than 12	42,200	71.8	563,400	29.1	15.3	25,100	1.3
12–16	28,500	78.0	494,600	26.2	18.0	20,700	1.1
More than 16	12,300	82.0	274,400	28.6	21.9	12,500	1.3

See notes at end of table.

Table 6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08—Continued

School characteristic	Theft[3]			Other incidents[4]		
	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	47.3	268,900	5.6	67.4	439,500	9.2
School level[5]						
Primary	30.6	48,300	2.1	55.1	112,200	4.9
Middle	69.5	80,500	8.3	84.0	119,700	12.3
High school	83.7	122,600	9.9	93.5	183,700	14.8
Combined	54.7	17,500	6.6	72.9	23,800	9.0
Enrollment size						
Less than 300	33.3	21,400	5.4	47.6	36,200	9.1
300–499	35.6	31,800	3.2	62.1	64,600	6.5
500–999	54.0	101,700	5.1	75.5	155,000	7.7
1,000 or more	84.9	114,000	8.3	95.5	183,600	13.4
Urbanicity						
City	54.5	85,100	6.2	77.5	160,000	11.6
Suburb	40.3	84,100	5.0	66.7	138,100	8.3
Town	49.1	32,100	5.3	66.4	49,300	8.2
Rural	47.1	67,700	6.0	60.2	92,100	8.2
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	46.1	31,700	5.9	60.6	39,600	7.4
5 percent to less than 20 percent	43.0	66,400	5.5	62.0	87,400	7.3
20 percent to less than 50 percent	45.8	67,600	5.2	70.0	108,600	8.4
50 percent or more	52.4	103,300	5.9	72.9	203,900	11.7
Percent of students eligible for free or reduced-price lunch						
0–25	46.2	82,500	5.6	66.1	108,000	7.4
26–50	45.4	83,200	5.6	64.2	127,200	8.6
51–75	46.2	52,700	5.5	69.7	101,000	10.5
76–100	53.0	50,500	5.7	71.3	103,300	11.7
Student/teacher ratio[6]						
Less than 12	41.5	105,700	5.5	61.4	166,300	8.6
12–16	51.3	103,500	5.5	71.8	166,800	8.8
More than 16	57.9	59,700	6.2	77.3	106,300	11.1

! Interpret data with caution.

[1] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

[2] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.

[3] Theft/larceny includes taking things worth over $10 without personal confrontation. Please see appendix B for a more detailed definition.

[4] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

[5] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.

[6] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. Estimates of number of incidents and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08

School characteristic	Total number of schools	Violent incidents[1]			Serious violent incidents[2]		
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	83,000	37.8	302,600	6.3	12.6	29,400	0.6
School level[5]							
Primary	49,200	20.0	49,700	2.2	7.1	5,400	0.2
Middle	15,300	64.4	107,300	11.1	17.9	10,900	1.1
High school	11,900	74.5	131,400	10.6	26.4	11,500	0.9
Combined	6,600	42.9	14,100	5.3	15.7	1,600 !	0.6
Enrollment size							
Less than 300	19,200	23.2	18,000	4.5	7.3	2,200	0.6
300–499	24,300	27.4	34,100	3.4	8.1	3,300	0.3
500–999	30,200	43.1	110,100	5.5	13.8	10,200	0.5
1,000 or more	9,300	78.4	140,300	10.2	31.1	13,700	1.0
Urbanicity							
City	21,300	45.1	123,800	9.0	16.2	13,300	1.0
Suburb	23,900	34.4	82,800	5.0	12.2	7,500	0.5
Town	11,800	40.8	38,800	6.5	11.7	3,700	0.6
Rural	26,000	33.7	57,200	5.1	10.3	4,900	0.4
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	13,700	32.1	21,000	3.9	10.7	2,800	0.5
5 percent to less than 20 percent	21,400	35.2	55,200	4.6	9.8	4,400	0.4
20 percent to less than 50 percent	20,300	37.2	81,300	6.3	11.5	5,500	0.4
50 percent or more	27,600	43.2	145,100	8.3	16.4	16,600	1.0
Percent of students eligible for free or reduced-price lunch							
0–25	21,900	34.0	61,600	4.2	11.1	5,100	0.3
26–50	25,800	35.3	93,800	6.4	11.6	7,800	0.5
51–75	18,800	37.7	74,300	7.7	13.8	7,000	0.7
76–100	16,500	47.1	72,900	8.3	14.6	9,500	1.1
Student/teacher ratio[6]							
Less than 12	42,200	34.3	119,000	6.2	11.3	10,700	0.6
12–16	28,500	40.5	113,600	6.0	13.2	12,500	0.7
More than 16	12,300	43.8	69,900	7.3	15.4	6,200	0.6

See notes at end of table.

Table 6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08—Continued

School characteristic	Theft[3]			Other incidents[4]		
	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	31.0	133,800	2.8	48.7	267,800	5.6
School level[5]						
Primary	16.4	18,200	0.8	33.7	45,800	2.0
Middle	46.8	32,000	3.3	68.6	70,500	7.3
High school	65.4	74,500	6.0	85.3	139,000	11.2
Combined	40.1	9,200	3.5	48.2	12,500	4.7
Enrollment size						
Less than 300	20.1	7,400	1.8	29.4	17,500	4.4
300–499	19.2	11,600	1.2	39.8	28,900	2.9
500–999	35.9	46,900	2.3	56.2	86,500	4.3
1,000 or more	68.2	67,900	4.9	87.7	134,900	9.8
Urbanicity						
City	38.0	42,600	3.1	60.0	96,800	7.0
Suburb	26.5	44,200	2.6	49.2	84,600	5.1
Town	30.6	17,500	2.9	46.2	29,900	5.0
Rural	29.5	29,500	2.6	40.2	56,500	5.0
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	26.4	13,800	2.6	36.8	21,000	3.9
5 percent to less than 20 percent	31.1	38,300	3.2	44.9	58,700	4.9
20 percent to less than 50 percent	29.9	33,700	2.6	49.8	65,000	5.0
50 percent or more	33.9	48,000	2.7	56.7	123,100	7.0
Percent of students eligible for free or reduced-price lunch						
0–25	30.8	43,300	3.0	48.7	71,300	4.9
26–50	30.1	43,900	3.0	47.4	84,500	5.7
51–75	27.9	25,500	2.6	43.3	50,700	5.3
76–100	36.0	21,100	2.4	56.8	61,400	7.0
Student/teacher ratio[6]						
Less than 12	27.9	51,500	2.7	42.7	94,300	4.9
12–16	33.9	53,800	2.9	52.9	106,200	5.6
More than 16	34.8	28,500	3.0	59.4	67,300	7.0

! Interpret data with caution.

[1] Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

[2] Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.

[3] Theft/larceny includes taking things worth over $10 without personal confrontation. Please see appendix B for a more detailed definition.

[4] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

[5] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.

[6] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. Estimates of number of incidents and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 6.4. Percentage of public schools recording and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08

School characteristic	Number of violent incidents recorded						
	None	1–2	3–5	6–9	10–14	15–19	20 or more
Total	24.5	10.8	13.0	11.0	10.8	6.2	23.5
School level[1]							
Primary	34.9	11.5	13.1	9.1	9.6	4.9	16.9
Middle	5.7	7.0	11.4	14.7	11.9	9.4	39.9
High school	6.0	8.2	12.7	13.2	12.5	9.5	37.9
Combined	24.5	19.4	17.0	12.4	14.3	3.3 !	9.2
Enrollment size							
Less than 300	39.4	16.4	11.9	11.0	8.6	4.3 !	8.5
300–499	30.9	12.0	16.7	9.7	11.6	5.0	14.0
500–999	16.6	8.7	13.5	13.3	11.1	7.4	29.5
1,000 or more	3.0 !	3.2	4.3	6.9	12.5	10.0	60.1
Urbanicity							
City	17.9	8.2	9.2	11.1	11.5	6.4	35.8
Suburb	26.3	9.5	16.5	8.2	10.4	4.6	24.4
Town	20.0	13.6	12.0	11.3	13.3	9.3	20.5
Rural	30.5	12.9	13.5	13.3	9.5	6.3	14.1
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	33.3	12.0	12.3	12.0	11.2	9.9	9.3
5 percent to less than 20 percent	27.3	14.9	15.6	11.1	9.8	6.1	15.2
20 percent to less than 50 percent	22.7	9.3	12.5	12.1	11.7	5.1	26.6
50 percent or more	19.5	8.2	11.9	9.6	10.8	5.4	34.7
Percent of students eligible for free or reduced-price lunch							
0–25	32.3	11.2	14.3	12.4	8.0	6.5	15.3
26–50	24.4	11.7	14.2	11.4	12.6	6.3	19.3
51–75	22.6	9.2	11.5	11.9	13.1	5.8	26.0
76–100	16.6	10.8	11.3	7.4	9.4	6.3	38.1
Student/teacher ratio[2]							
Less than 12	28.2	12.8	13.5	9.4	11.5	6.4	18.3
12–16	22.0	8.5	13.6	13.3	10.1	5.9	26.6
More than 16	18.0	9.7	10.2	10.9	10.1	6.7	34.5

See notes at end of table.

Table 6.4. Percentage of public schools recording and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08—Continued

School characteristic	Number of violent incidents reported to the police						
	None	1–2	3–5	6–9	10–14	15–19	20 or more
Total	62.2	14.0	8.2	4.9	4.0	1.8	4.9
School level[1]							
Primary	80.0	11.3	3.6	2.1	2.0	‡	‡
Middle	35.6	19.8	14.9	9.4	7.1	3.3	9.9
High school	25.5	13.2	16.5	11.5	9.5	5.7	18.1
Combined	57.1	21.7	12.7 !	3.2 !	‡	‡	2.2 !
Enrollment size							
Less than 300	76.8	14.4	4.7	0.9 !	‡	‡	‡
300–499	72.6	13.2	6.9	3.7	1.8 !	‡	1.1 !
500–999	56.9	15.6	9.7	6.4	5.4	1.8	4.1
1,000 or more	21.6	9.5	14.4	11.2	9.8	6.9	26.5
Urbanicity							
City	54.9	15.0	8.9	4.8	5.2	2.3	9.0
Suburb	65.6	13.0	7.1	4.4	3.1	1.9	4.8
Town	59.2	13.2	11.0	6.7	4.6	‡	3.5
Rural	66.3	14.4	7.6	4.5	3.5	1.4	2.3
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	67.9	16.3	8.8	3.5	1.8	0.6 !	1.2 !
5 percent to less than 20 percent	64.8	13.6	8.3	5.6	3.1	1.7	3.0
20 percent to less than 50 percent	62.8	11.6	7.4	6.3	3.2	2.7	5.9
50 percent or more	56.8	14.8	8.6	4.0	6.3	1.9	7.5
Percent of students eligible for free or reduced-price lunch							
0–25	66.0	12.4	8.2	4.7	3.2	1.8	3.8
26–50	64.7	11.5	9.4	5.3	2.4	1.8	4.9
51–75	62.3	13.3	5.6	5.6	6.2	1.8 !	5.1
76–100	52.9	20.6	9.7	3.7	4.9	2.0 !	6.3
Student/teacher ratio[2]							
Less than 12	65.7	13.0	7.6	4.5	4.0	1.7	3.4
12–16	59.5	15.0	9.2	5.5	3.6	1.6	5.7
More than 16	56.2	14.9	8.1	4.7	4.7	3.1	8.3

! Interpret data with caution.

‡ Reporting standards not met.

[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.

[2] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

NOTE: Violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08

School characteristic	Number of serious violent incidents recorded					
	None	1	2	3–5	6–9	10 or more
Total	82.8	7.9	3.3	3.3	1.1	1.5
School level[1]						
Primary	87.0	5.7	2.7	2.9	‡	1.0 !
Middle	78.0	9.7	3.8	4.1	1.6	2.8
High school	71.1	12.1	5.7	5.9	2.7	2.4
Combined	83.6	13.2 !	‡	‡	#	‡
Enrollment size						
Less than 300	87.7	6.9	2.7 !	‡	‡	‡
300–499	88.6	5.0	2.5 !	2.5 !	‡	‡
500–999	80.2	9.4	3.6	3.9	1.3 !	1.6
1,000 or more	66.0	13.2	5.8	7.0	3.2	4.8
Urbanicity						
City	79.8	7.1	3.2	4.5	2.6 !	2.9
Suburb	82.6	9.0	2.9	3.3	1.2 !	1.1 !
Town	82.4	7.1	4.6	4.0 !	‡	‡
Rural	85.6	8.0	3.3	2.1	0.3 !	0.6 !
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/ Alaska Native students						
Less than 5 percent	85.0	8.5	4.5 !	1.7 !	#	‡
5 percent to less than 20 percent	86.3	7.3	3.0	2.2 !	0.5 !	0.6 !
20 percent to less than 50 percent	84.8	7.6	2.5 !	2.6	1.3 !	1.2 !
50 percent or more	77.5	8.4	3.6	5.5	2.1 !	2.8
Percent of students eligible for free or reduced-price lunch						
0–25	84.9	8.1	3.8	2.3	0.5 !	0.4 !
26–50	84.6	7.6	3.6	2.4	0.8 !	1.1
51–75	82.4	7.0	2.5 !	4.7	1.9 !	1.4 !
76–100	77.6	9.4	3.1 !	4.7	1.7 !	3.5
Student/teacher ratio[2]						
Less than 12	84.7	7.2	3.4	2.5	0.9 !	1.3
12–16	82.0	8.7	3.4	3.7	1.0 !	1.2
More than 16	78.1	8.6	2.9 !	5.6	2.3 !	2.5 !

See notes at end of table.

