



Indicators of School Crime and Safety: 2004

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November 2004

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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.

November 2004

Suggested Citation

DeVoe, J.F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T.D., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005-002/NCJ 205290). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

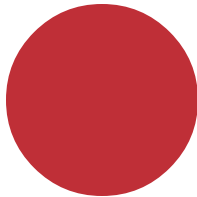
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EXECUTIVE SUMMARY

For youth to fulfill their potential in school, schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers may have difficulty teaching and students may have difficulty learning. Gauging the safety of the school environment, however, may be difficult given the large amount of attention devoted to isolated incidents of extreme school violence nationwide.

Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and periodically monitoring and updating these indicators. *Indicators of School Crime and Safety* is designed to provide an annual snapshot of specific crime and safety indicators, covering topics such as victimization, fights, bullying, classroom disorder, teacher injury, weapons, and student perceptions of school safety. In addition to covering a wide range of topics, the indicators are based on information drawn from a wide range of sources, including surveys of students, teachers, and principals, and data collections by federal departments and agencies such as the National Center for Education Statistics (NCES), the Bureau of Justice Statistics (BJS), the Federal Bureau of Investigation (FBI), and the Centers for Disease Control and Prevention (CDC).

KEY FINDINGS

The key findings of the report are presented below.

Violent Deaths at School

From July 1, 1999, through June 30, 2000, there were 32 school-associated violent deaths in the United States (*Indicator 1*). Twenty-four of these violent deaths were homicides and 8 were suicides. Sixteen of the 24 school-associated homicides involved school-aged children. These 16 homicides are a relatively small percentage (1 percent) of the total of 2,124 children ages 5–19 who were victims of homicide over the same period. Six of the 8 school-associated suicides from July 1, 1999, through June 30, 2000, involved school-aged children. Away from school, there were a total of 1,922 suicides of children ages 5–19 during the 2000 calendar year.

Nonfatal Student Victimization—Student Reports

The victimization rate for students ages 12–18 generally declined both at school and away from school between 1992 and 2002; this was true for the total crime rate as well as for thefts, serious violent crimes (including rape, sexual assault, robbery, and aggravated assault), and violent crimes (that is, serious violent crime plus simple assault) (*Indicator 2*). While this overall trend indicates a decline during this time frame, no difference was detected between 2001 and 2002 in the total crime rate, the rate of theft, or the rate of violent victimization either at or away from school.

- In 2002, students ages 12–18 were more likely to be victims of nonfatal serious violent crime away from school than at school (*Indicator 2*).¹ Students in this age range were victims of about 309,000 serious violent crimes away from school, compared with about 88,000 at school.
- In 2002, younger students (ages 12–14) were more likely than older students (ages 15–18) to be victims of crime at school, while older students were more likely than younger students to be victims away from school (*Indicator 2*).
- In 2003, 5 percent of students ages 12–18 reported being victims of nonfatal crimes, 4 percent reported being victims of theft, and 1 percent reported being victims of violent incidents (*Indicator 3*).
- The percentage of students in grades 9–12 who have been threatened or injured with a weapon on school property fluctuated between 1993 and 2003, but without a clear trend (*Indicator 4*). In all survey years from 1993 to 2003, 7–9 percent of students reported being threatened or injured with a weapon such as a gun, knife, or club on school property in the preceding 12 months.
- Between 1993 and 2003, the percentage of students in grades 9–12 who reported being in a fight anywhere declined from 42 percent to 33 percent (*Indicator 5*). Similarly, the percentage of students in grades 9–12 who reported fighting on school property declined over this period, from 16 percent to 13 percent.
- In 2003, 7 percent of students ages 12–18 reported that they had been bullied at school. The percentage of students in this age range who had been bullied increased from 5 percent in 1999 to 8 percent in 2001, but no differences were detected between 2001 and 2003 (*Indicator 6*).
- In 2003, public school students were more likely than private school students to report being bullied (7 vs. 5 percent) (*Indicator 6*). In the same year, rural students were more likely than their urban and suburban counterparts to report being bullied (10 percent of rural students vs. 7 percent each of urban and suburban students).

Violence and Crime at School—Public School Reports

In 1999–2000, 20 percent of all public schools experienced one or more serious violent crimes such as rape, sexual assault, robbery, and aggravated assault. Seventy-one percent of public schools reported violent incidents and 46 percent reported thefts (*Indicator 7*). This report also provides the number of disciplinary actions taken by school principals for reasons not related to academics. About 54 percent of public schools reported taking a serious disciplinary action in the 1999–2000 school year. Of those disciplinary actions, 83 percent were suspensions lasting 5 days or more, 11

¹These data are not adjusted by the number of hours that students spend on school property and the number of hours they spend elsewhere.

percent were removals with no services (i.e., expulsions), and 7 percent were transfers to specialized schools (*Indicator 8*).

- Secondary schools were more likely than other schools to experience a violent incident during the 1999–2000 school year (92 vs. 61–87 percent for elementary, middle, and combined schools) (*Indicator 7*).
- Two percent of public schools took a serious disciplinary action for the use of a firearm or explosive device, and 4 percent did so for the possession of a firearm or explosive device (*Indicator 8*).

Nonfatal Teacher Victimization at School—Teacher Reports

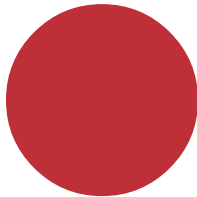
Annually, over the 5-year period from 1998 to 2002, teachers were the victims of approximately 234,000 total nonfatal crimes at school, including 144,000 thefts and 90,000 violent crimes (rape, sexual assault, robbery, aggravated assault, and simple assault) (*Indicator 9*).

- Over the 5-year period from 1998 to 2002, senior high school and middle/junior high school teachers were more likely than elementary school teachers to be victims of violent crimes (most of which were simple assaults) (30 and 26 crimes, respectively, vs. 12 crimes per 1,000 teachers) (*Indicator 9*).
- Teachers were differentially victimized by violent crimes at school according to where they taught (*Indicator 9*). Over the 5-year period from 1998 to 2002, urban teachers were more likely than rural and suburban teachers to be victims of violent crimes.
- In the 1999–2000 school year, 9 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student (*Indicator 10*).

School Environment

The percentage of students who reported being afraid of being attacked at school or on the way to and from school decreased from 12 percent in 1995 to 6 percent in 2001. No difference was detected between the most recent survey years, 2001 and 2003, in the percentage of students who feared such an attack (*Indicator 12*). In 1999 and 2001, students were more likely to be afraid of being attacked at school or on the way to and from school than away from school; however, in 2003, no difference was detected in the percentage of students who reported fear of an attack at school and those fearing an attack away from school.

- Between 1993 and 2003, the percentage of students in grades 9–12 who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days declined—from 12 percent to 6 percent (*Indicator 11*).
- In 2003, 4 percent of students ages 12–18 reported that they had avoided one or more places in school (*Indicator 13*). Between 1995 and 1999, the percentage of students ages 12–18 who avoided one or more places in school decreased from 9 to 5 percent, but no difference was detected in the percentage of students who did so in 1999, 2001, and 2003 (between 4 and 5 percent in each year).
- In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (*Indicator 14*). That is, in the previous 6 months, someone at school had called them a derogatory word related to race, religion, ethnicity, disability, gender, or sexual orientation. During the same period, about 36 percent of students ages 12–18 saw hate-related graffiti at school.
- In 2003, 21 percent of students ages 12–18 reported that street gangs were present at their schools (*Indicator 15*). Students in urban schools were the most likely to report the presence of street gangs at their school (31 percent), followed by suburban students and rural students, who were the least likely to do so (18 and 12 percent, respectively).
- In 1999–2000, public school principals were asked to report how often certain disciplinary problems occurred at their schools. Twenty-nine percent reported that student bullying occurred on a daily or weekly basis and 19 percent reported that student acts of disrespect for teachers occurred at the same frequency (*Indicator 16*). Additionally, 13 percent reported student verbal abuse of teachers, 3 percent reported occurrences of student racial tensions, and 3 percent reported widespread disorder in the classrooms on a daily or weekly basis.
- In 2003, 5 percent of students in grades 9–12 had at least one drink of alcohol on school property in the 30 days prior to the survey, and 45 percent of students had at least one drink anywhere (*Indicator 17*).
- In 2003, 22 percent of students in grades 9–12 reported using marijuana anywhere during the previous 30 days, and 6 percent reported using marijuana on school property (*Indicator 18*).
- In 2003, 29 percent of students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (*Indicator 19*).



FOREWORD

The *Indicators of School Crime and Safety* provides the most recent national indicators on school crime and safety. These indicators demonstrate that improvements have occurred in the safety of students: between 1992 and 2002, the violent crime victimization rate at school declined from 48 violent victimizations per 1,000 students in 1992 to 24 such victimizations in 2002. Even so, violence, theft, bullying, drugs, and firearms are still prevalent: students ages 12–18 were victims of about 659,000 violent crimes and 1.1 million crimes of theft at school in 2002.

Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies. The information in this report is intended to serve as a foundation for policymakers and practitioners so that they can develop effective programs and policies to prevent violence and crime in schools and cope with it when it occurs.

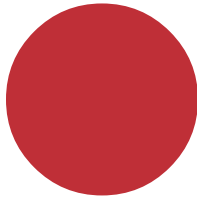
This is the seventh edition of *Indicators of School Crime and Safety*, a joint publication of the Bureau of Justice Statistics and the National Center for Education Statistics. This report provides detailed statistical information to inform the nation on the current status of crime in schools. The 2004 edition of *Indicators* includes the most recent available data, including data from the 2003 Youth Risk Behavior Survey, the 2002 National Crime Victimization Survey, and the 2003 School Crime Supplement, a survey of our nation's students about their experiences with school crime and safety.

The data in this report were 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 Bureau of Justice Statistics and the National Center for Education Statistics, 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 the National Center for Education Statistics.

The entire report is available on the Internet. The Bureau of Justice Statistics and the National Center for Education Statistics continue to work toward providing more timely and complete data on the issues of school-related violence and safety.

Robert Lerner
Commissioner
National Center for Education Statistics

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Director
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ACKNOWLEDGMENTS

The authors would like to dedicate *Indicators of School Crime and Safety: 2004* to Phillip Kaufman (1950–2004) of MPR Associates. Dr. Kaufman was one of the original authors of *Indicators* and conducted much of the analysis over its seven iterations that shaped the report into its current form and content.

The authors wish to thank the heads of the sponsoring agencies, Robert Lerner of the National Center for Education Statistics (NCES) and Lawrence Greenfeld of the Bureau of Justice Statistics (BJS), for supporting this report. From BJS, we wish to thank Patsy Klaus of the Victimization Statistics Branch for her work in verifying data from the National Crime Victimization Survey and Tom Hester for his continued contribution to the report. From NCES, we wish to thank Shelley Burns, Kathryn Chandler, Val Plisko, Marilyn Seastrom, and Bruce Taylor, who served as reviewers. They all provided input that substantially improved the publication. We particularly appreciated their willingness to review the report under very strict time constraints. Outside of NCES and BJS, Nancy Brener of the Centers for Disease Control and Prevention generously verified data and performed a review of data documentation. We also value the review of this report and the continued support provided by Bill Modzeleski of the Office of Safe and Drug-Free Schools (OSDFS). Tara Hill and Maria Worthen of the OSDFS provided valuable comments. Duc-Le To of the Institute of Education Sciences provided helpful input on the final draft.

Without the assistance of the following staff at MPR Associates and the Education Statistics Services Institute, this report could not have been produced: Francesca Tussing, Barbara Kridl, Wes Nations, Andrea Livingston, Sarah Kaffenberger, Martin Hahn, Mike Planty, and Fraser Ireland. They provided invaluable technical, editorial, graphic, and production assistance.

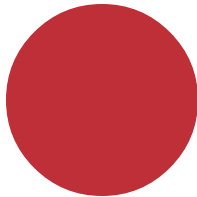
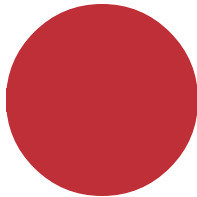


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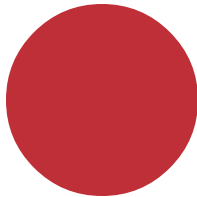
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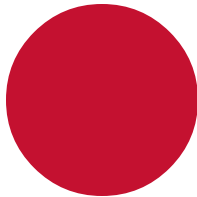
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INTRODUCTION

Indicators of School Crime and Safety is designed to provide an annual snapshot of specific crime and safety indicators, covering topics such as victimization, fights, bullying, classroom disorder, teacher injury, weapons, and student perceptions of school safety. In addition to covering a wide range of topics, the indicators are based on information drawn from a wide range of sources, including surveys of students, teachers, and principals, and data collections by federal departments and agencies such as the National Center for Education Statistics (NCES), the Bureau of Justice Statistics (BJS), the Federal Bureau of Investigation (FBI), and the Centers for Disease Control and Prevention (CDC).

FINDINGS

Findings from this year's *Indicators of School Crime and Safety* show students ages 12–18 were victims of about 1.8 million nonfatal crimes of violence or theft at school in 2002, with the majority (62 percent) of all victimizations at school being thefts. However, this report is not only concerned with the safety of students at school. When available, data on crimes that occur outside of school grounds are offered as a point of comparison.¹ In fact, as the data in this report show, a larger number of serious violent victimizations (that is, rape, sexual assault, robbery, and aggravated assault) take place away from school than at school.

Preliminary data on homicides and suicides at school show there were 32 school-associated violent deaths in the United States between July 1, 1999, and June 30, 2000, including 24 homicides, 16 of which involved school-aged children. In each school year from 1992 to 2000, youth ages 5–19 were at least 70 times more likely to be murdered away from school than at school.

Trends in school crime over time are also of interest to researchers, educators, and families. No difference was detected in the percentages of students ages 12–18 victimized at school between 2001 and 2003. However, the percentage of students who reported being victims of crime at school decreased from 10 percent to 5 percent between 1995 and 2003. This included a decrease in theft (from 7 percent to 4 percent) and a decrease in violent victimization (from 3 percent to 1 percent) over the same time period.

Similarly, no differences were detected between 2001 and 2003 in the percentages of students ages 12–18 who reported being afraid of being attacked at school or on the way to and from school and the percentage of students who avoided one or more places in school. These percentages had declined from 1995 to 2001. The percentage of students in grades 9–12 who reported being in a fight during the previous 12

¹Data in this report are not adjusted by the number of hours that youth spend on school property and the number of hours they spend elsewhere.

months on school property and the percentage of students who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days also declined.

For some other types of crime at school, the frequency of these behaviors has shown no detectable pattern of increase or decrease over their respective survey periods. These include the number of homicides and suicides of school-aged youth at school between 1992 and 1999, the percentage of students in grades 9–12 who have been threatened or injured with a weapon on school property between 1993 and 2003, and the percentage of teachers physically attacked by a student between 1993–94 and 1999–2000. No consistent patterns of increase or decrease were found in the percentage of students in grades 9–12 who used alcohol on school property between 1993 and 2003.

The percentage of students in grades 9–12 who reported using marijuana on school property increased between 1993 and 1995 and then generally declined between 1995 and 2003. Similarly, 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; however, no consistent patterns of increase or decrease were found in the percentage of students who had reported that drugs were made available to them between 1995 and 2003. The percentage of students ages 12–18 who reported that they had been bullied at school in the last 6 months increased between 1999 and 2001, although there was no measurable difference between 2001 and 2003.

ORGANIZATION OF THIS REPORT

This report, the seventh in a series of annual reports on school crime and safety from BJS and NCES, presents the latest available data on school crime and student safety. It is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. The report provides updated data on nonfatal student victimization; nonfatal victimization of teachers; students' perceptions of personal safety; gangs; students' reports of being bullied, avoiding places, being called hate-related words, and seeing hate-related graffiti; and students' reports of being threatened or injured with a weapon, being in fights, carrying weapons at school, using alcohol and marijuana, and drug availability on school property. This year's report also includes data from last year's *Indicators of School Crime and Safety* on principal reports of selected crimes; principal reports of disciplinary problems and actions at school; and fatal student victimization.

This report is organized in five sections, starting with a description of the most serious violence: Violent Deaths at School; Nonfatal Student Victimization—Student Reports; Violence and Crime at School—Public School Reports; Nonfatal Teacher Victimization at School—Teacher Reports; and School Environment. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety.

Rather than relying on data from a large omnibus survey of school crime and safety, this report uses a variety of independent data sources from federal departments and agencies, including BJS, NCES, the FBI, and the CDC. Each data source has an independent sample design, data collection method, and questionnaire design. By combining multiple and independent sources of data, this report aims to present a more complete portrait of school crime and safety than would be possible using any single source of information.

However, because the report relies on so many data sets, the age groups, time periods, and types of respondents analyzed can vary from indicator to indicator. Readers should keep these variations in mind when they compare data from different indicators. Readers should also note that trends in the data are discussed when possible. Where trends are not discussed, either the data are not available in earlier surveys or survey question wording changed from year to year, eliminating the ability to discuss any trend. Furthermore, while every effort has been made to keep key definitions consistent across indicators, readers should always use caution in making comparisons between results from different data sets for several reasons: the data sets may contain definitional differences, such as those used for specific crimes and crimes that occur “at school,” and respondent differences, such as examining students who report a victimization (at the individual level) and a school reporting one or more victimizations schoolwide. In addition, readers should always take into account the standard error of an estimate in making comparisons. Because most of the data in this report are from surveys that use a sample of the population, the standard error will inform the reader of the precision of differences between estimates. All the comparisons described in this report are statistically significant at the .05 level.

Appendix A of this report contains descriptions of all the data sets used in this report as well as a discussion of the calculation of standard errors for each.

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**VIOLENT DEATHS
AT SCHOOL**

Indicator
1

VIOLENT DEATHS AT SCHOOL AND AWAY FROM SCHOOL

In each school year from July 1, 1992, to June 30, 2000, youth ages 5–19 were at least 70 times more likely to be murdered away from school than at school.

Violent deaths in schools are tragic events that affect not only the individuals and families directly involved, but also many others in the schools and communities where they occur. In the 2001–02 school year, 17 school-aged youth were victims of a school-associated violent death. In this indicator, a school-associated violent death is 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. Deaths that occurred 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, were also considered a school-associated violent death. Victims of school-associated violent deaths include students, staff members, and other nonstudents. Data were drawn from a number of data sets to enable comparisons of homicides and suicides at school and away from school. Data for school-associated violent deaths during the 1999–2000 through 2000–01 school years are preliminary.

In the most recent school year for which data from all sources are available, from July 1, 1999, to June 30, 2000, there were 32 school-associated violent deaths (table 1.1). Of these violent deaths, 24 were homicides and 8 were suicides. Sixteen of the homicides and 6 of the suicides were of school-aged youth (ages 5–19) at school (figure 1.1 and table 1.1). Combined, this translates into less than 1 homicide or suicide of a school-aged youth at school per million students enrolled during the 1999–2000 school year.² Away from school, during roughly the same time period, there were 2,124 homicides and 1,922 suicides of youth ages 5–19.

From July 1, 1992, to June 30, 2000, 390 school-associated violent deaths occurred on campuses of U.S. elementary or secondary schools. Of these violent deaths, 234 were homicides and 43 were suicides of school-aged youth (ages 5–19). Away from school during roughly the same period,³ 24,406 children ages 5–19 were victims of homicide and 16,735 children committed suicide. In each school year, youth were at least 70 times more likely to be murdered away from school than at school.