Table 6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08—Continued

School characteristic	Number of serious violent incidents reported to the police					
	None	1	2	3–5	6–9	10 or more
Total	87.4	7.4	2.1	2.1	0.5	0.6
School level[1]						
Primary	92.9	5.3	0.9 !	1.0 !	#	#
Middle	82.1	7.7	3.7	4.0	1.1 !	1.4
High school	73.6	12.3	5.4	4.9	1.8	2.0
Combined	84.3	13.3 !	‡	‡	#	‡
Enrollment size						
Less than 300	92.7	6.4	‡	‡	‡	‡
300–499	91.9	4.9	1.8 !	1.2 !	‡	#
500–999	86.2	8.3	2.6	2.2	0.4 !	0.4 !
1,000 or more	68.9	12.5	5.4	7.5	2.2	3.5
Urbanicity						
City	83.8	7.1	3.0	3.9	0.7 !	1.4
Suburb	87.8	7.6	2.1	1.6	0.5 !	0.4
Town	88.3	6.5	3.0 !	‡	‡	‡
Rural	89.7	7.8	1.0	1.2 !	‡	‡
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/ Alaska Native students						
Less than 5 percent	89.3	8.7	1.0 !	0.6 !	#	‡
5 percent to less than 20 percent	90.2	5.6	2.3	1.3	0.4 !	‡
20 percent to less than 50 percent	88.5	7.3	1.7	1.9	‡	0.4 !
50 percent or more	83.6	8.1	2.9	3.5	0.8	1.1
Percent of students eligible for free or reduced-price lunch						
0–25	88.9	6.6	2.6	1.4	0.3	0.3 !
26–50	88.4	6.6	2.6	1.7	0.2	0.4
51–75	86.2	8.7	1.1	2.6 !	0.8 !	0.5 !
76–100	85.4	7.9	1.9 !	2.9 !	0.7 !	1.2
Student/teacher ratio[2]						
Less than 12	88.7	6.8	2.1	1.7	0.3 !	0.3
12–16	86.8	7.9	2.2	2.0	0.4 !	0.6
More than 16	84.6	7.9	2.1 !	3.3	0.9 !	1.2

Rounds to zero.
! Interpret data with caution.
‡ Reporting standards not met.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.
[2] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.
NOTE: Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2007–08

	Happens at least once a week[1]						Happens at all[2]	
School characteristic	Student racial/ ethnic tensions	Student bullying	Student sexual harassment of other students	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Wide-spread disorder in class-rooms	Gang activities	Cult or extremist group activities
Total	3.7	25.3	3.0	6.0	10.5	4.0	19.8	2.6
School level[3]								
Primary	2.6	20.5	1.3 !	3.7	7.7	3.1	10.0	0.6 !
Middle	5.6	43.5	6.5	9.8	17.7	6.6	35.4	3.1
High school	5.3	21.7	5.7	12.1	16.9	4.8	43.1	8.0
Combined	4.3 !	24.9	‡	2.9 !	3.8 !	‡	14.3	6.4 !
Enrollment size								
Less than 300	3.2 !	18.7	2.7 !	4.5 !	5.6 !	3.2 !	9.8	1.3 !
300–499	1.4 !	20.8	1.8 !	3.1	8.4	2.6 !	12.8	1.0 !
500–999	5.3	30.6	3.4	6.4	11.9	5.1	21.8	2.6
1,000 or more	5.5	33.2	5.7	15.3	22.0	6.1	52.4	9.4
Urbanicity								
City	5.4	27.5	4.0	11.5	18.2	7.7	33.9	3.3
Urban fringe	2.9	24.6	2.9	5.0	9.3	3.3	18.8	2.6
Town	2.8 !	30.3	3.1 !	4.5	10.6	2.9	16.8	2.5 !
Rural	3.4	21.7	2.4 !	3.0	5.4	2.2	10.6	2.0
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students								
Less than 5 percent	1.2 !	25.6	2.7 !	2.8 !	5.6	2.0 !	3.9	‡
5 percent to less than 20 percent	2.7	24.9	2.5	2.6	5.6	2.1	9.9	1.7 !
20 percent to less than 50 percent	3.0	22.1	2.2	5.5	11.5	2.3 !	21.3	2.7
50 percent or more	6.2	27.6	4.2	10.5	16.1	7.8	34.2	3.6
Percent of students eligible for free or reduced-price lunch								
0–25	1.6	22.6	2.2	2.7	5.5	1.4 !	10.4	1.5
26–50	3.5	23.5	3.2	3.6	8.7	2.5	18.2	3.0
51–75	3.5	26.6	2.9	7.0	11.4	3.9	19.7	3.4
76–100	7.0	30.1	4.0 !	12.8	19.2	10.0	34.9	2.4 !
Student/teacher ratio[4]								
Less than 12	3.1	22.7	2.3	5.9	9.7	4.1	15.2	1.9
12–16	3.0	27.3	3.5	5.5	10.4	3.4	21.9	2.7
More than 16	7.4 !	29.3	4.4 !	7.5	13.5	5.3	30.7	4.5
Prevalence of violent incidents[5]								
No violent incidents	‡	10.0	‡	‡	2.1 !	1.4 !	2.7 !	‡
Any violent incidents	4.7	30.2	3.8	7.7	13.3	4.9	25.4	3.3

! Interpret data with caution.
‡ Reporting standards not met.
[1] Includes schools that reported the activity happens either at least once a week or daily.
[2] Includes schools that reported the activity has happened at all at their school during the school year.
[3] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.
[4] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.
[5] Violent incidents include rape or attempted rape,, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 7.2. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency: Various school years, 1999–2000 through 2007–08

Frequency and discipline problem	1999–2000	2003–04	2005–06	2007–08
Happens at least once a week[1]				
Student racial/ethnic tensions[2]	3.4	2.1	2.8	3.7
Student bullying	29.3	26.8	24.5	25.3
Student sexual harassment of other students	—	4.0	3.5	3.0
Student verbal abuse of teachers	12.5	10.7	9.5	6.0
Widespread disorder in the classrooms	19.4	19.5	18.3	10.5
Student acts of disrespect for teachers other than verbal abuse[3]	3.1	2.8	2.3	4.0
Happens at all[4]				
Undesirable gang activities	18.7	16.7	16.9	19.8
Undesirable extremist or cult group activities	6.7	3.4	3.7	2.6

— Not available.

[1] Includes schools that reported the activity happens either at least once a week or daily.

[2] Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."

[3] Prior to the 2007–08 survey administration, the questionnaire did not specify "other than verbal abuse." Caution should be used making direct comparisons with earlier survey years.

[4] Includes schools that reported the activity has happened at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond for only those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school, by urbanicity and selected student and school characteristics: Various years, 2001–07

Student or school characteristic	2001				2003			
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	20.1	28.9	18.3	13.3	20.9	30.9	18.4	12.3
Sex								
Male	21.4	31.9	18.9	14.0	22.3	32.1	20.5	12.2
Female	18.8	25.9	17.5	12.5	19.5	29.7	16.3	12.4
Race/ethnicity[2]								
White	15.5	20.5	15.4	12.1	14.2	19.8	13.8	10.7
Black	28.6	32.4	25.4	22.5	29.5	32.8	28.3	21.8 !
Hispanic	32.0	40.3	27.1	16.8 !	37.2	42.6	34.6	12.7 !
Asian	—	—	—	—	—	—	—	—
Other	21.4	27.0	20.0	‡	22.0	30.6	18.2	‡
Grade								
6th	11.2	14.9	9.0	11.0	10.9	21.6	7.5	‡
7th	15.7	23.7	13.7	8.9	16.3	25.5	13.2	9.4
8th	17.3	24.0	16.6	10.1	17.9	25.2	16.2	10.9
9th	24.3	35.3	20.8	18.9	26.1	38.2	24.3	13.8
10th	23.6	33.1	22.3	14.4	26.3	35.3	24.1	18.0
11th	24.2	34.2	22.7	15.8	23.4	34.6	20.4	15.0
12th	21.1	34.1	18.6	11.5 !	22.2	34.8	19.3	13.3
Sector								
Public	21.6	31.9	19.5	13.7	22.5	33.7	19.9	12.8
Private	4.9	5.0	4.3 !	‡	3.9	6.0	2.4 !	‡

Student or school characteristic	2005				2007[1]			
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	24.2	36.2	20.8	16.4	23.2	‡	‡	‡
Sex								
Male	25.3	37.4	22.4	16.1	25.1	‡	‡	‡
Female	22.9	35.0	19.1	16.7	21.3	‡	‡	‡
Race/ethnicity[2]								
White	16.8	23.7	16.0	14.1	16.0	‡	‡	‡
Black	37.6	41.8	36.2	24.4	37.6	‡	‡	‡
Hispanic	38.9	48.9	32.1	26.2	36.1	‡	‡	‡
Asian	20.2	25.0	18.1	19.0 !	17.4	‡	‡	‡
Other	27.7	33.9	29.0	‡	26.4	‡	‡	‡
Grade								
6th	12.1	19.9	8.9	8.3 !	15.3	‡	‡	‡
7th	17.3	24.2	14.9	15.2	17.4	‡	‡	‡
8th	19.1	30.5	14.6	14.7	20.6	‡	‡	‡
9th	28.3	40.3	24.8	21.0	28.0	‡	‡	‡
10th	32.6	50.6	27.9	22.0	28.1	‡	‡	‡
11th	28.0	44.3	25.5	13.3 !	25.9	‡	‡	‡
12th	27.9	39.5	25.1	15.8 !	24.4	‡	‡	‡
Sector								
Public	25.8	39.1	22.3	17.2	24.9	‡	‡	‡
Private	4.2	7.7	3.0 !	‡	5.2	‡	‡	‡

— Not available.
! Interpret data with caution.
‡ Reporting standards not met.
[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
NOTE: Data for 2005 have been revised from previously published figures. All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2007.

Table 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005	2007
Total	24.0	32.1	31.7	30.2	28.5	28.7	25.4	22.3
Sex								
Male	28.5	38.8	37.4	34.7	34.6	31.9	28.8	25.7
Female	19.1	24.8	24.7	25.7	22.7	25.0	21.8	18.7
Race/ethnicity[1]								
White	24.1	31.7	31.0	28.8	28.3	27.5	23.6	20.8
Black	17.5	28.5	25.4	25.3	21.9	23.1	23.9	19.2
Hispanic	34.1	40.7	41.1	36.9	34.2	36.5	33.5	29.1
Asian	(2)	(2)	(2)	25.7	25.7	22.5	15.9	21.0
American Indian/Alaska Native	20.9	22.8	30.1	30.6	34.5	31.3	24.4	25.1
Pacific Islander/Native Hawaiian	(2)	(2)	(2)	46.9	50.2	34.7	41.3	38.5
More than one race	(2)	(2)	(2)	36.0	34.5	36.6	31.6	24.6
Grade								
9th	21.8	31.1	31.4	27.6	29.0	29.5	24.0	21.2
10th	23.7	35.0	33.4	32.1	29.0	29.2	27.5	25.3
11th	27.5	32.8	33.2	31.1	28.7	29.9	24.9	22.8
12th	23.0	29.1	29.0	30.5	26.9	24.9	24.9	19.6
Urbanicity								
Urban	—	—	31.2	30.3	32.0	31.1	—	—
Suburban	—	—	34.2	29.7	26.6	28.4	—	—
Rural	—	—	22.7	32.1	28.2	26.2	—	—

— Not available.

[1] Race categories exclude persons of Hispanic ethnicity.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by state: 2003, 2005, and 2007

State	2003	2005	2007
United States	28.7	25.4	22.3
Alabama	26.0	26.2	—
Alaska	28.4	—	25.1
Arizona	28.6	38.7	37.1
Arkansas	—	29.2	28.1
California	—	—	—
Colorado	—	21.2	—
Connecticut	—	31.5	30.5
Delaware	27.9	26.1	22.9
District of Columbia	30.2	20.3	25.7
Florida	25.7	23.2	19.0
Georgia	33.3	30.7	32.0
Hawaii	—	32.7	36.2
Idaho	19.6	24.8	25.1
Illinois	—	—	21.2
Indiana	28.3	28.9	20.5
Iowa	—	15.5	10.1
Kansas	—	16.7	15.0
Kentucky	30.4	19.8	27.0
Louisiana	—	—	—
Maine	32.6	33.5	29.1
Maryland	—	28.9	27.4
Massachusetts	31.9	29.9	27.3
Michigan	31.3	28.8	29.1
Minnesota	—	—	—
Mississippi	22.3	—	15.6
Missouri	21.6	18.2	17.8
Montana	26.9	25.3	24.9
Nebraska	23.3	22.0	—
Nevada	34.5	32.6	28.8
New Hampshire	28.2	26.9	22.5
New Jersey	—	32.6	—
New Mexico	—	33.5	31.3
New York	23.0	23.7	26.6
North Carolina	31.9	27.4	28.5
North Dakota	21.3	19.6	18.7
Ohio	31.1	30.9	26.7
Oklahoma	22.2	18.4	19.1
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	26.0	24.1	25.3
South Carolina	—	29.1	26.6
South Dakota	22.1	20.9	21.1
Tennessee	24.3	26.6	21.6
Texas	—	30.7	26.5
Utah	24.7	20.6	23.2
Vermont	29.4	23.1	22.0
Virginia	—	—	—
Washington	—	—	—
West Virginia	26.5	24.8	28.6
Wisconsin	26.3	21.7	22.7
Wyoming	18.1	22.7	24.7

— Not available.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school, by selected student and school characteristics: Various years, 1999–2007

Student or school characteristic	Hate-related words					Hate-related graffiti				
	1999	2001	2003	2005	2007[1]	1999	2001	2003	2005	2007[1]
Total	—	12.3	11.7	11.2	9.7	36.3	35.5	36.3	38.4	34.9
Sex										
Male	—	12.8	12.0	11.7	9.9	33.8	34.9	35.0	37.7	34.4
Female	—	11.7	11.3	10.7	9.6	38.9	36.1	37.6	39.1	35.4
Race/ethnicity[2]										
White	—	12.1	10.9	10.3	8.9	36.4	36.2	35.2	38.5	35.5
Black	—	13.9	14.2	15.1	11.4	37.6	33.6	38.1	38.0	33.7
Hispanic	—	11.0	11.4	10.5	10.6	35.6	35.1	40.3	38.0	34.8
Asian	—	—	—	10.9	11.1	—	—	—	34.5	28.2
Other	—	13.6	14.1	14.2	10.6	32.2	32.1	31.4	46.9	38.7
Grade										
6th	—	12.1	11.9	11.1	12.1	30.3	34.9	35.7	34.0	35.5
7th	—	14.1	12.5	13.1	10.7	34.9	34.9	37.2	37.0	32.3
8th	—	13.0	12.8	11.2	11.0	35.6	36.7	34.2	35.7	33.5
9th	—	12.1	13.5	12.8	10.9	39.2	35.7	37.0	41.6	34.5
10th	—	13.1	11.6	10.9	9.0	38.9	36.2	40.7	40.7	36.4
11th	—	12.7	8.3	9.0	8.6	37.0	36.1	36.6	40.2	35.3
12th	—	7.9	10.8	9.7	6.0	35.6	33.0	32.2	37.8	37.7
Urbanicity										
Urban	—	11.9	13.2	12.2	‡	37.0	35.7	38.6	40.9	‡
Suburban	—	12.4	10.7	9.4	‡	37.3	36.0	35.9	38.0	‡
Rural	—	12.4	12.2	15.5	‡	32.7	33.8	33.9	35.8	‡
Sector										
Public	—	12.7	11.9	11.6	10.1	38.0	37.3	37.9	40.0	36.4
Private	—	8.2	9.7	6.8	6.1	20.7	16.8	19.5	18.6	18.5

— Not available.