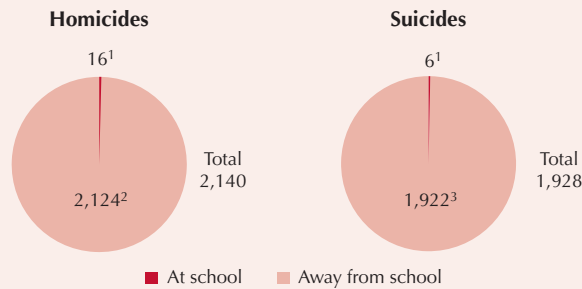
Between July 1, 1992, and June 30, 1999, no consistent pattern of increase or decrease was observed in the number of homicides or suicides of school-aged youth at school (figure 1.2 and table 1.1). During this period, between 28 and 34 homicides and between 1 and 7 suicides of school-aged youth occurred at school in each year. However, from July 1, 1998, to June 30, 2002, there has been a decline in the number of homicides at school, from 33 homicides of youth at school during the 1998–99 school year, to 14 during the 2001–2002 school year.

This indicator repeats information from the 2003 Indicators of School Crime and Safety report.

²The total number of students in grades K–12 enrolled during the Fall of the 1999 school year was 51,360,000 (U.S. Department of Education forthcoming).

³The estimates include homicides of youth ages 5–19 occurring from July 1, 1992, to June 30, 2000, and suicides of youth ages 5–19 occurring from 1993 to 2000 calendar years.

Figure 1.1. Number of homicides and suicides of youth ages 5–19, by location: 1999–2000



¹Youth ages 5–19 from July 1, 1999, to June 30, 2000. Data are preliminary and subject to change.

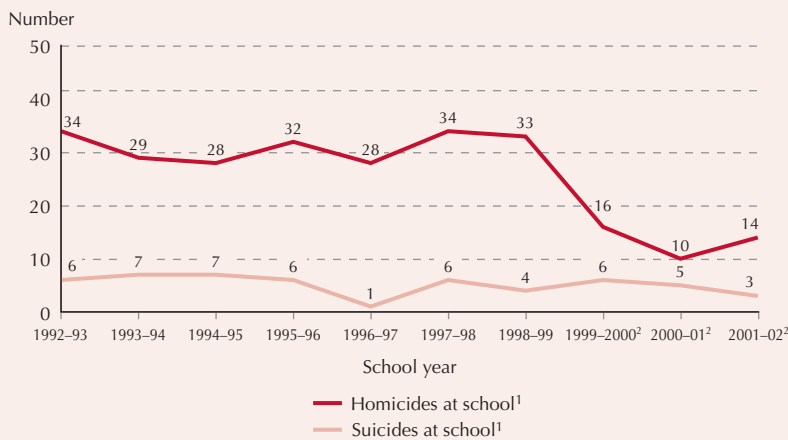
²Youth ages 5–19 from July 1, 1999, to June 30, 2000.

³Youth ages 5–19 in the 2000 calendar year.

NOTE: “At school” includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Data on homicides and suicides of youth ages 5–19 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance Study, previously unpublished tabulation (August 2003); data on suicides of youth ages 5–19 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System (WISQARS™) (2003), retrieved August 2003 from <http://www.cdc.gov/ncipc/wisqars>; and data on homicides of youth ages 5–19 away from school for the 1992–93 through 2000–01 school year are from the Bureau of Justice Statistics, preliminary data (October 2003).

Figure 1.2. Number of homicides and suicides of youth ages 5–19 at school: 1992–2002



¹Homicides and suicides of youth ages 5–19 at school from July 1, 1992, to June 30, 2002.

²Data are preliminary and subject to change.

NOTE: “At school” includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance Study, previously unpublished tabulation (August 2003).

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A large red circle is centered on the page. It contains the text "NONFATAL STUDENT VICTIMIZATION—STUDENT REPORTS" in white, bold, uppercase letters. The circle is intersected by two red dotted lines: one horizontal and one vertical, forming a cross shape.

**NONFATAL STUDENT
VICTIMIZATION—
STUDENT REPORTS**

Indicator
2

INCIDENCE OF VICTIMIZATION AT SCHOOL AND AWAY FROM SCHOOL

Between 1992 and 2002, the victimization rate for students ages 12–18 generally declined for thefts, violent crimes, and serious violent crimes at school and away from school.

Theft and violence at school and while going to and from school can lead to a disruptive and threatening environment, physical injury, and emotional stress, and can be an obstacle to student achievement (Elliott, Hamburg, and Williams 1998). Data from the National Crime Victimization Survey show that students ages 12–18 were victims of about 1.8 million nonfatal crimes (theft plus violent crime) while they were at school and about 1.5 million crimes while they were away from school in 2002 (tables 2.1 and 2.3).⁴ These figures represent victimization rates of 64 crimes per 1,000 students at school, and 55 crimes per 1,000 students away from school (tables 2.2 and 2.4).

Students ages 12–18 were more likely to be victims of theft at school than away from school in most years between 1992 and 2002 (tables 2.1 and 2.3). In 2002, about 1.1 million thefts occurred at school, and about 790,000 occurred away from school. In 2002, students ages 12–18 were victims of about 659,000 violent crimes at school (rape, sexual assault, robbery, aggravated assault, and simple assault), including 88,000 serious violent crimes (rape, sexual assault, robbery, and aggravated assault). Away from school, students were victims of about 720,000 violent crimes, including 309,000 serious violent crimes. From 1992 to 1997, the victimization rates for violent crime were lower at school than away from school; however, no such differences were detected between 1998 and 2002, except in 2000. In addition, the rates for serious violent crime were lower at school than away from school in each survey year from 1992 to 2002.

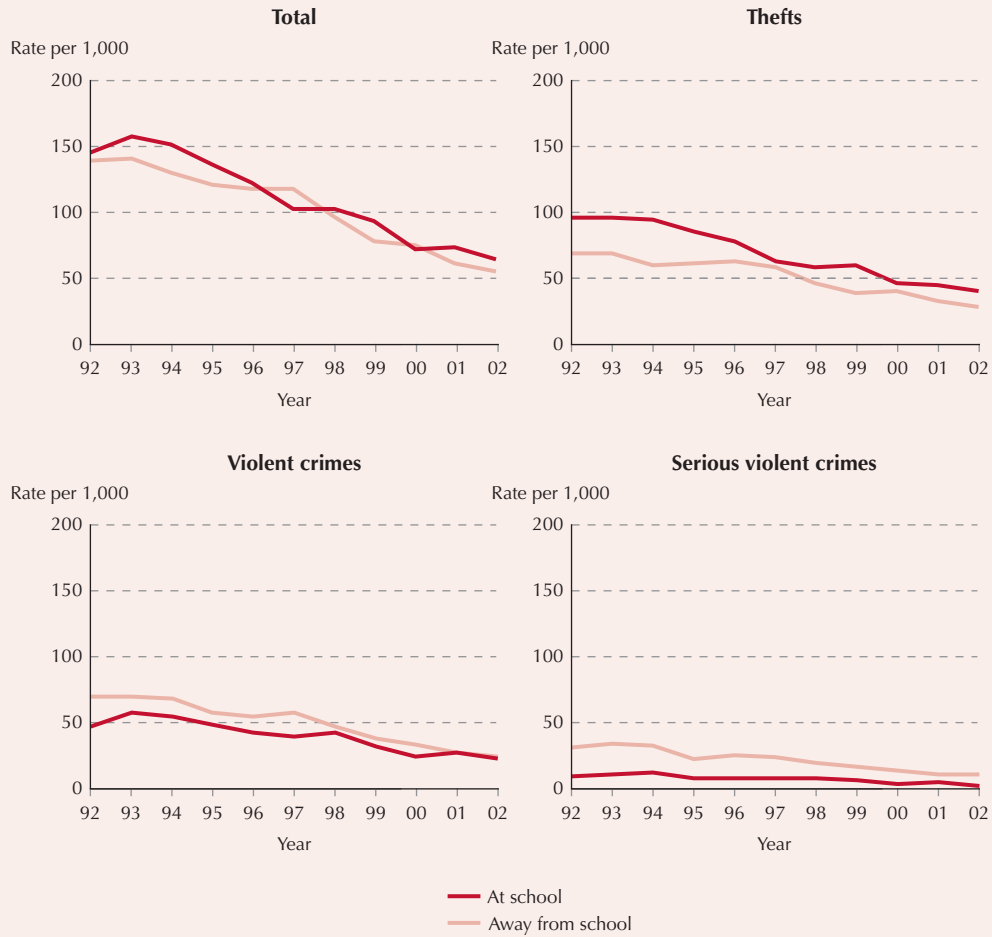
The victimization rate for students ages 12–18 generally declined both at school and away from school between 1992 and 2002; this was true for the total crime rate as well as for thefts, violent crimes, and serious violent crimes (figure 2.1 and tables 2.2 and 2.4). For example, the violent victimization rate declined between 1992 and 2002 from 48 to 24 crimes per 1,000 students at school and from 71 to 26 crimes per 1,000 students away from school. While this overall trend indicates a decline during this time frame, between 2001 and 2002, no differences were detected in the total crime rate, the rate of theft, or the rate of violent victimization either at or away from school.

In 2002, younger students (ages 12–14) were more likely than older students (ages 15–18) to be victims of crime at school, while older students were more likely than younger students to be victims away from school (figures 2.2 and 2.3 and tables 2.2 and 2.4). No differences were detected in the rates of theft, violent victimization, and serious violent victimization between males and females both at school and away from school. The rates of theft and serious violence at school were higher for urban and suburban students than for rural students. However, no differences were detected in the likelihood of theft and serious violent victimization away from school between students living in urban, suburban, and rural areas.

This indicator has been updated to include 2002 data.

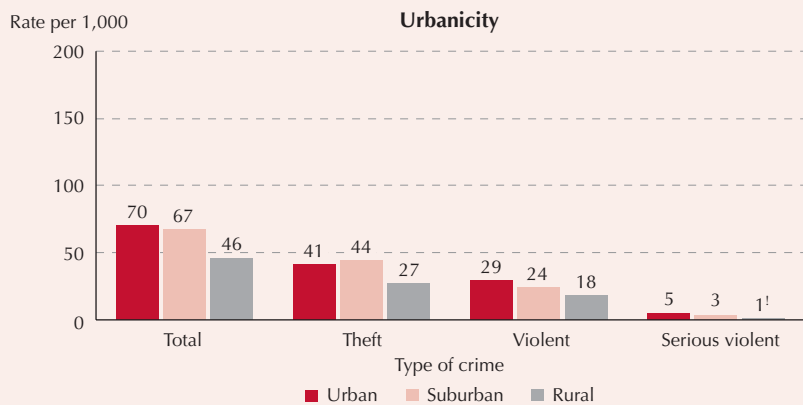
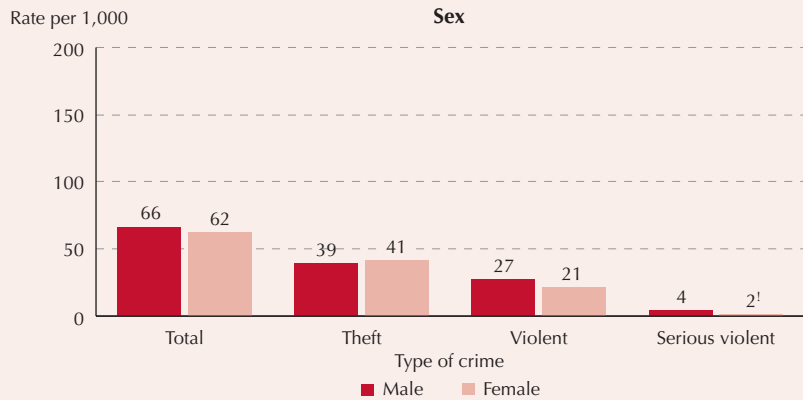
⁴“Students” refers to persons 12–18 years old who reported being in any elementary or secondary grade at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school and the number of hours they spend away from school.

Figure 2.1. Rate of nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2002



NOTE: 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 inside the school building, on school property, or on the way to or from school.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2002.

Figure 2.2. Rate of nonfatal crimes against students ages 12–18 at school per 1,000 students, by type of crime and selected student characteristics: 2002

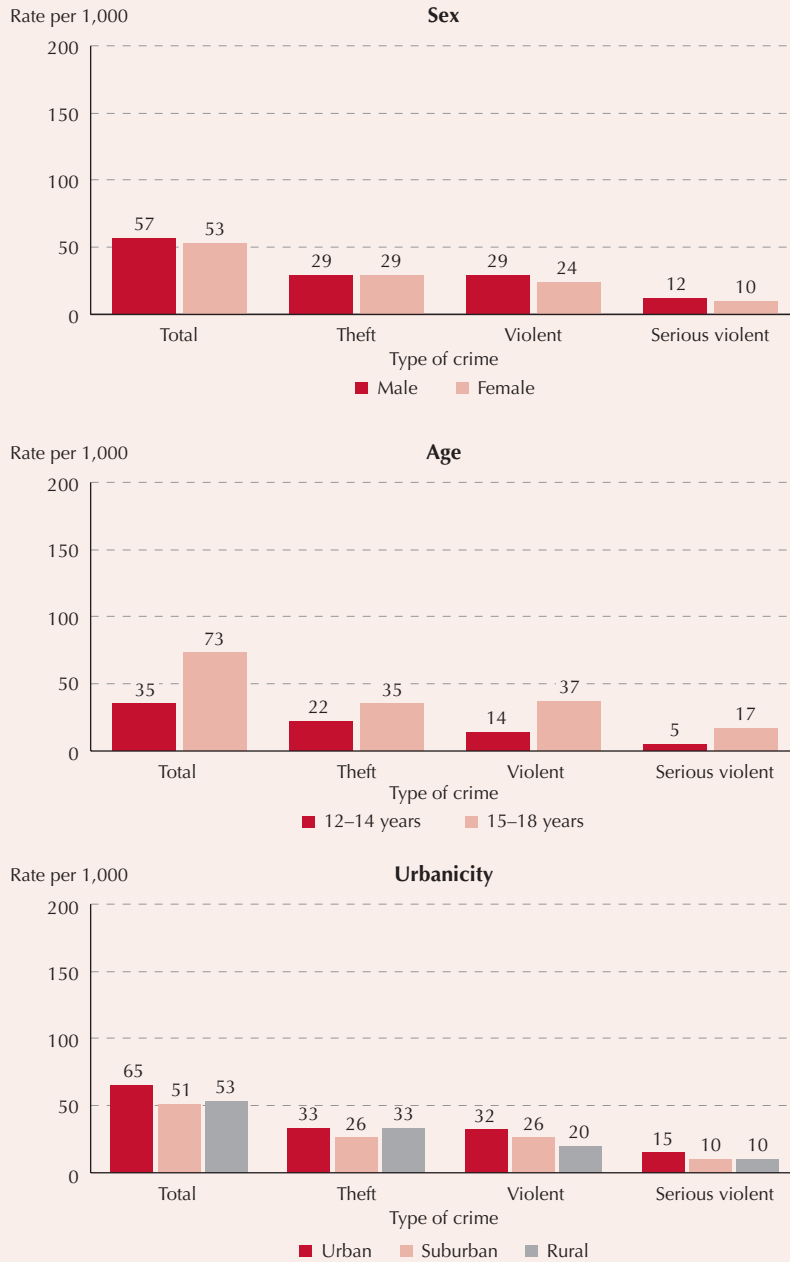


¹Interpret data with caution. Estimate based on fewer than 10 cases.

NOTE: 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 inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2002.

Figure 2.3. Rate of nonfatal crimes against students ages 12–18 away from school per 1,000 students, by type of crime and selected student characteristics: 2002



NOTE: 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. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2002.

Indicator
3

PREVALENCE OF VICTIMIZATION AT SCHOOL

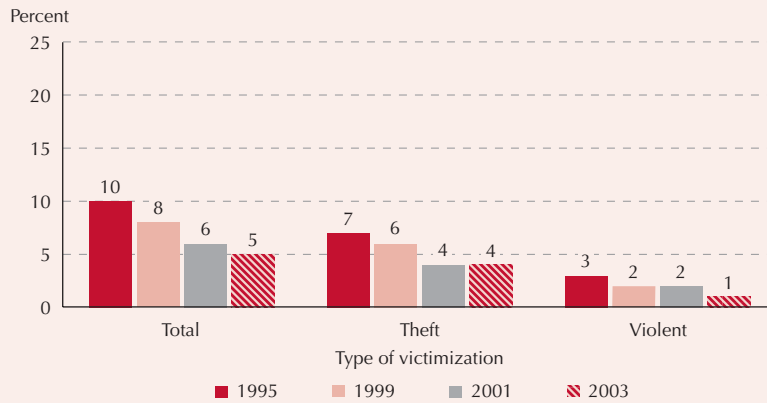
Overall, the percentage of students ages 12–18 reporting nonfatal victimization declined between 1995 and 2003; however, no difference was detected between the percentage of students victimized in the most recent survey years, 2001 and 2003.

The most frequently occurring type of nonfatal crime in the United States is theft, though violent crime continues to be of importance in examining school safety (U.S. Department of Justice 2000). Data from the School Crime Supplement to the National Crime Victimization Survey show an overall decrease in the percentage of students reporting nonfatal victimization between 1995 and 2003; however, no difference was detected between the percentage of students victimized in the most recent survey years, 2001 and 2003 (figure 3.1 and table 3.1). This pattern held true for total victimization rates, as well as the percentage of students who reported theft, violent victimization, and serious violent victimization. In 1995, 10 percent of students ages 12–18 reported being victims of nonfatal crimes at school: 7 percent reported theft and 3 percent reported a violent incident; while in 2003, 5 percent of students reported being victims of nonfatal crimes, 4 percent reported theft, and 1 percent reported a violent incident.

In 2003, victimization rates varied according to student characteristics. Male students were more likely than female students to report being the victim of a violent crime at school (2 vs. 1 percent) but no difference was detected in their likelihood of reporting theft (4 percent for both). In 2003, students in urban schools were more likely than their rural school counterparts to report being victims of violent crime (2 vs. 1 percent). Nonetheless, less than 3 percent of students reported being a victim of violent crime in 2003—regardless of students' characteristic.

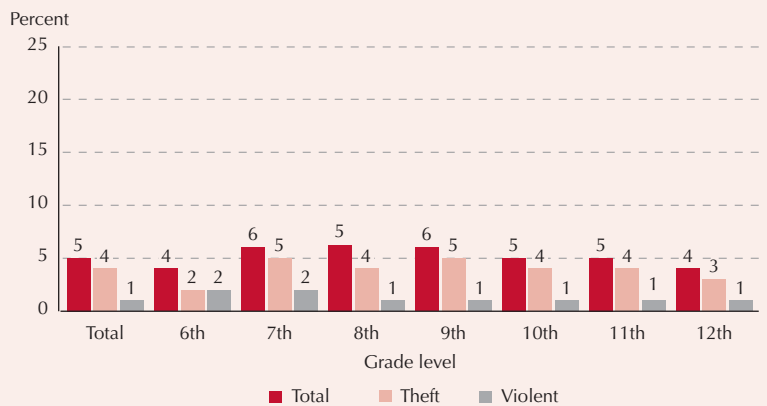
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Figure 3.1. Percentage of students ages 12–18 who reported nonfatal criminal victimization at school during the previous 6 months, by type of victimization: Selected years 1995–2003



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. 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.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years 1995–2003.

Figure 3.2. Percentage of students ages 12–18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level and type of victimization: 2003



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. 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.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

**Indicator
4**

THREATS AND INJURIES WITH WEAPONS ON SCHOOL PROPERTY

In 2003, male students in grades 9–12 were more likely than female students to report being threatened or injured in the past year (12 vs. 6 percent).