‡ Reporting standards not met.

[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.

[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: Data for 2005 have been revised from previously published figures. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2007.

Table 10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by selected student and school characteristics: 2007

Student or school characteristic	Total[1]	Hate-related words related to student's characteristics					
		Race	Ethnicity	Religion	Disability	Gender	Sexual orientation
Total	9.7	4.6	2.9	1.6	1.0	2.0	1.0
Sex							
Male	9.9	5.3	3.6	1.5	1.1	1.0	1.0
Female	9.6	3.9	2.3	1.7	1.0	3.1	1.0
Race/ethnicity[2]							
White	8.9	2.8	1.8	1.8	1.3	2.1	1.2
Black	11.4	7.1	2.3	1.2 !	0.9 !	2.9	1.1 !
Hispanic	10.6	6.2	6.7	1.1 !	0.5 !	1.3	0.6 !
Asian	11.1	11.1	6.9	‡	‡	‡	‡
Other	10.6	8.5	‡	‡	‡	‡	‡
Grade							
6th	12.1	4.1	3.5	2.0 !	1.8 !	2.1 !	‡
7th	10.7	5.7	1.9	2.1	1.4	2.9	1.1 !
8th	11.0	4.6	3.4	2.3 !	1.0 !	1.8	1.2 !
9th	10.9	5.3	3.2	1.9	1.3	2.8	0.9 !
10th	9.0	4.2	3.1	1.3	1.0 !	2.4	1.0 !
11th	8.6	4.6	3.4	1.1 !	0.6 !	1.2 !	1.6 !
12th	6.0	3.0	2.2	‡	‡	1.0 !	0.7 !
Urbanicity							
Urban	‡	‡	‡	‡	‡	‡	‡
Suburban	‡	‡	‡	‡	‡	‡	‡
Rural	‡	‡	‡	‡	‡	‡	‡
Sector							
Public	10.1	4.8	3.1	1.6	1.1	2.2	1.1
Private	6.1	2.7	1.8	1.1 !	‡	‡	‡

! Interpret data with caution.

‡ Reporting standards not met.

[1] In the School Crime Supplement (SCS) questionnaire, students were asked if they had been the target of hate-related words at school. Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the total percentage of students who reported being called a hate-related word is less than the sum of the students' individual characteristics.

[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

This page intentionally left blank.

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by selected bullying problems and selected student and school characteristics: 2007

Student or school characteristic	Total	Bullied at school							
		Total bullying at school	Made fun of, called names, or insulted	Subject of rumors	Threat-ened with harm	Pushed, shoved, tripped, or spit on	Tried to make do things did not want to do	Excluded from ac-tivites on purpose	Property destroyed on purpose
Total	32.2	31.7	21.0	18.1	5.8	11.0	4.1	5.2	4.2
Sex									
Male	30.6	30.3	20.3	13.5	6.0	12.2	4.8	4.6	4.0
Female	33.7	33.2	21.7	22.8	5.6	9.7	3.4	5.8	4.4
Race/ethnicity[3]									
White	34.6	34.1	23.5	20.3	6.3	11.5	4.8	6.1	4.2
Black	30.9	30.4	19.5	15.7	5.8	11.3	3.2	3.7	5.6
Hispanic	27.6	27.3	16.1	14.4	4.9	9.9	3.0	4.0	3.6
Asian	18.1	18.1	10.6	8.2	‡	3.8 !	‡	‡	1.8 !
Other	34.6	34.1	20.1	20.8	7.7	14.4	3.1 !	7.7	3.4 !
Grade									
6th	42.9	42.7	31.2	21.3	7.0	17.6	5.4	7.4	5.2
7th	35.7	35.6	27.6	20.2	7.4	15.8	4.1	7.7	6.0
8th	37.3	36.9	25.1	19.7	6.9	14.2	3.6	5.4	4.6
9th	30.8	30.6	20.3	18.1	4.6	11.4	5.1	4.5	3.5
10th	28.4	27.7	17.7	15.0	5.8	8.6	4.6	4.6	3.4
11th	29.3	28.5	15.3	18.7	4.9	6.5	4.2	3.9	4.4
12th	23.5	23.0	12.1	14.1	4.3	4.1	2.1	3.5	2.4
Urbanicity									
Urban	‡	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	‡	‡	‡	‡	‡	‡	‡	‡	‡
Rural	‡	‡	‡	‡	‡	‡	‡	‡	‡
Sector									
Public	32.4	32.0	21.1	18.3	6.2	11.4	4.2	5.2	4.1
Private	29.4	29.1	20.1	16.0	1.3 !	6.5	3.6	5.9	5.0

See notes at end of table.

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by selected bullying problems and selected student and school characteristics: 2007—Continued

Student or school characteristic	Cyber-bullied anywhere		
	Total cyber-bullying[1]	Hurtful information on Internet	Unwanted contact on Internet[2]
Total	3.7	1.6	2.1
Sex			
Male	2.0	0.9	1.3
Female	5.3	2.3	2.9
Race/ethnicity[3]			
White	4.2	1.9	2.4
Black	3.2	1.4 !	1.5 !
Hispanic	2.9	0.9 !	2.0
Asian	‡	‡	‡
Other	2.4 !	‡	‡
Grade			
6th	3.1	1.1 !	1.2 !
7th	3.4	1.1 !	2.3
8th	3.3	1.6 !	2.1
9th	2.5	0.9 !	1.6
10th	4.6	1.9	2.5
11th	5.1	2.5	2.6
12th	3.5	1.9	2.0 !
Urbanicity			
Urban	‡	‡	‡
Suburban	‡	‡	‡
Rural	‡	‡	‡
Sector			
Public	3.9	1.7	2.2
Private	1.0 !	‡	1.0 !

! Interpret data with caution.
‡ Reporting standards not met.
[1] Cyber-bullied includes students who responded that another student "made unwanted contact, for example, threatened or insulted [the respondent] via text (SMS) messaging." This category did not meet reporting standards to be reported separately.
[2] This was defined as another student making "unwanted contact, for example, threatened or insulted [the respondent] via instant messaging."
[3] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total because students could have experienced more than one type of bullying. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Table 11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and selected student and school characteristics: 2007

Student or school characteristic	Total	Location of bullying: Inside school	Outside on school grounds	School bus	Somewhere else	Students who were injured[1]
Total	32.2	78.9	22.7	8.0	3.9	8.8
Sex						
Male	30.6	77.5	25.1	8.3	2.6	10.1
Female	33.7	80.2	20.4	7.7	5.0	7.6
Race/ethnicity[2]						
White	34.6	79.5	22.7	8.8	3.8	9.2
Black	30.9	82.2	19.1	8.2	2.4 !	9.7
Hispanic	27.6	74.8	22.7	4.5	6.2	7.8
Asian	18.1	79.7	20.6 !	‡	‡	3.3 !
Other	34.6	70.0	39.4	‡	‡	11.6
Grade						
6th	42.9	68.2	28.4	14.5	1.8 !	14.4
7th	35.7	80.8	23.5	9.8	2.8 !	12.3
8th	37.3	79.5	20.5	9.6	4.1	11.6
9th	30.8	83.2	18.9	5.5	3.5 !	8.5
10th	28.4	77.6	22.6	7.2	6.9	7.1
11th	29.3	81.6	20.1	4.1 !	4.7	5.5
12th	23.5	79.4	28.1	3.5 !	3.4 !	3.8
Urbanicity						
Urban	‡	‡	‡	‡	‡	‡
Suburban	‡	‡	‡	‡	‡	‡
Rural	‡	‡	‡	‡	‡	‡
Sector						
Public	32.4	78.9	22.8	8.5	4.0	9.1
Private	29.4	79.0	21.4	‡	‡	5.9

! Interpret data with caution.
‡ Reporting standards not met.
[1] Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. For more information, please see appendix A. Location totals may sum to more than 100 because students could have been bullied in more than one location. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

This page intentionally left blank.

Table 11.3. Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult, by selected student and school characteristics: 2007

Student or school characteristic	Bullying at school				
	Distribution of the frequency of bullying reports				
	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost everyday	Adult notified[1]
Total	62.6	20.7	10.1	6.6	36.1
Sex					
Male	59.7	22.2	10.7	7.3	34.6
Female	65.4	19.2	9.5	5.9	37.5
Race/ethnicity[2]					
White	61.3	21.7	10.1	6.9	33.3
Black	67.0	16.8	10.3	6.0 !	44.3
Hispanic	64.1	20.5	10.2	5.2 !	39.5
Asian	60.2	22.9	11.9 !	‡	26.2
Other	63.4	17.7	7.4 !	11.5 !	44.0
Grade					
6th	67.7	14.3	11.5	6.6	52.9
7th	54.1	24.3	11.7	9.9	46.3
8th	62.1	19.2	13.1	5.6	36.7
9th	57.1	26.6	10.3	6.0	27.2
10th	63.9	21.0	8.2	6.9	28.4
11th	65.4	23.2	6.1	5.3	30.2
12th	75.4	11.8	7.9 !	4.9 !	27.0
Urbanicity					
Urban	‡	‡	‡	‡	‡
Suburban	‡	‡	‡	‡	‡
Rural	‡	‡	‡	‡	‡
Sector					
Public	62.4	20.4	10.2	7.0	36.5
Private	64.6	24.1	9.0	‡	30.8

See notes at end of table.

Table 11.3. Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult, by selected student and school characteristics: 2007—Continued

	Cyber-bullying anywhere				
	Distribution of the frequency of bullying reports				
Student or school characteristic	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost everyday	Adult notified[1]
Total	72.7	20.7	5.1	‡	30.0
Sex					
Male	70.1	22.9	‡	‡	22.4
Female	73.7	19.9	6.4 !	‡	33.1
Race/ethnicity[2]					
White	71.1	20.7	6.1 !	‡	24.8
Black	85.1	‡	‡	‡	35.9
Hispanic	78.9	14.9 !	‡	‡	51.8
Asian	‡	‡ !	‡	‡	‡
Other	‡	‡ !	‡	‡	‡
Grade					
6th	73.4	‡	‡	‡	42.4
7th	74.4	19.8 !	‡	‡	47.2
8th	59.3	23.9 !	16.8 !	‡	28.2
9th	77.7	‡	‡	‡	21.7 !
10th	75.8	22.3	‡	‡	27.6
11th	63.1	32.2	‡	‡	24.8
12th	94.3	‡	‡	‡	24.2 !
Urbanicity					
Urban	‡	‡	‡	‡	19.0
Suburban	‡	‡	‡	‡	36.1
Rural	‡	‡	‡	‡	28.9
Sector					
Public	72.5	20.8	5.2	‡	30.1
Private	‡	‡	‡	‡	‡

! Interpret data with caution.
‡ Reporting standards not met.
[1] Teacher or other adult at school notified.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

Table 12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08

	Interfered with teaching											
	Student misbehavior						Student tardiness and class cutting					
Teacher or school characteristic	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08
Total	40.2	33.8	41.4	38.6	35.2	34.2	32.7	—	25.5	29.4	31.4	31.5
Years of teaching experience												
3 or fewer	42.2	35.6	45.0	41.5	39.5	37.4	34.7	—	27.9	32.4	34.2	34.3
4 to 9	40.1	33.6	42.0	40.5	36.3	35.3	31.4	—	25.6	30.1	32.1	32.7
10 to 19	39.5	33.0	40.7	36.4	34.1	33.7	31.7	—	24.3	26.7	30.7	30.9
20 or more	40.7	34.2	40.2	37.6	32.9	31.6	34.4	—	25.6	29.3	29.7	29.2
School level[1]												
Elementary	39.2	34.1	40.9	39.1	33.9	32.6	22.6	—	17.2	24.2	26.5	25.6
Secondary	43.2	34.9	43.7	39.5	40.1	38.8	49.9	—	43.0	41.5	43.8	45.5
Sector												
Public[2]	42.4	35.7	44.2	40.8	37.3	36.1	34.7	—	27.9	31.5	33.4	33.5
Private	24.2	20.0	22.4	24.1	20.8	20.6	17.2	—	8.7	15.0	16.9	17.8
School enrollment												
Fewer than 200	31.9	25.0	31.2	32.6	29.7	30.0	24.6	—	14.8	21.8	25.0	26.2
200–499	36.7	30.6	36.9	36.4	30.9	33.0	24.0	—	17.0	25.1	26.3	27.4
500–749	41.2	34.9	42.0	40.0	34.0	34.5	29.0	—	21.2	27.2	28.1	28.5
750–999	44.6	39.3	47.5	39.8	37.2	32.5	35.6	—	30.2	27.7	31.1	29.7
1,000 or more	47.0	38.9	48.0	41.9	43.7	38.0	54.2	—	46.8	41.7	44.9	43.0
Urbanicity[3]												
City	—	—	—	—	41.9	40.0	—	—	—	—	36.9	38.5
Suburban	—	—	—	—	32.7	31.6	—	—	—	—	28.8	28.7
Town	—	—	—	—	33.5	34.3	—	—	—	—	30.6	32.4
Rural	—	—	—	—	31.2	31.1	—	—	—	—	28.4	27.1

— Not available.