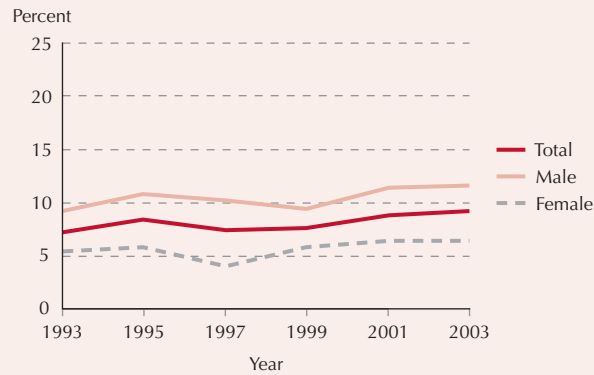
Every year, some students are threatened or injured with a weapon while they are on school property. The percentage of students victimized in this way provides an important measure of how safe our schools are and how this has changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2003, 9 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). The percentage of students who were threatened or injured in this way has fluctuated between 1993 and 2003, but without a clear trend. In all survey years from 1993 to 2003, 7–9 percent of students reported being threatened or injured in this way.

The likelihood of being threatened or injured with a weapon on school property varied by student characteristics. In each survey year, males were more likely than females to report being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). For example, in 2003, 12 percent of male students reported being threatened or injured in the past year, compared with 6 percent of female students. Among 9th–12th-grade students, those in lower grades were more likely to be threatened or injured with a weapon on school property than were those in higher grades (figure 4.2 and table 4.1). In 2003, 12 percent of 9th-graders reported that they were threatened or injured with a weapon on school property, compared with 9 percent of 10th-graders, 7 percent of 11th-graders, and 6 percent of 12th-graders.

Students' likelihood of being threatened or injured with a weapon on school property was examined by race/ethnicity. In 2003, American Indian students were more likely than Black, Hispanic, and White students to report being threatened or injured with a weapon on school property (22 percent vs. 11, 9, and 8 percent, respectively). In addition, Black students were more likely than White students to report being threatened or injured with a weapon on school property.

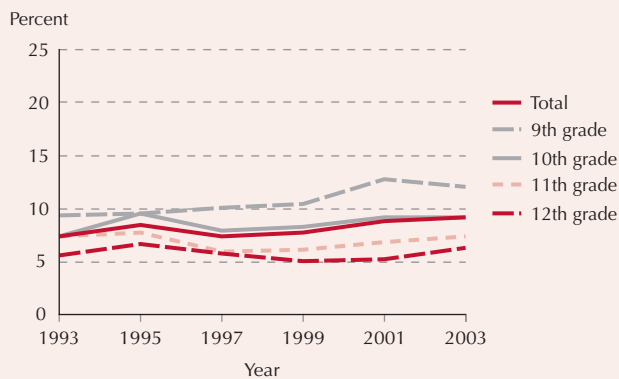
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Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Selected years 1993–2003



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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

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: Selected years 1993–2003



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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

**Indicator
5**

PHYSICAL FIGHTS ON SCHOOL PROPERTY AND ANYWHERE

The percentage of 9th–12th-grade students who reported being in a physical fight on school property has declined—from 16 percent in 1993 to 13 percent in 2003.

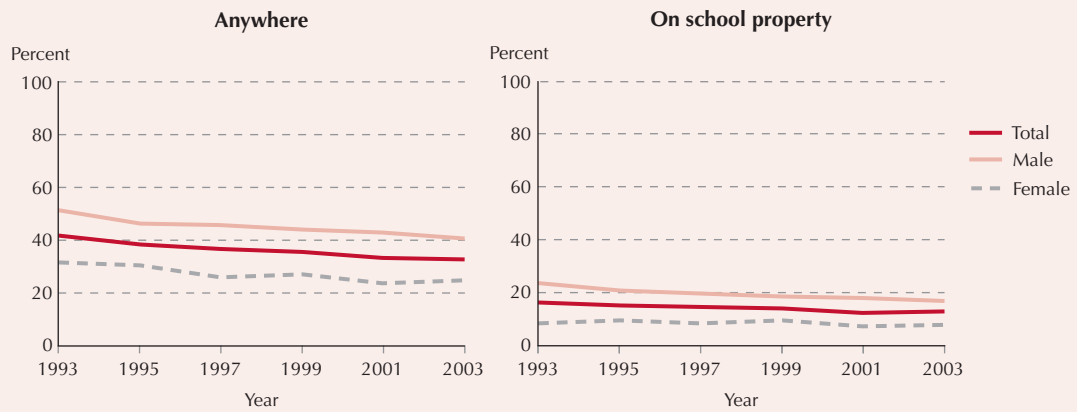
Schools at which there are numerous physical fights may not be able to maintain a focused learning environment for students. Further, students who are involved in fights on school property may have difficulty succeeding in their studies (Hamburg 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights during the preceding 12 months (referred to as “anywhere” in this analysis) and their involvement in physical fights on school property. In 2003, 33 percent of students in grades 9–12 reported being in a fight anywhere, and 13 percent said they had been in a fight on school property (table 5.1). Between 1993 and 2003, the percentage of students who reported being in a fight anywhere declined—from 42 percent in 1993 to 33 percent in 2003. Similarly, the percentages of students who reported fighting on school property in these years declined—from 16 to 13 percent.

In all survey years, males were more likely than females to have been in a fight anywhere and on school property (figure 5.1 and table 5.1). In 2003, 41 percent of males said they had been in a fight anywhere, and 17 percent said they had been in a fight on school property. In that same year, 25 percent of females reported they had been in a fight anywhere, and 8 percent said they had been in a fight on school property. When looking at different grade levels, students in lower grades reported being in fights more frequently than students in higher grades, both anywhere and on school property (figure 5.2 and table 5.1). For example, in 2003, 18 percent of 9th-graders, 13 percent of 10th-graders, 10 percent of 11th-graders, and 7 percent of 12th-graders reported being in a fight on school property.

In 2003, the percentages of students engaging in fights anywhere varied according to students’ race/ethnicity. Specifically, Black and Hispanic students were more likely than White students and American Indian students were more likely than Asian and White students to report being in a fight anywhere and on school property. In 2003, 24 percent of American Indian students, 17 percent each of Black and Hispanic students, 13 percent of Asian students, and 10 percent of White students reported being in a fight on school property.

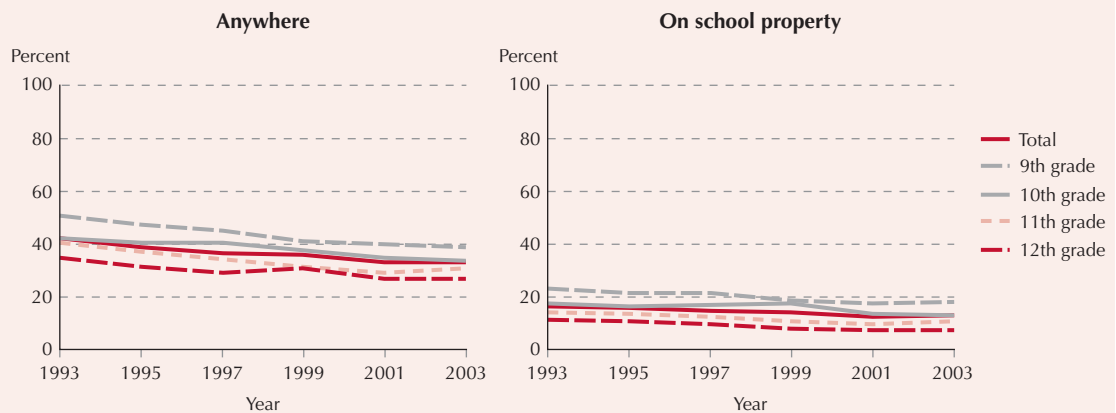
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Figure 5.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and sex: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; rather, 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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Figure 5.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and grade: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; rather, 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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

**Indicator
6**

BULLYING AT SCHOOL

In 2003, 7 percent of students ages 12–18 reported that they had been bullied at school in the last 6 months; the percentage of students who reported being bullied increased between 1999 and 2001 but no difference was detected between 2001 and 2003.

Bullying can contribute to an environment of fear and intimidation in schools (Arnette and Walsleben 1998; Ericson 2001). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied (for example, picked on or made to do things they did not want to do) at school. In recent years, fewer than 1 in 10 students reported that they had been bullied at school in the last 6 months. Although the percentage who had been bullied increased from 5 percent in 1999 to 8 percent in 2001, no difference was detected between 2001 and 2003 (figure 6.1 and table 6.1). In 2003, 7 percent of students reported that they had been bullied at school.

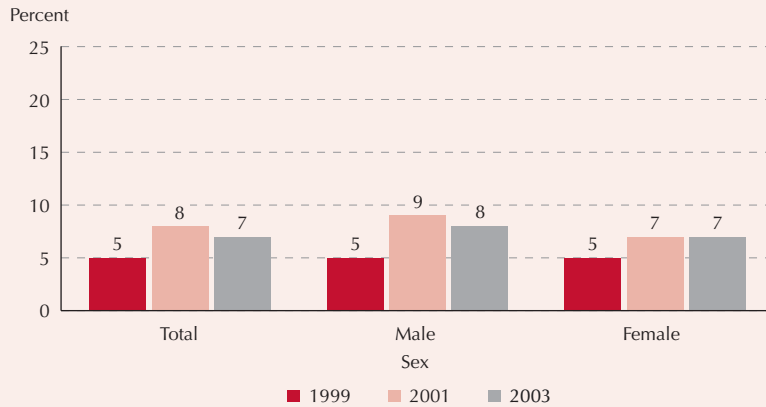
In 2003, White students were more likely than Hispanic students to report being bullied (8 vs. 6 percent) (table 6.1). No other differences were detected in the percentage of students who reported that they had been bullied according to students' race/ethnicity and sex.