[1] Elementary schools are defined as schools in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8. Secondary schools are defined as schools in which the lowest grade is greater than or equal to grade 7. Combined schools are included in totals, but are not shown separately.

[2] The public sector includes public, public charter, and Bureau of Indian Education school teachers.

[3] Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area. Comparisons with earlier years are not possible.

NOTE: Teachers who taught only prekindergarten students are excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08

	School rules enforced											
	By other teachers[1]						By the principal[2]					
Teacher or school characteristic	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08
Total	65.1	73.4	63.7	64.4	72.3	71.7	83.7	87.4	81.8	83.0	87.8	88.5
Years of teaching experience												
3 or fewer	68.5	76.0	68.7	69.3	76.4	73.5	84.9	88.0	85.1	84.5	88.6	89.9
4 to 9	65.2	72.7	62.9	61.6	70.6	69.3	84.0	87.4	80.6	82.7	86.8	88.2
10 to 19	64.2	72.9	63.0	64.5	71.3	71.0	83.9	87.5	82.4	83.0	87.8	87.2
20 or more	64.9	73.5	63.1	63.6	72.5	73.8	82.8	86.9	80.6	82.4	88.3	89.4
School level[3]												
Elementary	74.2	80.5	72.1	72.2	79.5	79.3	85.1	88.0	82.7	84.2	88.2	89.5
Secondary	49.9	60.2	47.0	47.2	55.7	56.1	81.5	85.8	79.0	80.0	86.2	86.3
Sector												
Public[4]	63.7	71.9	61.7	62.6	71.1	70.6	83.1	86.7	80.8	82.2	87.2	88.0
Private	75.3	84.2	77.5	75.9	80.9	80.0	88.6	91.9	88.3	88.3	92.2	92.2
School enrollment												
Fewer than 200	76.0	83.7	76.4	75.4	83.9	80.9	86.5	89.3	85.2	87.1	90.9	90.9
200–499	72.6	79.4	71.1	71.6	78.8	78.5	84.5	88.1	83.5	84.2	89.2	89.4
500–749	66.6	75.8	66.7	67.7	75.8	74.0	84.4	88.5	82.2	83.5	87.7	88.5
750–999	59.7	68.4	58.6	63.0	69.4	71.6	83.0	85.7	79.6	82.5	85.9	88.4
1,000 or more	48.1	57.5	45.8	47.3	56.3	57.2	80.7	84.9	78.0	79.4	85.8	86.5
Urbanicity[5]												
City	—	—	—	—	69.8	69.1	—	—	—	—	85.6	86.3
Suburban	—	—	—	—	72.9	72.5	—	—	—	—	89.0	89.4
Town	—	—	—	—	73.4	72.7	—	—	—	—	88.6	89.2
Rural	—	—	—	—	74.1	73.2	—	—	—	—	88.5	89.5

— Not available.

[1] Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."

[2] Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."

[3] Elementary schools are defined as schools in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8. Secondary schools are defined as schools in which the lowest grade is greater than or equal to grade 7. Combined schools are included in totals, but are not shown separately.

[4] The public sector includes public, public charter, and Bureau of Indian Education school teachers.

[5] Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area. Comparisons with earlier years are not possible.

NOTE: Teachers who taught only prekindergarten students are excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 12.3. Percentage of public school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that school rules are enforced by other teachers and by the principal, by state: School year 2007–08

	Interfered with teaching		School rules enforced	
State	Student misbehavior	Student tardiness and class cutting	By other teachers[1]	By the principal[2]
United States	36.1	33.5	70.6	88.0
Alabama	35.0	32.4	74.7	88.4
Alaska	40.2	49.6	71.6	88.7
Arizona	40.6	41.1	68.4	88.3
Arkansas	32.4	35.8	73.7	90.4
California	35.8	39.0	69.1	86.7
Colorado	30.9	39.2	75.9	88.9
Connecticut	34.5	29.0	67.3	86.3
Delaware	45.5	32.5	64.1	87.4
District of Columbia	58.7	47.4	66.3	73.6
Florida	35.7	35.2	67.0	89.5
Georgia	35.2	27.1	78.3	90.8
Hawaii	46.7	49.0	60.6	82.6
Idaho	35.0	33.6	71.8	90.0
Illinois	35.3	31.2	68.0	87.1
Indiana	42.3	35.6	72.8	86.5
Iowa	38.1	32.7	69.6	87.1
Kansas	34.9	33.5	69.5	88.5
Kentucky	39.1	32.9	71.8	87.7
Louisiana	38.2	28.1	70.9	91.4
Maine	30.0	34.0	67.4	86.3
Maryland	44.3	33.4	75.3	86.4
Massachusetts	34.1	29.9	71.2	88.5
Michigan	36.4	32.3	71.3	88.5
Minnesota	39.2	34.6	71.6	89.5
Mississippi	41.8	36.0	71.5	87.0
Missouri	35.2	28.1	74.7	90.9
Montana	32.2	36.4	75.0	89.8
Nebraska	32.5	32.3	76.1	87.5
Nevada	36.9	38.9	69.0	87.0
New Hampshire	32.4	30.9	65.3	83.8
New Jersey	33.4	25.0	71.5	89.9
New Mexico	44.8	50.5	61.5	83.4
New York	36.9	37.4	67.4	85.2
North Carolina	34.2	37.6	69.2	86.6
North Dakota	30.1	26.0	73.9	89.4
Ohio	36.8	30.0	69.1	88.7
Oklahoma	35.1	38.3	75.1	88.3
Oregon	30.8	35.9	76.6	88.6
Pennsylvania	28.6	24.8	71.5	89.1
Rhode Island	37.9	38.6	68.9	81.7
South Carolina	38.8	35.3	73.9	91.4
South Dakota	37.1	36.6	68.6	84.7
Tennessee	38.3	32.9	72.2	89.4
Texas	37.1	31.5	70.3	88.7
Utah	37.5	40.4	78.0	90.9
Vermont	33.2	26.0	67.1	87.6
Virginia	35.4	34.6	69.2	84.2
Washington	32.7	32.9	73.3	91.1
West Virginia	36.2	38.7	70.5	89.6
Wisconsin	38.2	30.2	65.5	86.2
Wyoming	34.7	40.9	72.2	86.8

[1] Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2] Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. The public sector includes public, public charter, and Bureau of Indian Education school teachers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2007–08; and "Bureau of Indian Education Teacher Data File," 2007–08.

Table 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	Anywhere								On school property							
	1993	1995	1997	1999	2001	2003	2005	2007	1993	1995	1997	1999	2001	2003	2005	2007
Total	41.8	38.7	36.6	35.7	33.2	33.0	35.9	35.5	16.2	15.5	14.8	14.2	12.5	12.8	13.6	12.4
Sex																
Male	51.2	46.1	45.5	44.0	43.1	40.5	43.4	44.4	23.5	21.0	20.0	18.5	18.0	17.1	18.2	16.3
Female	31.7	30.6	26.0	27.3	23.9	25.1	28.1	26.5	8.6	9.5	8.6	9.8	7.2	8.0	8.8	8.5
Race/ethnicity[1]																
White	40.3	36.0	33.7	33.1	32.2	30.5	33.1	31.7	15.0	12.9	13.3	12.3	11.2	10.0	11.6	10.2
Black	49.5	41.6	43.0	41.4	36.5	39.7	43.1	44.7	22.0	20.3	20.7	18.7	16.8	17.1	16.9	17.6
Hispanic	43.2	47.9	40.7	39.9	35.8	36.1	41.0	40.4	17.9	21.1	19.0	15.7	14.1	16.7	18.3	15.5
Asian	(2)	(2)	(2)	22.7	22.3	25.9	21.6	24.3	(2)	(2)	(2)	10.4	10.8	13.1	5.9	8.5
American Indian/ Alaska Native	49.8	47.2	54.7	48.7	49.2	46.6	44.2	36.0	18.6	31.4	18.9	16.2 !	18.2	24.2	22.0	15.0
Pacific Islander/ Native Hawaiian	(2)	(2)	(2)	50.7	51.7	30.0	34.4	42.6	(2)	(2)	(2)	25.3	29.1	22.2	24.5	9.6 !
More than one race	(2)	(2)	(2)	40.2	39.6	38.2	46.9	47.8	(2)	(2)	(2)	16.9	14.7	20.2	15.8	19.6
Grade																
9th	50.4	47.3	44.8	41.1	39.5	38.6	43.5	40.9	23.1	21.6	21.3	18.6	17.3	18.0	18.9	17.0
10th	42.2	40.4	40.2	37.7	34.7	33.5	36.6	36.2	17.2	16.5	17.0	17.2	13.5	12.8	14.4	11.7
11th	40.5	36.9	34.2	31.3	29.1	30.9	31.6	34.8	13.8	13.6	12.5	10.8	9.4	10.4	10.4	11.0
12th	34.8	31.0	28.8	30.4	26.5	26.5	29.1	28.0	11.4	10.6	9.5	8.1	7.5	7.3	8.5	8.6
Urbanicity																
Urban	—	—	38.2	37.0	36.8	35.5	—	—	—	—	15.8	14.4	14.8	14.8	—	—
Suburban	—	—	36.7	35.0	31.3	33.1	—	—	—	—	14.2	13.7	11.0	12.8	—	—
Rural	—	—	32.9	36.6	33.8	29.7	—	—	—	—	14.7	16.3	13.8	10.0	—	—

— Not available.

! Interpret data with caution.

[1] Race categories exclude persons of Hispanic ethnicity.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they have been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and state: 2003, 2005, and 2007

State	Anywhere			On school property		
	2003	2005	2007	2003	2005	2007
United States	33.0	35.9	35.5	12.8	13.6	12.4
Alabama	30.0	31.7	—	12.9	14.6	—
Alaska	27.1	—	29.2	8.6	—	10.4
Arizona	32.4	32.4	31.3	11.4	11.7	11.3
Arkansas	—	32.1	32.8	—	13.9	13.0
California	—	—	—	—	—	—
Colorado	—	32.2	—	—	12.1	—
Connecticut	—	32.7	31.4	—	10.5	10.5
Delaware	34.9	30.3	33.0	11.4	9.8	10.5
District of Columbia	38.0	36.3	43.0	15.2	16.4	19.8
Florida	32.1	30.0	32.3	13.3	11.5	12.5
Georgia	31.4	33.8	34.0	11.1	12.1	13.1
Hawaii	—	27.0	28.6	—	10.0	7.0
Idaho	28.3	32.3	30.0	11.7	12.1	12.3
Illinois	—	—	33.9	—	—	11.3
Indiana	30.6	29.3	29.5	10.9	11.2	11.5
Iowa	—	28.3	24.0	—	11.3	9.1
Kansas	—	27.9	30.3	—	10.1	10.6
Kentucky	26.4	29.6	27.0	10.1	12.7	10.6
Louisiana	—	—	—	—	—	—
Maine	26.5	28.2	26.5	9.1	10.0	10.1
Maryland	—	36.6	35.7	—	14.9	12.4
Massachusetts	30.7	28.6	27.5	10.2	10.2	9.1
Michigan	30.8	30.1	30.7	12.2	11.4	11.4
Minnesota	—	—	—	—	—	—
Mississippi	30.6	—	30.6	10.2	—	11.9
Missouri	28.2	29.8	30.9	9.8	10.2	10.7
Montana	28.6	30.5	32.8	10.3	10.9	12.0
Nebraska	29.6	28.5	—	10.6	9.3	—
Nevada	35.0	34.5	31.6	12.6	14.2	11.3
New Hampshire	30.5	26.4	27.0	11.6	10.7	11.3
New Jersey	—	30.7	—	—	10.1	—
New Mexico	—	36.7	37.1	—	15.6	16.9
New York	32.1	32.1	31.7	14.6	12.5	12.2
North Carolina	30.9	29.9	30.1	10.7	11.6	10.4
North Dakota	27.2	—	—	8.6	10.7	9.6
Ohio	31.5	30.2	30.4	11.3	10.2	9.4
Oklahoma	28.4	31.1	29.2	11.4	12.1	10.6
Oregon	—	—	—	—	—	—
Pennsylvania	—	—	—	—	—	—
Rhode Island	27.6	28.4	26.3	11.4	11.2	9.6
South Carolina	—	31.3	29.1	—	12.7	10.8
South Dakota	27.0	26.5	29.8	9.0	8.4	9.3
Tennessee	28.3	30.9	31.8	12.2	10.9	12.4
Texas	—	34.2	34.9	—	14.5	13.9
Utah	28.7	25.9	30.1	11.9	10.4	11.6
Vermont	26.9	24.3	26.0	12.2	12.2	11.5
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	26.5	29.1	29.9	10.3	12.1	12.9
Wisconsin	31.4	32.6	31.2	11.6	12.2	11.4
Wyoming	31.2	30.4	27.9	12.7	12.2	11.6

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	Anywhere								On school property							
	1993	1995	1997	1999	2001	2003	2005	2007	1993	1995	1997	1999	2001	2003	2005	2007
Total	22.1	20.0	18.3	17.3	17.4	17.1	18.5	18.0	11.8	9.8	8.5	6.9	6.4	6.1	6.5	5.9
Sex																
Male	34.3	31.1	27.7	28.6	29.3	26.9	29.8	28.5	17.9	14.3	12.5	11.0	10.2	8.9	10.2	9.0
Female	9.2	8.3	7.0	6.0	6.2	6.7	7.1	7.5	5.1	4.9	3.7	2.8	2.9	3.1	2.6	2.7
Race/ethnicity[1]																
White	20.6	18.9	17.0	16.4	17.9	16.7	18.7	18.2	10.9	9.0	7.8	6.4	6.1	5.5	6.1	5.3
Black	28.5	21.8	21.7	17.2	15.2	17.3	16.4	17.2	15.0	10.3	9.2	5.0	6.3	6.9	5.1	6.0
Hispanic	24.4	24.7	23.3	18.7	16.5	16.5	19.0	18.5	13.3	14.1	10.4	7.9	6.4	6.0	8.2	7.3
Asian	(2)	(2)	(2)	13.0	10.6	11.6	7.0	7.8	(2)	(2)	(2)	6.5	7.2	6.6 !	2.8 !	4.1
American Indian/ Alaska Native	34.2	32.0	26.2	21.8	31.2	29.3	25.6	20.6	17.6 !	13.0 !	15.9	11.6 !	16.4	12.9	7.2	7.7
Pacific Islander/ Native Hawaiian	(2)	(2)	(2)	25.3	17.4	16.3 !	20.0 !	25.5	(2)	(2)	(2)	9.3	10.0 !	4.9 !	15.4 !	9.5 !
More than one race	(2)	(2)	(2)	22.2	25.2	29.8	26.7	19.0	(2)	(2)	(2)	11.4	13.2	13.3 !	11.9	5.0
Grade																
9th	25.5	22.6	22.6	17.6	19.8	18.0	19.9	20.1	12.6	10.7	10.2	7.2	6.7	5.3	6.4	6.0
10th	21.4	21.1	17.4	18.7	16.7	15.9	19.4	18.8	11.5	10.4	7.7	6.6	6.7	6.0	6.9	5.8
11th	21.5	20.3	18.2	16.1	16.8	18.2	17.1	16.7	11.9	10.2	9.4	7.0	6.1	6.6	5.9	5.5
12th	19.9	16.1	15.4	15.9	15.1	15.5	16.9	15.5	10.8	7.6	7.0	6.2	6.1	6.4	6.7	6.0
Urbanicity																
Urban	—	—	18.7	15.8	15.3	17.0	—	—	—	—	7.0	7.2	6.0	5.6	—	—
Suburban	—	—	16.8	17.0	17.4	16.5	—	—	—	—	8.7	6.2	6.3	6.4	—	—
Rural	—	—	22.3	22.3	23.0	18.9	—	—	—	—	11.2	9.6	8.3	6.3	—	—

— Not available.
! Interpret data with caution.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: 2003, 2005, and 2007

State	Anywhere			On school property		
	2003	2005	2007	2003	2005	2007
United States	17.1	18.5	18.0	6.1	6.5	5.9
Alabama	19.9	21.0	—	7.3	8.4	—
Alaska	18.4	—	24.4	7.1	—	8.4
Arizona	18.4	20.6	20.5	5.8	7.4	7.0
Arkansas	—	25.9	20.7	—	10.5	6.8
California	—	—	—	—	—	—
Colorado	—	17.0	—	—	5.4	—
Connecticut	—	16.3	17.2	—	6.4	5.5
Delaware	16.0	16.6	17.1	5.0	5.7	5.4
District of Columbia	25.0	17.2	21.3	10.6	6.7	7.4
Florida	17.2	15.2	18.0	5.3	4.7	5.6
Georgia	18.7	22.1	19.5	5.0	7.5	5.3
Hawaii	—	13.3	14.8	—	4.9	3.7
Idaho	—	23.9	23.6	7.7	—	8.9
Illinois	—	—	14.3	—	—	3.7
Indiana	17.8	19.2	20.9	6.2	5.8	6.9
Iowa	—	15.7	12.8	—	4.3	4.4
Kansas	—	16.2	18.4	—	4.9	5.7
Kentucky	18.5	23.1	24.4	7.4	6.8	8.0
Louisiana	—	—	—	—	—	—
Maine	16.5	18.3	15.0	6.6	5.9	4.9
Maryland	—	19.1	19.3	—	6.9	5.9
Massachusetts	13.5	15.2	14.9	5.0	5.8	5.0
Michigan	15.2	15.8	17.9	5.1	4.7	5.0
Minnesota	—	—	—	—	—	—
Mississippi	20.0	—	17.3	5.2	—	4.8
Missouri	16.8	19.4	18.6	5.5	7.3	4.6
Montana	19.4	21.4	22.1	7.2	10.2	9.7
Nebraska	16.0	17.9	—	5.0	4.8	—
Nevada	14.9	18.4	14.5	6.3	6.8	4.7
New Hampshire	15.1	16.2	18.1	5.8	6.5	5.8
New Jersey	—	10.5	—	—	3.1	—
New Mexico	—	24.5	27.5	—	8.0	9.3
New York	13.5	14.3	14.2	5.2	5.2	4.7
North Carolina	19.2	21.5	21.2	6.3	6.4	6.8
North Dakota	—	—	—	5.7	6.0	5.0
Ohio	12.5	15.2	16.6	3.6	4.4	4.1
Oklahoma	21.8	18.9	22.3	8.0	7.0	9.0
Oregon	—	—	—	—	—	—
Pennsylvania	—	—	—	—	—	—
Rhode Island	12.3	12.4	12.0	5.9	4.9	4.9
South Carolina	—	20.5	19.8	—	6.7	4.8
South Dakota	—	—	—	7.1	8.3	6.3
Tennessee	21.3	24.1	22.6	5.4	8.1	5.6
Texas	—	19.3	18.8	—	7.9	6.8
Utah	15.3	17.7	17.1	5.6	7.0	7.5
Vermont	—	—	—	8.3	9.1	9.6
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	20.7	22.3	21.3	6.6	8.5	6.9
Wisconsin	13.2	15.8	12.7	3.2	3.9	3.6
Wyoming	24.6	28.0	26.8	10.1	10.0	11.4

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	Anywhere								On school property							
	1993	1995	1997	1999	2001	2003	2005	2007	1993	1995	1997	1999	2001	2003	2005	2007
Total	48.0	51.6	50.8	50.0	47.1	44.9	43.3	44.7	5.2	6.3	5.6	4.9	4.9	5.2	4.3	4.1
Sex																
Male	50.1	53.2	53.3	52.3	49.2	43.8	43.8	44.7	6.2	7.2	7.2	6.1	6.1	6.0	5.3	4.6
Female	45.9	49.9	47.8	47.7	45.0	45.8	42.8	44.6	4.2	5.3	3.6	3.6	3.8	4.2	3.3	3.6
Race/ethnicity[1]																
White	49.9	54.1	54.0	52.5	50.4	47.1	46.4	47.3	4.6	5.6	4.8	4.8	4.2	3.9	3.8	3.2
Black	42.5	42.0	36.9	39.9	32.7	37.4	31.2	34.5	6.9	7.6	5.6	4.3	5.3	5.8	3.2	3.4
Hispanic	50.8	54.7	53.9	52.8	49.2	45.6	46.8	47.6	6.8	9.6	8.2	7.0	7.0	7.6	7.7	7.5
Asian	(2)	(2)	(2)	25.7	28.4	27.5	21.5	25.4	(2)	(2)	(2)	2.0	6.8	5.6	1.3 !	4.4
American Indian/ Alaska Native	45.3	51.4	57.6	49.4	51.4	51.9	57.4	34.5	6.7 !	8.1 !	8.6 !	‡	8.2	7.1 !	6.2 !	5.0 !
Pacific Islander/ Native Hawaiian	(2)	(2)	(2)	60.8	52.3	40.0	38.7	48.8	(2)	(2)	(2)	6.7	12.4	8.5 !	‡	8.6
More than one race	(2)	(2)	(2)	51.1	45.4	47.1	39.0	46.2	(2)	(2)	(2)	5.2	7.0 !	13.3	3.5	5.4
Grade																
9th	40.5	45.6	44.2	40.6	41.1	36.2	36.2	35.7	5.2	7.5	5.9	4.4	5.3	5.1	3.7	3.4
10th	44.0	49.5	47.2	49.7	45.2	43.5	42.0	41.8	4.7	5.9	4.6	5.0	5.1	5.6	4.5	4.1
11th	49.7	53.7	53.2	50.9	49.3	47.0	46.0	49.0	5.2	5.7	6.0	4.7	4.7	5.0	4.0	4.2
12th	56.4	56.5	57.3	61.7	55.2	55.9	50.8	54.9	5.5	6.2	5.9	5.0	4.3	4.5	4.8	4.8
Urbanicity																
Urban	—	—	48.9	46.5	45.2	41.5	—	—	—	—	6.4	5.0	5.4	6.1	—	—
Suburban	—	—	50.5	51.4	47.6	46.5	—	—	—	—	5.2	4.6	4.9	4.8	—	—
Rural	—	—	55.4	52.2	50.2	45.3	—	—	—	—	5.3	5.6	4.0	4.7	—	—

— Not available.
! Interpret data with caution.
‡ Reporting standards not met.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and state: 2003, 2005, and 2007

State	Anywhere			On school property		
	2003	2005	2007	2003	2005	2007
United States	44.9	43.3	44.7	5.2	4.3	4.1
Alabama	40.2	39.4	—	4.1	4.5	—
Alaska	38.7	—	39.7	4.9	—	4.1
Arizona	51.8	47.1	45.6	7.1	7.5	6.0
Arkansas	—	43.1	42.2	—	5.2	5.1
California	—	—	—	—	—	—
Colorado	—	47.4	—	—	5.9	—
Connecticut	—	45.3	46.0	—	6.6	5.6
Delaware	45.4	43.1	45.2	4.8	5.5	4.5
District of Columbia	33.8	23.1	32.6	4.9	4.6	6.1
Florida	42.7	39.7	42.3	5.1	4.5	5.3
Georgia	37.7	39.9	37.7	3.7	4.3	4.4
Hawaii	—	34.8	29.1	—	8.8	6.0
Idaho	34.8	39.8	42.5	3.8	4.3	6.2
Illinois	—	—	43.7	—	—	5.5
Indiana	44.9	41.4	43.9	3.9	3.4	4.1
Iowa	—	43.8	41.0	—	4.6	3.4
Kansas	—	43.9	42.4	—	5.1	4.8
Kentucky	45.1	37.4	40.6	4.8	3.5	4.7
Louisiana	—	—	—	—	—	—
Maine	42.2	43.0	39.3	3.7	3.9	5.6
Maryland	—	39.8	42.9	—	3.2	6.2
Massachusetts	45.7	47.8	46.2	5.3	4.2	4.7
Michigan	44.0	38.1	42.8	4.6	3.6	3.6
Minnesota	—	—	—	—	—	—
Mississippi	41.8	—	40.6	4.9	—	5.1
Missouri	49.2	40.8	44.4	2.6	3.3	3.4
Montana	49.5	48.6	46.5	6.7	6.4	5.7
Nebraska	46.5	42.9	—	4.6	3.6	—
Nevada	43.4	41.4	37.0	7.4	6.8	4.4
New Hampshire	47.1	44.0	44.8	4.0	—	5.1
New Jersey	—	46.5	—	—	3.7	—
New Mexico	—	42.3	43.2	—	7.6	8.7
New York	44.2	43.4	43.7	5.2	4.1	5.1
North Carolina	39.4	42.3	37.7	3.6	5.4	4.7
North Dakota	54.2	49.0	46.1	5.1	3.6	4.4
Ohio	42.2	42.4	45.7	3.9	3.2	3.2
Oklahoma	47.8	40.5	43.1	3.2	3.8	5.0
Oregon	—	—	—	—	—	—
Pennsylvania	—	—	—	—	—	—
Rhode Island	44.5	42.7	42.9	4.6	5.3	4.8
South Carolina	—	43.2	36.8	—	6.0	4.7
South Dakota	50.2	46.6	44.5	5.4	4.0	3.6
Tennessee	41.1	41.8	36.7	4.2	3.7	4.1
Texas	—	47.3	48.3	—	5.7	4.9
Utah	21.3	15.8	17.0	3.8	2.1	4.7 !
Vermont	43.5	41.8	42.6	5.3	4.8	4.6
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	44.4	41.5	43.5	4.1	6.4	5.5
Wisconsin	47.3	49.2	48.9	—	—	—
Wyoming	49.0	45.4	42.4	6.2	6.2	6.9

— Not available.

! Interpret data with caution.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007

Student or school characteristic	Anywhere								On school property							
	1993	1995	1997	1999	2001	2003	2005	2007	1993	1995	1997	1999	2001	2003	2005	2007
Total	17.7	25.3	26.2	26.7	23.9	22.4	20.2	19.7	5.6	8.8	7.0	7.2	5.4	5.8	4.5	4.5
Sex																
Male	20.6	28.4	30.2	30.8	27.9	25.1	22.1	22.4	7.8	11.9	9.0	10.1	8.0	7.6	6.0	5.9
Female	14.6	22.0	21.4	22.6	20.0	19.3	18.2	17.0	3.3	5.5	4.6	4.4	2.9	3.7	3.0	3.0
Race/ethnicity[1]																
White	17.3	24.5	25.0	26.4	24.4	21.7	20.3	19.9	5.0	7.1	5.8	6.5	4.8	4.5	3.8	4.0
Black	18.6	28.6	28.2	26.4	21.8	23.9	20.4	21.5	7.3	12.3	9.1	7.2	6.1	6.6	4.9	5.0
Hispanic	19.4	27.8	28.6	28.2	24.6	23.8	23.0	18.5	7.5	12.9	10.4	10.7	7.4	8.2	7.7	5.4
Asian	(2)	(2)	(2)	13.5	10.9	9.5	6.7	9.4	(2)	(2)	(2)	4.3	4.7 !	4.3 !	‡	2.7 !
American Indian/ Alaska Native	17.4	28.0	44.2	36.2	36.4	32.8	30.3	27.4	‡	10.1 !	16.2 !	‡	21.5 !	11.4 !	9.2	8.2
Pacific Islander/ Native Hawaiian	(2)	(2)	(2)	33.8	21.9	28.1	12.4 !	28.7	(2)	(2)	(2)	11.0	6.4 !	9.1 !	‡	13.4 !
More than one race	(2)	(2)	(2)	29.1	31.8	28.3	16.9	20.5	(2)	(2)	(2)	7.8	5.2	11.4 !	3.6	3.6 !
Grade																
9th	13.2	20.9	23.6	21.7	19.4	18.5	17.4	14.7	4.4	8.7	8.1	6.6	5.5	6.6	5.0	4.0
10th	16.5	25.5	25.0	27.8	24.8	22.0	20.2	19.3	6.5	9.8	6.4	7.6	5.8	5.2	4.6	4.8
11th	18.4	27.6	29.3	26.7	25.8	24.1	21.0	21.4	6.5	8.6	7.9	7.0	5.1	5.6	4.1	4.1
12th	22.0	26.2	26.6	31.5	26.9	25.8	22.8	25.1	5.1	8.0	5.7	7.3	4.9	5.0	4.1	5.1
Urbanicity																
Urban	—	—	26.8	27.5	25.6	23.4	—	—	—	—	8.0	8.5	6.8	6.8	—	—
Suburban	—	—	27.0	26.1	22.5	22.8	—	—	—	—	7.0	6.4	4.7	6.0	—	—
Rural	—	—	21.9	28.0	26.2	19.9	—	—	—	—	4.9 !	8.1	5.3	3.9	—	—

— Not available.
! Interpret data with caution.
‡ Reporting standards not met.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2007.