Grade level was inversely related to students' likelihood of being bullied: as grade level increased, students' likelihood of being bullied decreased (figure 6.2 and table 6.1). For example, in 2003, 14 percent of 6th-graders, 7 percent of 9th-graders, and 2 percent of 12th-graders reported that they had been bullied at school.

In 2003, public school students were more likely to report being bullied than private school students (7 vs. 5 percent). In the same year, rural students were more likely than their urban and suburban counterparts to report being bullied (10 percent of rural students vs. 7 percent each of urban and suburban students).

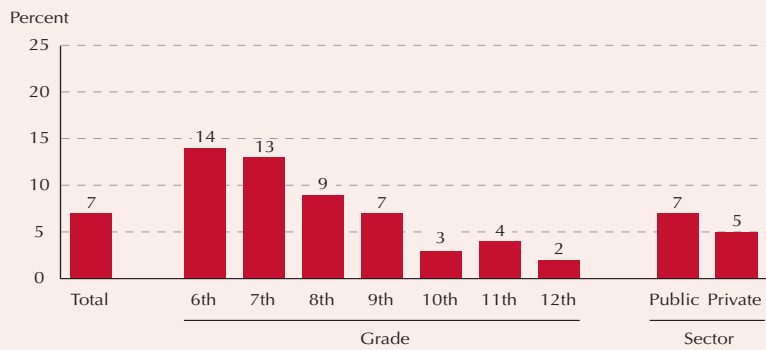
*This indicator
has been
updated to
include 2003
data.*

Figure 6.1. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by sex: 1999, 2001, and 2003



NOTE: In the 1999 survey, “at school” was defined as in the school building, on the school grounds, or on a school bus. In the 2001 and 2003 surveys, “at school” was defined as in the school building, on school property, on a school bus, or going to and from school. Cognitive interview results suggest that modifications to the definition of “at school” do not have substantial impact on the estimates. See appendix A for more information.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999, 2001, and 2003.

Figure 6.2. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by grade and school sector: 2003



NOTE: “At school” was defined as in 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, 2003.

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A large red circle is centered on the page. It contains the text "VIOLENCE AND CRIME AT SCHOOL— PUBLIC SCHOOL REPORTS" in white, bold, uppercase letters. The circle is intersected by a vertical dotted red line and a horizontal dotted red line that cross at its center.

**VIOLENCE AND
CRIME AT SCHOOL—
PUBLIC SCHOOL
REPORTS**

Indicator
7

VIOLENT AND OTHER INCIDENTS AT PUBLIC SCHOOLS AND THOSE REPORTED TO THE POLICE

In 1999–2000, 71 percent of public schools experienced one or more violent incidents, while 36 percent reported one or more such incidents to the police.

This indicator provides the percentage of schools that experienced one or more crimes and the total number of crimes reported by schools. In the School Survey on Crime and Safety, principals of public schools were asked to provide the number of violent incidents, serious violent incidents, thefts, and other incidents that occurred at their school, as well as the number of incidents that were reported to the police. Violent incidents include 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.

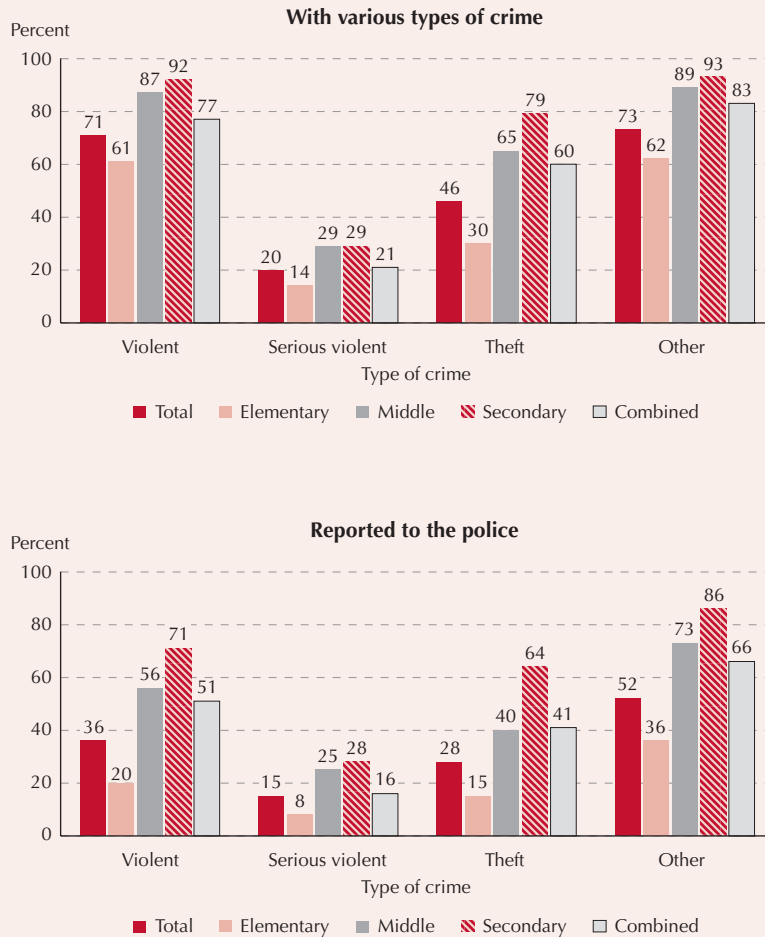
In 1999–2000, an estimated 1.5 million violent incidents occurred in public elementary and secondary schools (table 7.1). Seventy-one percent of public schools experienced one or more violent incidents and 36 percent of schools reported one or more such incidents to the police (tables 7.1 and 7.2). Twenty percent of schools experienced one or more serious violent incidents (which are a subset of violent incidents and include 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) and 46 percent of public schools experienced one or more thefts. These translate into an estimated 61,000 serious violent incidents and 218,000 thefts at public schools in 1999–2000. When looking at reports to police, 15 percent of public schools reported one or more serious violent incidents to the police and 28 percent reported one or more thefts to the police.

The prevalence of violent incidents and those reported to the police varied by the school level (figure 7.1 and tables 7.1 and 7.2). Schools with students in higher grades were more likely to experience a violent incident than those with students in lower grades. Specifically, secondary schools were more likely to have a violent incident than elementary, middle, or combined schools (92 percent vs. 61–87 percent for the other school levels). A similar pattern was observed for those incidents that were reported to the authorities: 71 percent of secondary schools reported a violent incident, compared with 20 percent of elementary schools, 56 percent of middle schools, and 51 percent of combined schools.

When examining violent incidents by the location of public schools, city schools were more likely than urban fringe schools to experience or report to the police at least one violent incident during the 1999–2000 school year (figure 7.3 and tables 7.1 and 7.2). Seventy-seven percent of city schools had one or more violent incidents and 44 percent reported one or more incidents to the police, compared with 67 and 35 percent, respectively, of urban fringe schools. Rural schools were the least likely to report one or more violent incidents to the police (29 percent vs. 35–44 percent for public schools in urban fringe and city areas).

This indicator repeats information from the 2003 Indicators of School Crime and Safety report.

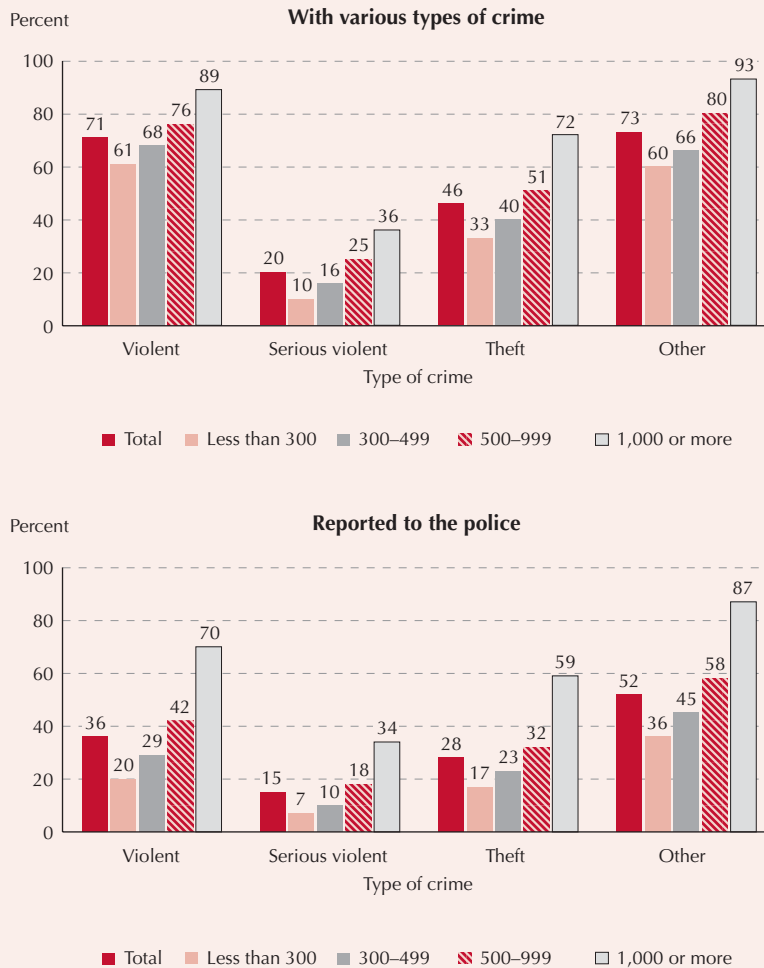
Figure 7.1. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by type of crime and school level: 1999–2000



NOTE: Violent incidents include 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. Serious violent incidents include 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. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