Table 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and state: 2003, 2005, and 2007

State	Anywhere			On school property		
	2003	2005	2007	2003	2005	2007
United States	22.4	20.2	19.7	5.8	4.5	4.5
Alabama	17.7	18.5	—	2.6	3.5	—
Alaska	23.9	—	20.5	6.5	—	5.9
Arizona	25.6	20.0	22.0	6.5	5.1	6.1
Arkansas	—	18.9	16.4	—	4.1	2.8
California	—	—	—	—	—	—
Colorado	—	22.7	—	—	6.0	—
Connecticut	—	23.1	23.2	—	5.1	5.9
Delaware	27.3	22.8	25.1	6.0	5.6	5.4
District of Columbia	23.5	14.5	20.8	7.5	4.8	5.8
Florida	21.4	16.8	18.9	4.9	4.0	4.7
Georgia	19.5	18.9	19.6	3.2	3.3	3.6
Hawaii	—	17.2	15.7	—	7.2	5.7
Idaho	14.7	17.1	17.9	2.7	3.9	4.7
Illinois	—	—	20.3	—	—	4.2
Indiana	22.1	18.9	18.9	3.8	3.4	4.1
Iowa	—	15.6	11.5	—	2.7	2.5
Kansas	—	15.6	15.3	—	3.2	3.8
Kentucky	21.1	15.8	16.4	4.3	3.2	3.9
Louisiana	—	—	—	—	—	—
Maine	26.4	22.2	22.0	6.3	4.6	5.2
Maryland	—	18.5	19.4	—	3.7	4.7
Massachusetts	27.7	26.2	24.6	6.3	5.3	4.8
Michigan	24.0	18.8	18.0	7.0	3.7	4.0
Minnesota	—	—	—	—	—	—
Mississippi	20.6	—	16.7	4.4	—	2.7
Missouri	21.8	18.1	19.0	3.0	4.0	3.6
Montana	23.1	22.3	21.0	6.4	6.1	5.0
Nebraska	18.3	17.5	—	3.9	3.1	—
Nevada	22.3	17.3	15.5	5.3	5.7	3.6
New Hampshire	30.6	25.9	22.9	6.6	—	4.7
New Jersey	—	19.9	—	—	3.4	—
New Mexico	—	26.2	25.0	—	8.4	7.9
New York	20.7	18.3	18.6	4.5	3.6	4.1
North Carolina	24.3	21.4	19.1	3.5	4.1	4.3
North Dakota	20.6	15.5	14.8	6.3	4.0	2.7
Ohio	21.4	20.9	17.7	4.2	4.3	3.7
Oklahoma	22.0	18.7	15.9	4.3	3.0	2.6
Oregon	—	—	—	—	—	—
Pennsylvania	—	—	—	—	—	—
Rhode Island	27.6	25.0	23.2	7.4	7.2	6.5
South Carolina	—	19.0	18.6	—	4.6	3.3
South Dakota	21.5	16.8	17.7	4.5 !	2.9	5.0 !
Tennessee	23.6	19.5	19.4	4.1	3.5	4.1
Texas	—	21.7	19.3	—	3.8	3.6
Utah	11.4	7.6	8.7	3.7	1.7	3.8 !
Vermont	28.2	25.3	24.1	8.0	7.0	6.3
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	23.1	19.6	23.5	4.5	4.9	5.8
Wisconsin	21.8	15.9	20.3	—	—	—
Wyoming	20.4	17.8	14.4	5.1	4.0	4.7

— Not available.

! Interpret data with caution.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Estimates were revised and may differ from previously published data.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), previously unpublished tabulation, 2003, 2005, and 2007.

Table 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Various years, 1995–2007

Student or school characteristic	At school						Away from school					
	1995	1999	2001	2003	2005	2007[1]	1995	1999	2001	2003	2005	2007[1]
Total	11.8	7.3	6.4	6.1	6.4	5.3	—	5.7	4.6	5.4	5.2	3.5
Sex												
Male	10.8	6.5	6.4	5.3	6.1	4.6	—	4.1	3.7	4.0	4.6	2.4
Female	12.8	8.2	6.4	6.9	6.7	6.0	—	7.4	5.6	6.8	5.8	4.5
Race/ethnicity[2]												
White	8.1	5.0	4.9	4.1	4.6	4.2	—	4.3	3.7	3.8	4.2	2.5
Black	20.3	13.5	8.9	10.7	9.2	8.6	—	8.7	6.3	10.0	7.3	4.9
Hispanic	20.9	11.7	10.6	9.5	10.3	7.1	—	8.9	6.5	7.4	6.2	5.9
Asian	—	—	—	—	6.2 !	2.3 !	—	—	—	—	7.4	‡
Other	13.5	6.7	6.4	5.0	5.7	3.3 !	—	5.4	6.6	3.9	3.1 !	‡
Grade												
6th	14.3	10.9	10.6	10.0	9.5	9.9	—	7.8	6.3	6.8	5.6	5.9
7th	15.3	9.5	9.2	8.2	9.1	6.7	—	6.1	5.5	6.7	7.5	3.0
8th	13.0	8.1	7.6	6.3	7.1	4.6	—	5.5	4.4	5.3	5.0	3.6
9th	11.6	7.1	5.5	6.3	5.9	5.5	—	4.6	4.5	4.3	3.8	4.0
10th	11.0	7.1	5.0	4.4	5.5	5.2	—	4.8	4.2	5.3	4.7	3.0
11th	8.9	4.8	4.8	4.7	4.6	3.1	—	5.9	4.7	4.7	4.2	2.3
12th	7.8	4.8	2.9	3.7	3.3	3.1	—	6.1	3.3	4.9	5.4	3.2
Urbanicity												
Urban	18.4	11.6	9.7	9.5	10.5	‡	—	9.1	7.4	8.1	6.7	‡
Suburban	9.8	6.2	4.8	4.8	4.7	‡	—	5.0	3.8	4.4	4.6	‡
Rural	8.6	4.8	6.0	4.7	5.1	‡	—	3.0	3.0	4.0	4.7	‡
Sector												
Public	12.2	7.7	6.6	6.4	6.6	5.5	—	5.8	4.6	5.4	5.2	3.6
Private	7.3	3.6	4.6	3.0	3.8	2.5 !	—	5.0	5.1	4.7	4.9	2.1 !

— Not available.
! Interpret data with caution.
‡ Reporting standards not met.
[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
NOTE: Data for 2005 have been revised from previously published figures. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared attack or harm at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. Fear of attack away from school was not collected in 1995. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Table 18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm: Various years, 1995–2007

Activity or place avoided	1995	1999	2001	2003	2005	2007[1]
Total	—	6.9	6.1	5.0	5.5	7.2
Avoided school activities	—	3.2	2.3	1.9	2.1	2.6
Any activities[2]	1.7	0.8	1.1	1.0	1.0	1.8
Any class	—	0.6	0.6	0.6	0.7	0.7
Stayed home from school	—	2.3	1.1	0.8	0.7	0.8
Avoided one or more places in school	8.7	4.6	4.7	4.0	4.5	5.8
Entrance to the school	2.1	1.1	1.2	1.2	1.0	1.5
Hallways or stairs in school	4.2	2.1	2.1	1.7	2.1	2.6
Parts of the school cafeteria	2.5	1.3	1.4	1.2	1.8	1.9
Any school restrooms	4.4	2.1	2.2	2.0	2.1	2.6
Other places inside the school building	2.5	1.4	1.4	1.2	1.4	1.5

— Not available.

[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.

[2] In 2007, the survey wording was changed from “any extracurricular activities” to “any activities.” Please use caution when comparing changes in this item over time.

NOTE: Data for 2005 have been revised from previously published figures. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Table 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm, by selected student and school characteristics: Various years, 1995–2007

Student or school characteristic	1995	1999	2001	2003	2005	2007[1]
Total	8.7	4.6	4.7	4.0	4.5	5.8
Sex						
Male	8.8	4.6	4.7	3.9	4.9	6.1
Female	8.5	4.6	4.6	4.1	4.1	5.5
Race/ethnicity[2]						
White	7.1	3.8	3.9	3.0	3.6	5.3
Black	12.1	6.7	6.6	5.1	7.2	8.3
Hispanic	12.9	6.2	5.5	6.3	6.0	6.8
Asian	—	—	—	—	2.5	‡
Other	11.1	5.4	6.2	4.4	4.3 !	3.5 !
Grade						
6th	11.6	5.9	6.8	5.6	7.9	7.8
7th	11.8	6.1	6.2	5.7	5.8	7.5
8th	8.8	5.5	5.2	4.7	4.5	5.9
9th	9.5	5.3	5.0	5.1	5.2	6.7
10th	7.8	4.7	4.2	3.1	4.2	5.5
11th	6.9	2.5	2.8	2.5	3.3	4.2
12th	4.1	2.4	3.0	1.2 !	1.3 !	3.2
Urbanicity						
Urban	11.7	5.8	6.0	5.7	6.3	‡
Suburban	7.9	4.7	4.3	3.5	3.8	‡
Rural	7.0	3.0	3.9	2.8	4.2	‡
Sector						
Public	9.3	5.0	4.9	4.2	4.8	6.2
Private	2.2	1.6	2.0 !	1.5 !	1.4 !	1.4 !

— Not available.
! Interpret data with caution.
‡ Reporting standards not met.
[1] In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, (Asian prior to 2005), Pacific Islander, and, from 2003 onward, more than one race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
NOTE: Data for 2005 have been revised from previously published figures. Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2007.

Table 19.1. Number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: School year 2007–08

	Schools using any serious disciplinary action			Percentage distribution of serious disciplinary actions		
Type of offense	Number of schools	Percent of schools	Number of serious disciplinary action	Out-of-school suspensions lasting 5 days or more	Removals with no services for remainder of school year	Transfers to specialized schools
Total	38,500	46.4	767,900	76.0	5.4	18.7
Physical attacks or fights	26,100	31.5	271,800	78.7	4.4	16.9
Insubordination	17,800	21.4	327,100	82.2	‡	13.1
Distribution, possession, or use of alcohol	8,100	9.8	28,400	73.9	4.5	21.6
Distribution, possession, or use of illegal drugs	16,000	19.3	98,700	55.4	9.1	35.5
Use or possession of a weapon other than a firearm or explosive device	2,300	2.8	5,200	52.9	18.3	28.8
Use or possession of a firearm or explosive device	12,700	15.3	36,800	60.3	7.8	31.9

‡ Reporting standards not met.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to totals because of rounding. Estimates of number of actions and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 19.2. Percentage of public schools that took a serious disciplinary action and number of serious actions taken, by type of offense: Various school years, 1999–2000 through 2007–08

	Percent of schools				Number of serious disciplinary actions			
Type of offense	1999–2000	2003–04	2005–06	2007–08	1999–2000	2003–04	2005–06	2007–08
Total	54.0	45.7	48.0	46.4	1,162,600	655,700	830,700	767,900
Physical attacks or fights	35.4	32.0	31.5	31.5	332,500	273,500	323,900	271,800
Insubordination	18.3	21.6	21.2	21.4	253,500	220,400	309,000	327,100
Distribution, possession, or use of alcohol	—	9.2	10.2	9.8	—	25,500	30,100	28,400
Distribution, possession, or use of illegal drugs	—	21.2	20.8	19.3	—	91,100	106,800	98,700
Use or possession of a firearm or explosive device	—	3.9	4.5	2.8	—	9,900 !	14,300	5,200
Use or possession of a weapon other than a firearm or explosive device[1]	—	16.8	19.3	15.3	—	35,400	46,600	36,800

— Not available.

! Interpret data with caution.

[1] The questionnaire wording prior to 2005–06 was "use or possession of a weapon other than a firearm."

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to totals because of rounding. Estimates of number of actions are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Table 20.1. Percentage of public schools that used safety and security measures: Various school years, 1999–2000 through 2007–08

School safety and security measure	1999–2000	2003–04	2005–06	2007–08
Controlled access during school hours				
Buildings (e.g., locked or monitored doors)	74.6	83.0	84.9	89.5
Grounds (e.g., locked or monitored gates)	33.7	36.2	41.1	42.6
Closed the campus for most students during lunch	64.6	66.0	66.1	65.0
Drug testing and tobacco use				
Any students	4.1	5.3	—	—
Athletes	—	4.2	5.0	6.4
Students in extracurricular activities other than athletics	—	2.6	3.4	4.5
Any other students	—	—	3.0	3.0
Prohibited all tobacco use on school grounds	90.1	88.8	90.3	91.4
Required to wear badges or picture IDs				
Students	3.9	6.4	6.1	7.6
Faculty and staff	25.4	48.0	47.8	58.3
Metal detector checks on students				
Random checks[1]	7.2	5.6	4.9	5.3
Required to pass through daily	0.9	1.1	1.1	1.3
Sweeps and technology				
Random dog sniffs to check for drugs[1]	20.6	21.3	23.0	21.5
Random sweeps for contraband[1,2]	11.8	12.8	13.1	11.4
Provided telephones in most classrooms	44.6	60.8	66.8	71.6
Electronic notification system for school-wide emergency	—	—	—	43.2
Structured, anonymous threat reporting system	—	—	—	31.2
Used security cameras to monitor the school[1]	19.4	36.0	42.8	55.0
Provided two-way radios	—	71.2	70.8	73.1
Visitor requirements				
Sign in or check in	96.6	98.3	97.6	98.7
Pass through metal detectors	0.9	0.9	1.0	—
Dress code				
Required students to wear uniforms	11.8	13.8	13.8	17.5
Enforced a strict dress code	47.4	55.1	55.3	54.8
School supplies and equipment				
Required clear book bags or banned book bags on school grounds	5.9	6.2	6.4	6.0
Provided school lockers to students	46.5	49.5	50.6	48.9

— Not available.

[1] One or more check, sweep, or camera.

[2] For example, drugs or weapons. Does not include dog sniffs.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Table 20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2007–08

School characteristic	Controlled access during school hours: Buildings (e.g., locked or monitored doors)	Controlled access during school hours: Grounds (e.g., locked or monitored gates)	Drug testing: Athletes	Drug testing: Students in extracurricular activities (excluding athletes)	Required to wear badges or pictures IDs: Students	Required to wear badges or pictures IDs: Faculty and staff
Total	89.5	42.6	6.4	4.5	7.6	58.3
School level[3]						
Primary	92.1	45.1	1.8	1.5 !	3.1	61.5
Middle	90.9	41.9	8.2	6.3	13.6	61.2
High school	84.7	40.7	16.3	10.1	18.5	56.6
Combined	76.3	29.0	18.9	12.3	8.2 !	31.3
Enrollment size						
Less than 300	85.5	33.1	6.4	5.1	3.4	39.6
300–499	91.4	40.5	3.4	2.5 !	4.2	57.1
500–999	91.5	47.4	7.1	5.0	8.3	68.0
1,000 or more	86.6	52.1	12.1	6.6	23.5	69.1
Urbanicity						
City	91.9	54.3	1.8	1.7 !	12.8	59.6
Suburb	93.8	47.4	3.9	1.8	7.3	71.8
Town	88.6	38.1	13.0	9.1	7.8	62.8
Rural	84.1	30.7	9.5	7.2	3.7	42.9
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	86.0	23.4	10.8	6.7	3.7	45.4
5 percent to less than 20 percent	90.9	34.7	5.7	4.1	4.9	64.4
20 percent to less than 50 percent	89.3	43.1	8.1	5.6	7.2	63.5
50 percent or more	90.4	57.9	3.7	2.8	12.0	56.3
Percent of students eligible for free or reduced-price lunch						
0–25	91.1	39.8	5.0	2.7	5.8	65.5
26–50	89.7	37.5	8.3	5.8	7.9	57.5
51–75	85.2	39.7	7.6	5.3	7.2	55.8
76–100	92.2	57.6	4.2	3.9 !	10.3	53.1
Student/teacher ratio[4]						
Less than 12	88.2	39.0	5.6	4.3	6.8	56.7
12–16	92.6	41.2	7.8	5.4	8.8	62.0
More than 16	87.1	58.4	5.9	2.9 !	8.0	55.4

See notes at end of table.

Table 20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2007–08—Continued

School characteristic	Metal detector checks on students: Random checks[1]	Metal detector checks on students: Required to pass through daily	Sweeps and technology: Random dog sniffs to check for drugs[1]	Sweeps and technology: Random sweeps for contraband[1,2]	Sweeps and technology: Electronic notification system for school-wide emergency	Sweeps and technology: Structured, anonymous threat reporting system	Sweeps and technology: Used security cameras to monitor school[1]	Required students to wear uniforms
Total	5.3	1.3	21.5	11.4	43.2	31.2	55.0	17.5
School level[3]								
Primary	2.2	‡	‡	3.2	43.4	26.0	45.9	20.2
Middle	9.1	2.2	39.8	18.6	49.4	39.4	66.0	17.1
High school	11.1	4.2	58.4	26.5	43.8	40.5	76.6	8.9
Combined	8.9 !	‡	45.3	27.9	25.5	34.8	59.2	13.9
Enrollment size								
Less than 300	2.8 !	0.7 !	15.8	12.3	31.3	24.1	45.7	15.7
300–499	5.1	1.7 !	15.0	7.7	40.8	23.9	51.8	16.0
500–999	4.6	0.9 !	22.1	10.1	48.7	35.4	57.8	20.0
1,000 or more	13.6	3.3	48.9	23.0	55.8	51.5	74.0	17.0
Urbanicity								
City	11.6	4.1	11.7	12.3	43.1	37.2	53.3	38.6
Suburb	2.5	0.3 !	16.2	7.9	55.7	30.1	57.5	15.8
Town	3.8 !	‡	32.3	10.3	34.5	32.7	60.2	7.6
Rural	3.4	0.4 !	29.6	14.2	35.6	26.7	51.8	6.3
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students								
Less than 5 percent	1.1 !	‡	28.5	9.2	34.7	29.6	57.9	‡
5 percent to less than 20 percent	1.1 !	‡	23.2	9.0	42.7	30.5	59.0	3.9
20 percent to less than 50 percent	3.4	0.4 !	23.4	11.4	51.1	31.9	53.1	8.3
50 percent or more	12.1	3.6	15.5	14.3	41.8	32.1	52.0	42.8
Percent of students eligible for free or reduced-price lunch								
0–25	1.1	‡	21.0	7.0	56.1	29.5	54.1	4.2
26–50	2.9	‡	27.2	10.7	35.9	33.1	56.9	7.1
51–75	6.8	2.3	21.8	13.0	43.7	30.2	52.4	18.0
76–100	13.0	3.5	13.3	16.4	36.7	31.7	56.3	51.0
Student/teacher ratio[4]								
Less than 12	5.0	0.8	22.3	11.9	43.1	27.6	54.8	16.6
12–16	5.5	1.9	21.1	10.3	42.3	33.0	57.4	18.6
More than 16	5.9	1.7 !	20.0	12.0	45.5	39.7	50.4	18.2

! Interpret data with caution.
‡ Reporting standards not met.
[1] One or more check, sweep, or camera.
[2] For example, drugs or weapons. Does not include dog sniffs.
[3] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.
[4] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007

Security measure	1999	2001	2003	2005	2007
Total	—	99.4	99.3	99.6	99.8
Metal detectors	9.0	8.7	10.1	10.7	10.1
Locker checks	53.3	53.5	53.0	53.2	53.6
One or more security cameras to monitor the school	—	38.5	47.9	57.9	66.0
Security guards and/or assigned police officers	54.1	63.6	69.6	68.3	68.8
Other school staff or other adult supervision in the hallway	85.4	88.3	90.6	90.1	90.0
A requirement that students wear badges or picture identification	—	21.2	22.5	24.9	24.3
A code of student conduct	—	95.1	95.3	95.5	95.9
Locked entrance or exit doors during the day	38.1	48.8	52.8	54.3	60.9
A requirement that visitors sign in	87.1	90.2	91.7	93.0	94.3

— Not available.

NOTE: Data for 2005 have been revised from previously published figures. “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2007.

This page intentionally left blank.

Appendix A: Technical Notes

Technical Notes

General Information

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, and principals, and data collections from federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data collection method, and questionnaire design or is the result of a universe data collection. Universe data collections include a census of all known entities in a specific universe (e.g., all deaths occurring on school property). Readers should be cautious when comparing data from different sources. Differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, some questions from different surveys may appear the same, but were asked of different populations of students (e.g., students ages 12–18 or students in grades 9–12); in different years; about experiences that occurred within different periods of time (e.g., in the past 30 days or during the past 12 months); or at different locations (e.g., in school or anywhere).

All comparisons described in this report are statistically significant at the .05 level. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Estimates displayed in the text, figures, and tables are rounded from original estimates, not from a series of rounding.

The following is a description of data sources, accuracy of estimates, and statistical procedures used in this report.

Sources of Data

This section briefly describes each of the datasets used in this report: the School-Associated Violent Deaths Surveillance Study, the Supplementary Homicide Reports, the Web-based Injury Statistics Query and Reporting System Fatal, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Survey, the Schools and Staffing Survey, and the School Survey on Crime and Safety. Directions for obtaining more information are provided at the end of each description.

School-Associated Violent Deaths Surveillance Study (SAVD)

The School-Associated Violent Deaths Surveillance Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent death in the United States, and identify potential risk factors for these deaths. The surveillance system includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, and unintentional firearm-related deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school, while the victim was on the way to or from regular sessions at such a school, or while attending or on the way to or from an official school-sponsored event. Victims of such events include nonstudents as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The SAVD Surveillance System has collected data from July 1, 1992, through the present.

SAVD uses a four-step process to identify and collect data on school-associated violent deaths. Cases are initially identified through a search of the Lexis/Nexis newspaper and media database. Then police officials are contacted to confirm the details of the case and to determine if the event meets the case definition. Once a case is confirmed, a police official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full police report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspension/expulsions and mobility, school history of weapon-carrying incidents, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

One hundred and five school-associated violent deaths were identified from July 1, 1992 to June 30, 1994 (Kachur et al. 1996). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994 and June 30, 1999 (Anderson et al. 2001). Other publications from this study have described how the number of events changes during the school year (Centers for Disease Control and Prevention 2001), the source of the firearms used in these events (Reza et al. 2003), and suicides that were associated with schools (Kauffman et al. 2004). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials. For several reasons, all data for years from 1999 to the present are flagged as preliminary. For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on non-media sources of information) will be discovered. Also, other cases may occasionally be identified while the police and school interviews are being conducted to verify known cases. For additional information about SAVD, contact:

Jeff Hall
Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
Mailstop K60
4770 Buford Highway NE
Atlanta, GA 30341
Telephone: (770) 488-4648
E-mail: jhall2@cdc.gov

Supplementary Homicide Reports (SHR)

The Supplementary Homicide Reports (SHR), which are a part of the Uniform Crime Reporting (UCR) program, provide incident-level information on criminal homicides, including situation (number of victims to number of offenders); the age, sex, and race of victims and offenders; types of weapons used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the Federal Bureau of Investigation (FBI) by local law enforcement agencies participating in the FBI's UCR program. The data include murders and nonnegligent manslaughters in the United States from January 1976 to December 2005; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 594,277 murders (including non-negligent manslaughters) were committed from 1976 to 2005. Agencies provided detailed information on 538,210 victims and 597,359 offenders.

About 91 percent of homicides are included in the SHR. However, adjustments can be made to the weights to correct for missing reports. Estimates from the SHR used in this report were generated by the Bureau of Justice Statistics (BJS) using a weight developed by BJS that reconciles the counts of SHR homicide victims with those in the UCR for the 1992 through 2005 data years. The weight is the same for all cases for a given year. The weight represents the ratio of the number of homicides reported in the UCR to the number reported in the SHR. For additional information about SHR, contact:

Communications Unit
Criminal Justice Information Services Division
Federal Bureau of Investigation
Module D3
1000 Custer Hollow Road
Clarksburg, WV 26306
Telephone: (304) 625-4995
E-mail: cjis_comm@leo.gov

Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)

WISQARS Fatal provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners. It also includes demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about what types of injuries are leading causes of deaths, how common they are, and who they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent

(manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS Fatal, contact:

National Center for Injury Prevention and Control
Mailstop K59
4770 Buford Highway NE
Atlanta, GA 30341-3724
Telephone: (770) 488-1506
E-mail: ohcinfo@cdc.gov
Internet: http://www.cdc.gov/ncipc/wisqars

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information annually 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 both crimes reported to police and crimes not reported to the police.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is followed by a question on race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. Analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new question had very little impact on the aggregate racial distribution of the NCVS respondents, with one exception. There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. Analysis of the 2007 estimates indicate that the program changes made in 2007 had relatively small effects on NCVS changes. As discussed in *Criminal Victimization, 2006* the substantial increases in victimization rates from 2005 to 2006 do not appear to be due to actual changes in crime during that period. The increases were attributed to the impact of methodological changes in the survey. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* at http://www.ojp.usdoj.gov/bjs/pub/pdf/cv06.pdf and the technical notes at http://www.ojp.usdoj.gov/bjs/pub/pdf/cv06tn.pdf. For more information on 2007 data see http://www.ojb.usdoj.gov/bjs/publ/pdf/cv07tn.pdf. The number of NCVS eligible households in sample in 2007 was about 45,900. They were 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 households constructed after the decennial Census. Within each sampled household, U.S. Census Bureau personnel interviewed all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 74,000 persons age 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and included in the survey estimates. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of over 90 percent at the household level. The completion rates for persons within households in 2007 were about 86 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

Katrina Baum
Victimization Statistics Branch
Bureau of Justice Statistics
U.S. Department of Justice
810 7th Street NW
Washington, DC 20531

Telephone: (202) 307-5889
E-mail: katrina.baum@usdoj.gov
Internet: http://www.ojp.usdoj.gov/bjs

School Crime Supplement (SCS)

Created as a supplement to the NCVS and codesigned by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey was conducted in 1989, 1995, 1999, 2001, 2003, 2005, and 2007 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, and 2007 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The survey was designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels so that they can make 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 those concerning preventive measures used by the school, students' participation in after school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school, as well as attitudinal questions relating to fear of victimization and avoidance behavior at school.

In all SCS survey years through 2005, the SCS was conducted for a 6-month period from January to June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity item made for 2003 onward). It should be noted that the initial NCVS interview has always been included in the SCS data collection. Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not home schooled. In 2007, the questionnaire was changed and household members who attended school any time during the school year were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, and 2007 was calculated by using NCVS incident variables appended to the 1995, 1999, 2001, 2003, 2005, and 2007 SCS data files. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school. For prevalence of victimization, the NCVS definition of "at school" includes in the school building, on school property, or on the way to or from school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. First, in 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the NCVS and was also used as the definition in 2003, 2005, and 2007. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

A total of 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, and 5,600 in 2007. In the 2007 SCS, the household completion rate was 90 percent. In the 1995, 1999, 2001, 2003, and 2005 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, and 91 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, and 62 percent respectively. For the 2007 SCS, the student completion rate was 58 percent.

Thus, the overall unweighted SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, and 53 percent in 2007. Response rates for most survey items were high—typically over 95 percent of all eligible respondents. The weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in 1995, 1999, 2001, 2003, 2005, and 2007.