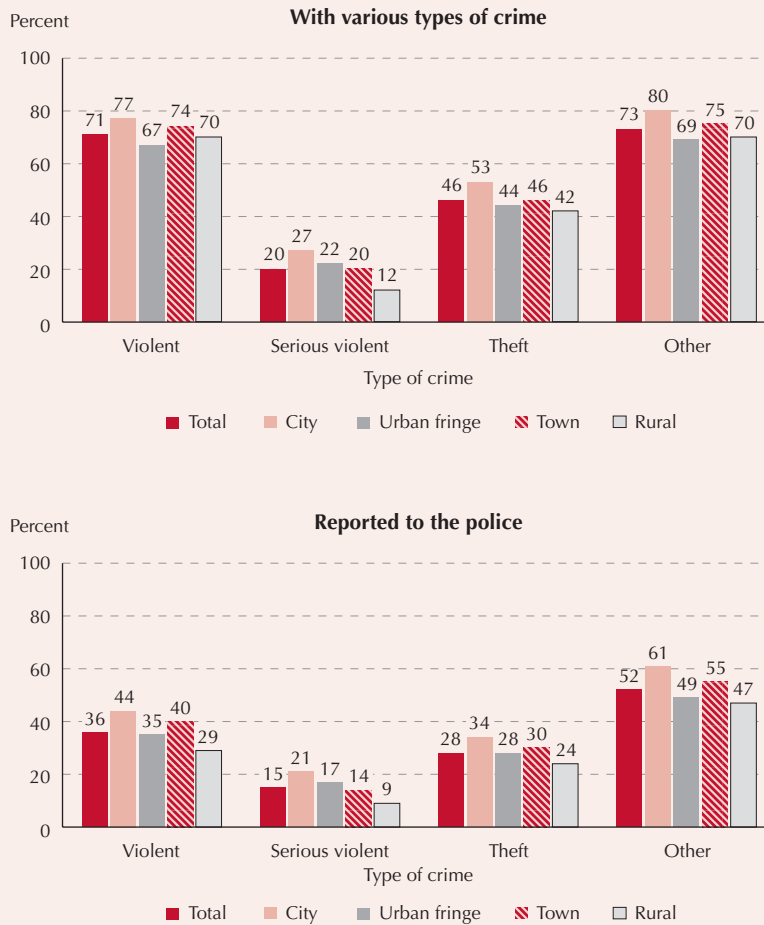
Figure 7.2. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by type of crime and enrollment: 1999–2000



NOTE: Violent incidents include 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. Serious violent incidents include 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. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Figure 7.3. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by type of crime and urbanicity: 1999–2000



NOTE: Violent incidents include 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. Serious violent incidents include 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. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

**Indicator
8**

SERIOUS DISCIPLINARY ACTIONS TAKEN BY PUBLIC SCHOOLS

About 54 percent of public schools took a serious disciplinary action in the 1999–2000 school year. Of those disciplinary actions, 83 percent were suspensions lasting 5 days or more, 11 percent were removals with no services (i.e., expulsions), and 7 percent were transfers to specialized schools.

The extent to which schools remove students from regular instruction as a result of crime and violence has important consequences for student instruction. In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions taken during the 1999–2000 school year for specific offenses that were not academic infractions.

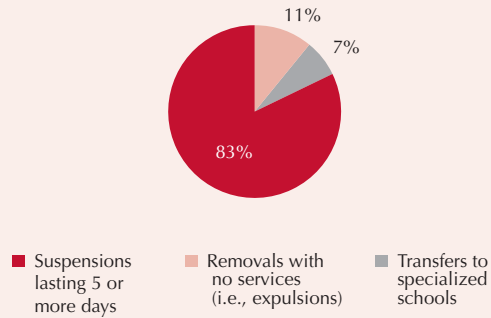
About 54 percent of public schools took at least one serious disciplinary action, including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools, for any of the offenses that occurred in the 1999–2000 school year (table 8.1). Altogether, about 1,163,000 actions were taken. Of those serious disciplinary actions, 83 percent were suspensions for 5 days or more, 11 percent were removals with no services, and 7 percent were transfers to specialized schools (figure 8.1 and table 8.1).

Two percent of all public schools took one or more serious disciplinary actions in response to the use of a firearm or explosive device, and 4 percent did so for the possession of such a device (figure 8.2 and table 8.1). Use of weapons other than firearms resulted in at least one serious disciplinary action in 5 percent of schools, while possession of weapons other than firearms led to a serious disciplinary action in 19 percent of schools.

Ten percent of all public schools took one or more serious disciplinary actions for the distribution of illegal drugs, and 20 percent for the possession or use of illegal drugs or alcohol. In 1999–2000, public schools took serious disciplinary actions for offenses such as fights (35 percent), threats (22 percent), insubordination (18 percent), and other non-academic infractions (14 percent).

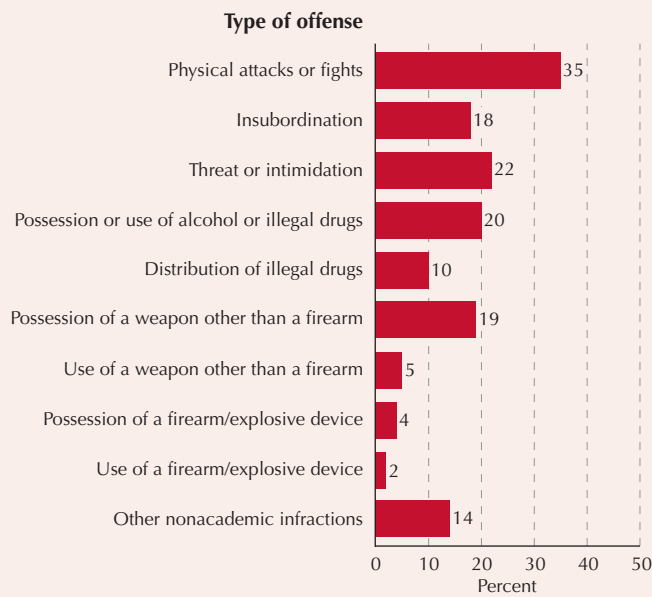
This indicator repeats information from the 2003 Indicators of School Crime and Safety report.

Figure 8.1. Percentage distribution of serious disciplinary actions taken by public schools, by type of action: 1999–2000




NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Figure 8.2. Percentage of public schools that took a serious disciplinary action for selected offenses, by type of offense: 1999–2000



NOTE: Serious disciplinary action includes suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

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**NONFATAL
TEACHER
VICTIMIZATION
AT SCHOOL—
TEACHER REPORTS**

NONFATAL TEACHER VICTIMIZATION AT SCHOOL

Annually, over the 5-year period from 1998 to 2002, teachers were the victims of approximately 234,000 total nonfatal crimes at school, including 144,000 thefts and 90,000 violent crimes.

Students are not the only victims of crime at school. Teachers can also be targets of violence and theft in schools. In addition to the personal toll that violence may take on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether (Elliott, Hamburg, and Williams 1998). Information on the number of crimes against teachers at school can help show the extent of the problem. Estimates of teacher victimization are drawn from the National Crime Victimization Survey, which obtains information about the occupation of survey respondents. These events are not limited to offenses committed by students; offenses committed by others against teachers are also included.

Annually, over the 5-year period from 1998 to 2002, teachers were the victims of approximately 234,000 total nonfatal crimes at school, including 144,000 thefts and 90,000 violent crimes (rape, sexual assault, robbery, aggravated assault, and simple assault) (table 9.1).⁵ Among the violent crimes against teachers during this 5-year period, there were about 11,000 serious violent crimes annually (accounting for 12 percent of the violent crimes), including rape, sexual assault, robbery, and aggravated assault. On average, these figures translate into a rate of 32 thefts, 20 violent crimes, and 2 serious violent crimes per 1,000 teachers annually.⁶

The average annual rate of violent victimization for teachers varied according to their sex, instructional level, and urbanicity (figure 9.1 and table 9.1). Over the 5-year period from 1998 to 2002, male teachers were more likely than female teachers to be victims of violent crimes (34 vs. 15 crimes per 1,000 teachers annually). Senior high school and middle/junior high school teachers were more likely than elementary school teachers to be victims of violent crimes (30 and 26 crimes, respectively, vs. 12 crimes per 1,000 teachers). In addition, annually over the 5-year period, urban teachers were more likely than rural and suburban teachers to be victims of violent crimes (28 vs. 12 crimes each per 1,000 teachers).

This indicator has been updated to include 2002 data.

⁵The average annual total number of crimes is the sum of all teacher victimizations across the 5 years, divided by 5.

⁶The average annual rate is the sum of all teacher victimizations across the 5 years divided by the sum of all teachers over those years, multiplied by 1,000.

Figure 9.1. Average annual rate of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher and school characteristics: 1998–2002



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at the work site, or while working. For thefts, "while working" is not considered, since thefts of teachers' property kept at school can occur when teachers are not present. The data are aggregated from 1998–2002 due to the small number of teachers in each year's sample. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1998–2002.

**Indicator
10**

TEACHERS THREATENED WITH INJURY OR ATTACKED BY STUDENTS

In 1999–2000, teachers in central city schools were more likely than their peers in urban fringe or rural schools to be threatened with injury or physically attacked.

Some of the offenses against teachers are committed by students. Data on the extent to which students make threats or physically attack elementary and secondary teachers can provide a snapshot of this problem. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student in the previous 12 months. The survey results indicate that a smaller percentage of elementary and secondary school teachers were threatened with injury by a student at their school in the 1999–2000 school year than in the 1993–94 school year (9 vs. 12 percent) (table 10.1). No difference was detected in the percentage of teachers physically attacked by a student in the 1999–2000 school year compared to the 1993–94 school year (4 percent in both years) (table 10.2).