Due to the low unit response rate in 2005 and 2007, a unit nonresponse bias analysis was done. There are two types of nonresponse: unit and item nonresponse. 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. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. Furthermore, imputation, a common recourse to nonresponse, can lead to the risk of underestimating the sampling error if imputed data are treated as though they were observed data.

In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data is known for respondents and nonrespondents: sex, race/ethnicity, household income, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of $35,000–$49,999 and $50,000 or more had higher response rates than those from households with incomes of less than $7,500, $7,500–$14,999, $15,000–$24,999 and $25,000–$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other race/ethnicities. Respondents from households with an income of $25,000 or more had higher response rates than those from households with incomes of less than $25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting the nonresponse bias has little impact on the overall estimates.

For more information about SCS, contact:

Kathryn A. Chandler
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7486
E-mail: kathryn.chandler@ed.gov
Internet: http://nces.ed.gov/programs/crime

Youth Risk Behavior Survey (YRBS)

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health.[1] The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007 YRBS data.

The YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties, subareas of large counties, or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies,

[1] For more information on the YRBSS methodology, see Brener et al. (2004).

or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. Three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. Approximately 16,300, 10,900, 16,300, 15,300, 13,600, 15,200, 13,900, and 14,000 students participated in the 1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007 surveys, respectively.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, and 68 percent for the 2007 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State level data were downloaded from the Youth Online: Comprehensive Results web page (http://apps.nccd.cdc.gov/yrbss/). Each state and local school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except a few state and local samples include only public schools, and each local sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and do not have appropriate documentation are not weighted and are not included in this report.

In 2007, a total of 39 states and 22 districts had weighted data. In sites with weighted data, the student sample sizes for the state and local YRBS ranged from 1,100 to 13,400. School response rates ranged from 69 to 100 percent, student response rates ranged from 60 to 92 percent, and overall response rates ranged from 60 to 90 percent.

Readers should note that reports of these data published by the CDC do not include percentages where the denominator includes less than 100 unweighted cases. However, NCES publications do not include percentages where the denominator includes less than 30 unweighted cases. Therefore, estimates presented here may not appear in CDC publications of YRBS estimates and are considered unstable by CDC standards.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?
A. White—not Hispanic
B. Black—not Hispanic
C. Hispanic or Latino
D. Asian or Pacific Islander
E. American Indian or Alaskan Native
F. Other

The version used in 1999, 2001, 2003, 2005, and in the 2007 state and local surveys was:

How do you describe yourself? (Select one or more responses.)
A. American Indian or Alaska Native
B. Asian
C. Black or African American
D. Hispanic or Latino
E. Native Hawaiian or Other Pacific Islander
F. White

In the 2005 national survey and all 2007 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "yes" and "no"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton, Brener, Kann, and Pittman (2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

For additional information about the YRBS, contact:

Laura Kann
Division of Adolescent and School Health
National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention
Mailstop K-33
4770 Buford Highway NE
Atlanta, GA 30341-3717
Telephone: (770) 488-6181
E-mail: lkk1@cdc.gov
Internet: http://www.cdc.gov/yrbs

Schools and Staffing Survey (SASS)

This report draws upon data on teacher victimization from the Schools and Staffing Survey (SASS), which provides national- and state-level data on public schools and national- and affiliation-level data on private schools. The 1993–94, 1999–2000, 2003–04, and 2007–08 SASS were collected by the U.S. Census Bureau and sponsored by the National Center for Education Statistics (NCES). The 1993–94, 1999–2000, and 2003–04 administrations of SASS consisted of four sets of linked surveys, including surveys of schools, the principals of each selected school, a subsample of teachers within each school, and public school districts. The 2007–08 administration of SASS consisted of five types of questionnaires: district questionnaires, principal questionnaires, school questionnaires, teacher questionnaires, and school library media center questionnaires. In 1993–94, there were two sets of teacher surveys, public and private school teachers. In 1999–2000, there were four sets of teacher surveys, public, private, public charter, and Bureau of Indian Education (BIE) school teachers. In 2003–04 and 2007–08, there were three sets of teacher surveys, public (including public charter), private, and BIE. For this report, BIE and public charter schools are included with public schools.

The public school sampling frames for the 1993–94, 1999–2000, 2003–04, and 2007–08 SASS were created using the 1991–92, 1997–98, 2001–02, and 2005–06 NCES Common Core of Data (CCD) Public School Universe Files, respectively. In SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1–12 or the ungraded equivalent and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals or school head). Since CCD and SASS differ in scope and their definition of a school, some records were deleted, added, or modified in order to provide better coverage and a more efficient sample design for SASS. Data were collected by multistage sampling, which began with the selection of schools.

This report uses 1993–94, 1999–2000, 2003–04, and 2007–08 SASS data. Approximately 10,000

public schools and 3,300 private schools were selected to participate in the 1993–94 SASS, 11,100 public schools (9,900 public schools, 100 BIE-funded schools, and 1,100 charter schools) and 3,600 private schools were selected to participate in the 1999–2000 SASS, 10,400 public schools (10,200 public schools and 200 BIE-funded schools) and 3,600 private schools were selected to participate in the 2003–04 SASS, and 9,980 public schools (9,800 public schools and 180 BIE-funded schools) and 2,940 private schools were selected to participate in the 2007–08 SASS. Within each school, teachers selected were further stratified into one of five teacher types in the following hierarchy: (1) Asian or Pacific Islander; (2) American Indian, Aleut, or Eskimo; (3) teachers who teach classes designed for students with limited English proficiency; (4) teachers in their first, second, or third year of teaching; and (5) teachers not classified in any of the other groups. Within each teacher stratum, teachers were selected systematically with equal probability. In 1993–94, approximately 57,000 public school teachers and 11,500 private school teachers were sampled. In 1999– 2000, 56,300 public school teachers, 500 BIE teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, 52,500 public school teachers, 700 BIE teachers, and 10,000 private school teachers were sampled. In 2007–08, 47,440 public school teachers, 750 BIE teachers, and 8,180 private school teachers were sampled.

This report focuses on responses from teachers. The overall weighted response rate for public school teachers in 1993–94 was 88 percent. In 1999–2000, the overall weighted response rates were 77 percent for public school teachers, and 86 and 72 percent for BIE and public charter school teachers, respectively (which are included with public school teachers for this report). In 2003–04, the overall weighted response rates were 76 percent for public school teachers and 86 percent for BIE-funded school teachers (who are included with public school teachers). In 2007–08, the overall weighted response rates were 72 percent for public school teachers and 71 percent for BIE-funded school teachers (who are included with public school teachers). For private school teachers, the overall weighted response rates were 80 percent in 1993–94, 67 percent in 1999–2000, 70 percent in 2003–04, and 66 percent in 2007–08. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS, contact:

Kerry Gruber
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7349
E-mail: kerry.gruber@ed.gov
Internet: http://nces.ed.gov/surveys/sass

School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. SSOCS collects extensive crime and safety data from principals and school administrators of U.S. public schools. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, and 2007–08. A fifth collection is planned for school year 2009–10.

SSOCS was developed by NCES and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2007–08 SSOCS (SSOCS:2008) was conducted by the U.S. Census Bureau. Data collection began on February 25, 2008, when questionnaire packets were mailed to sampled schools, and continued through June 18, 2008. A total of 2,560 public schools submitted usable questionnaires: 618 primary schools, 897 middle schools, 936 high schools, and 109 combined schools.

The sampling frame for SSOCS:2008 was constructed from the public school universe file created for the 2007–08 Schools and Staffing Survey (SASS). The SASS frame was derived from the 2005–06 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. Certain types of schools were excluded from the CCD file in order to meet the sampling needs of SASS: those in U.S. outlying areas[2] and Puerto Rico, overseas Department of Defense schools, newly closed schools, home schools, and schools with a high grade of kindergarten or lower. Additional schools were then excluded from the SASS frame to meet the sampling needs of SSOCS: special education schools, vocational schools, alternative schools (e.g., adult continuing education schools and remedial schools), ungraded schools, schools sponsored by the Bureau of Indian

[2] "U.S. outlying areas" include the following: America Samoa, Guam, Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

Education, and other "nonregular" schools.[3] Charter schools were not excluded. The use of the modified SASS sampling frame for SSOCS:2008 is consistent with the 1999–2000 SSOCS (SSOCS:2000) and the 2003–04 SSOCS (SSOCS:2004). The 2005–06 SSOCS (SSOCS:2006) deviated from this by using the CCD directly as a sampling frame. This deviation was necessary because SSOCS:2006 occurred between SASS collections.

A total of 3,484 schools were selected for the 2008 study. In February 2008, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,560 schools completed the survey. The weighted overall response rate was 77.2 percent. A nonresponse bias analysis was conducted on the 13 items with weighted item nonresponse rates below 85 percent. The detected bias was not deemed problematic enough to suppress any items from the data file. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2007–08 school year. For information on the 1999–2000, 2003–04, 2005–06, and 2007–08 iterations, see Neiman and DeVoe (2009). For more information about the School Survey on Crime and Safety, contact:

Kathryn A. Chandler
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7486
E-mail: kathryn.chandler@ed.gov
Internet: http://nces.ed.gov/surveys/ssoc

Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the "true" responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

Standard error calculation for data from the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.

The coefficient of variation (C_V) represents the ratio of the standard error to the mean. As an attribute of a distribution, the C_V is an important measure of the reliability and accuracy of an estimate. In this report, the C_V was calculated for all estimates, and in cases where the C_V was at least 30 percent the estimates were noted with a ! symbol (interpret data

[3] "Nonregular" schools includes cases of schools-within-schools, which were found in Minnesota and Georgia.

with caution). In cases where the C_V was greater than 50 percent, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance term (i.e., $2 * r * se_1 * se_2$) must be subtracted from the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - (2 * r * se_1 * se_2)}} \qquad (2)$$

where *r* is the correlation coefficient. Once the *t* value was computed, it was compared with the published tables of values at certain critical levels, called alpha levels. For this report, an alpha value of .05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates is statistically significant at the 95 percent level.

A linear trend test was used when differences among percentages were examined relative to ordered categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (*b*) and its corresponding standard error (*se*). The ratio of these two (*b/se*) is the test statistic *t*. If *t* is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

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. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition the total sum of squares into within- and between-group sums of squares. 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 .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.

This page intentionally left blank.

Appendix B: Glossary of Terms

Glossary of Terms

General Terms

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School An education institution consisting of one or more of grades K through 12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

Specific Terms Used in Various Surveys

School-Associated Violent Deaths Surveillance Study

Homicide An act involving a killing of one person by another resulting from interpersonal violence.

School-associated violent death A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

Suicide An act of taking one's own life voluntarily and intentionally.

National Crime Victimization Survey

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

At school (students) Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

Metropolitan Statistical Areas (MSAs) Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

Rape Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural A place not located inside the Metropolitan

Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Sexual assault A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Suburban A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city. On the data tables, suburban areas are categorized as those portions of metropolitan areas situated "outside central cities."

Theft Completed or attempted theft of property or cash without personal contact.

Urban The largest city (or grouping of cities) in an MSA.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate A measure of the occurrence of victimizations among a specific population group.

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

School Crime Supplement

At school In the school building, on school property, on a school bus, or going to or from school.

Gang Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "total victimization."

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey

Illegal drugs Examples of illegal drugs were marijuana, cocaine, inhalants, steroids, or prescription drugs without a doctor's permission, heroin, and methamphetamines.

On school property On school property is included in the question wording, but was not defined for respondents.

Rural school A school located outside a Metropolitan Statistical Area (MSA).

Suburban school A school located inside an MSA, but outside the "central city."

Urban school A school located inside an MSA and inside the "central city."

Weapon Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Schools and Staffing Survey

City A territory inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) and inside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core).

Elementary school A school in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8.

Elementary school teachers An elementary school teacher is one who, when asked for the grades taught,

checked: (1) only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; (2) 6th grade or lower or "ungraded," and no grade higher than 6th; (3) 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (4) 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (5) 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or (6) 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school. A teacher at a school that has grade 6 or lower or one that is "ungraded" with no grade higher than the 8th.

Instructional level Instructional levels divide teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teacher's class(es). Those with only ungraded classes are categorized as elementary level teachers if their main assignment is early childhood/prekindergarten or elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, in general, elementary level teachers teach any of grades prekindergarten through 5th; report an early childhood/prekindergarten, elementary, self-contained special education, or elementary enrichment main assignment; or are those whose preponderance of grades taught are kindergarten through 6th. In general, secondary-level teachers instruct any of grades 7 through 12 but usually no grade lower than 5th. They also teach more of grades 7 through 12 than lower level grades.

Rural A territory outside any urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) or urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

Secondary school A school in which the lowest grade is greater than or equal to grade 7 and the highest grade is less than or equal to grade 12.

Secondary school teachers A secondary school teacher is one who, when asked for the grades taught, checked: (1) "ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; (2) 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; (3) 9th grade or higher, or 9th grade or higher and "ungraded"; (4) 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; (5) 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or (6) 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Suburban A territory outside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core) and inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas).

Town A territory inside an urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

School Survey on Crime and Safety

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session.

City As collected by the Common Core of Data and appended to the SSOCS data file, city includes territories inside an urbanized area and inside a principal city and includes large cities (populations of 250,000 or more), midsize cities (population less than 250,000 and greater than or equal to 100,000) and small cities (population less than 100,000).

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Hate crime A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Insubordination A deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.

Intimidation To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment. (Intimidation was not defined in the front of the questionnaire in 2005–06.)

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

Rape Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Rural As collected by the Common Core of Data and appended to the SSOCS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster), distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster), and remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

Serious violent incidents Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual battery An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Specialized school A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

Suburb As collected by the Common Core of Data and appended to the SSOCS data file, suburb includes territories outside a principal city and inside an urbanized area and includes large suburbs (populations of 250,000 or more), midsize suburbs (population less

than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

Theft/larceny Taking things valued at over $10 without personal confrontation. Specifically, the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Town As collected by the Common Core of Data and appended to the SSOCS data file, town includes fringe towns (territories inside an urban cluster that is less than or equal to 10 miles from an urbanized area), distant towns (territories inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area), and remote towns (territories which are inside an urban cluster that is more than 35 miles from an urbanized area).

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.