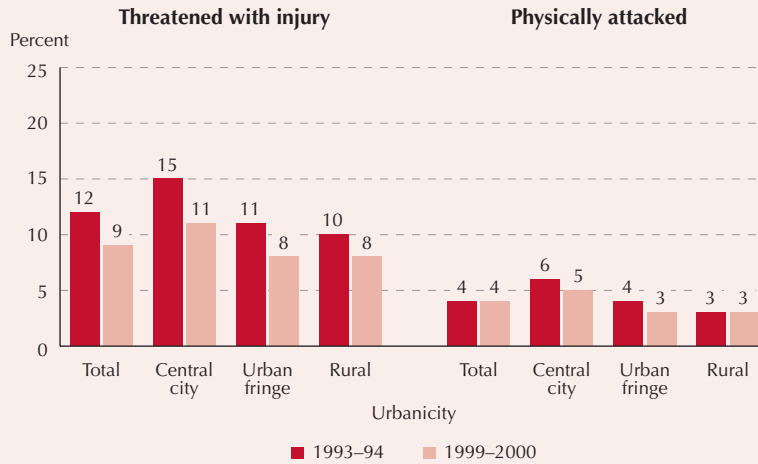
In 1999–2000, few differences were detected in the likelihood of teachers being victims of attacks or threats by students according to teachers' race/ethnicity (tables 10.1 and 10.2). One such difference was that Black teachers were more likely to be threatened than White teachers in 1999–2000 (12 vs. 9 percent).

In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than teachers in urban fringe or rural schools (figure 10.1 and tables 10.1 and 10.2). For example, in 1999–2000, 11 percent of teachers in central city schools had been threatened with injury by students, compared with 8 percent each in urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students, while 3 percent each of teachers in urban fringe and rural schools had experienced such attacks.

In 1999–2000, teachers' reports of being victimized or attacked by a student varied according to the level and sector of their school. Secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student (10 vs. 8 percent); however, secondary school teachers were less likely to have been physically attacked (2 vs. 6 percent). Public school teachers were more likely than private school teachers to be victimized by students in school (figure 10.2 and tables 10.1 and 10.2): 10 percent of public school teachers had been threatened with injury, compared with 4 percent of private school teachers. Likewise, 4 percent of public school teachers and 2 percent of private school teachers had been physically attacked by students. Among teachers in central city schools, those at public schools were four times more likely to be targets of threats of injury than their colleagues in private schools (14 vs. 3 percent) and about three times more likely to be targets of attacks (6 vs. 2 percent).

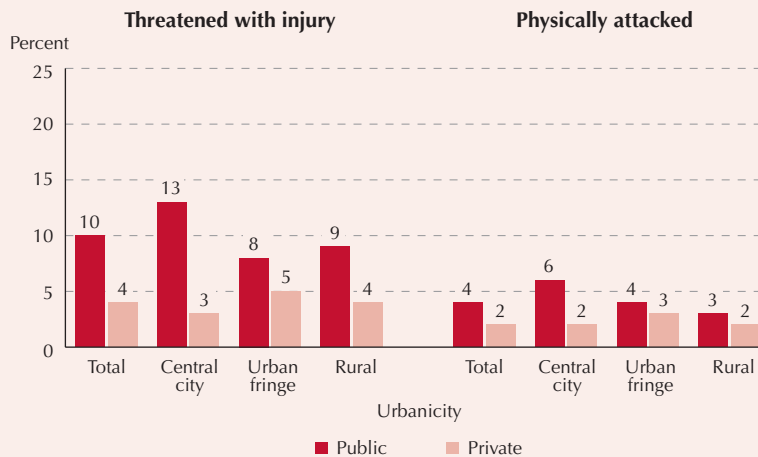
This indicator repeats information from the 2003 Indicators of School Crime and Safety report.

Figure 10.1. 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, by urbanicity: 1993–94 and 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public, Private, and Charter Teacher and School Surveys,” 1993–94 and 1999–2000.

Figure 10.2. 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 school sector: 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public, Private, and Charter Teacher and School Surveys,” 1999–2000.

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**SCHOOL
ENVIRONMENT**

Indicator
11

STUDENTS CARRYING WEAPONS ON SCHOOL PROPERTY AND ANYWHERE

Between 1993 and 2003, the percentage of students in grades 9–12 who reported carrying a weapon anywhere or at school declined.

The presence of weapons at school can create an intimidating and threatening atmosphere, making teaching and learning difficult (Ingersoll and LeBoeuf 1997). The percentage of students who report that they carry a gun or other weapon on school property is an indicator of the breadth of the problem of weapons at school. In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club in the past 30 days (referred to as “anywhere” in this analysis) or carried one of these weapons onto school property in the past 30 days. In 2003, 17 percent of students in grades 9–12 reported they had carried a weapon anywhere, and about 6 percent reported they had carried a weapon on school property (table 11.1).

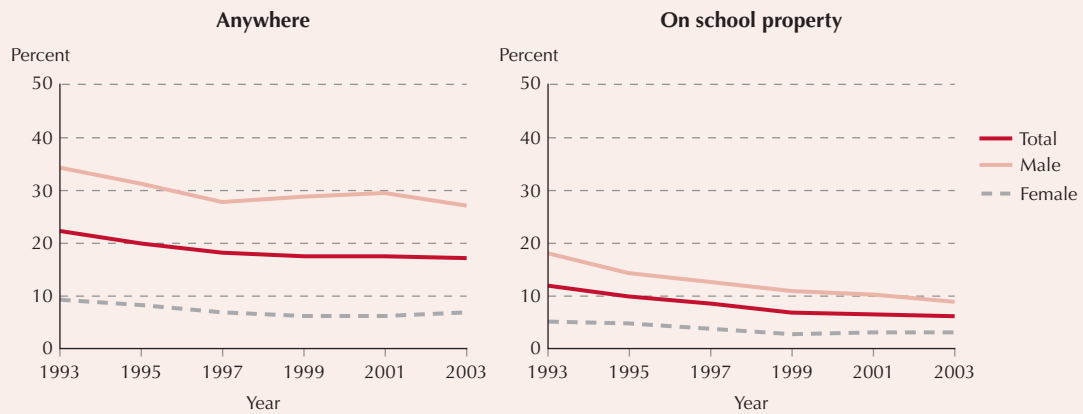
Between 1993 and 2003, the percentage of students who reported carrying a weapon anywhere generally declined from 22 to 17 percent. Similarly, the percentage of students who carried a weapon at school also declined during this period—from 12 to 6 percent.

When looking at the types of students who carried weapons to school, males were at least two times more likely than females to carry a weapon—either anywhere or on school property in all survey years (figure 11.1 and table 11.1). For example, in 2003, 9 percent of males carried a weapon on school property, compared with 3 percent of females, and 27 percent of males carried a weapon anywhere, compared with 7 percent of females. In 2003, no relationship was detected by grade level for students who reported carrying a weapon at school or anywhere (figure 11.2 and table 11.1).

In 2003, there were few differences in the percentages of students carrying weapons anywhere and on school property according to students’ race/ethnicity. While American Indian students were more likely than Black, White, and Hispanic students to carry a weapon on school property and more likely than Black, White, Hispanic, and Asian students to carry a weapon anywhere, no differences were detected among Black, White, Hispanic, Asian, and Pacific Islander students in the likelihood of carrying a weapon anywhere or on school property.

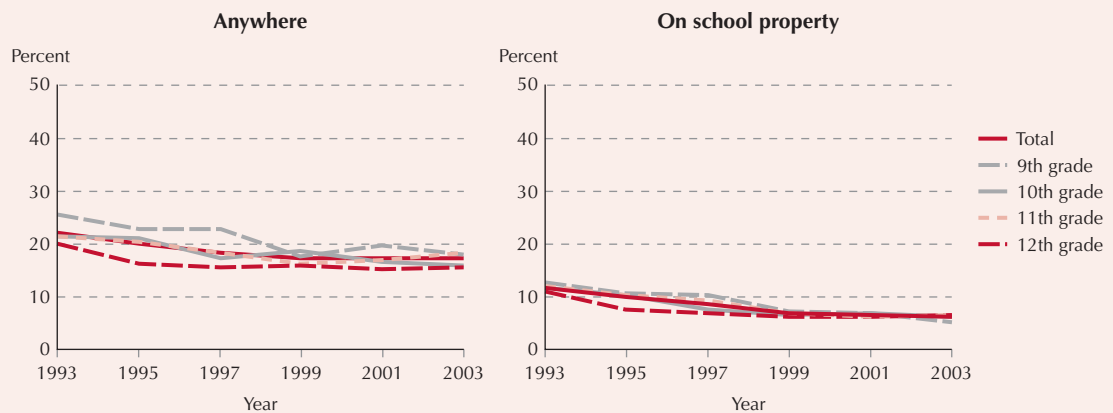
This indicator has been updated to include 2003 data.

Figure 11.1. 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: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon. SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Figure 11.2. 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: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon. SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Indicator
12

STUDENTS' PERCEPTIONS OF PERSONAL SAFETY AT SCHOOL AND AWAY FROM SCHOOL

The percentage of students ages 12–18 who reported being afraid of being attacked at school or on the way to and from school decreased—from 12 percent in 1995 to 6 percent in 2003; however, no difference was detected in the percentage of students who feared such an attack between the most recent survey years, 2001 and 2003.

School violence can make students fearful and affect their readiness and ability to learn. Concerns about vulnerability to attacks also have a detrimental effect on the school environment (Elliott, Hamburg, and Williams 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often they had been afraid of attack “at school or on the way to and from school” and “away from school” during the previous 6 months.⁷

In 1999 and 2001, students were more likely to report they were afraid of being attacked at school or on the way to and from school than away from school; however, in 2003, no such difference was detected (figure 12.1 and table 12.1). The percentages of students who reported being afraid of being attacked at school or on the way to and from school decreased from 12 percent in 1995 to 6 percent in 2003; however, no difference was detected in the percentage of students who feared such an attack between the most recent survey years, 2001 and 2003.

In 2003, female students were more likely than male students to fear for their safety both at school and away from school. In the same year, Black and Hispanic students were more likely than White students to fear for their safety regardless of location (figure 12.2 and table 12.1). That is, 11 percent of Black students and 10 percent of Hispanic students reported that they were afraid of being attacked at school or on the way to and from school, compared with 4 percent of White students. Away from school, 10 percent of Black students, 7 percent of Hispanic students, and 4 percent of White students reported that they were afraid of an attack.

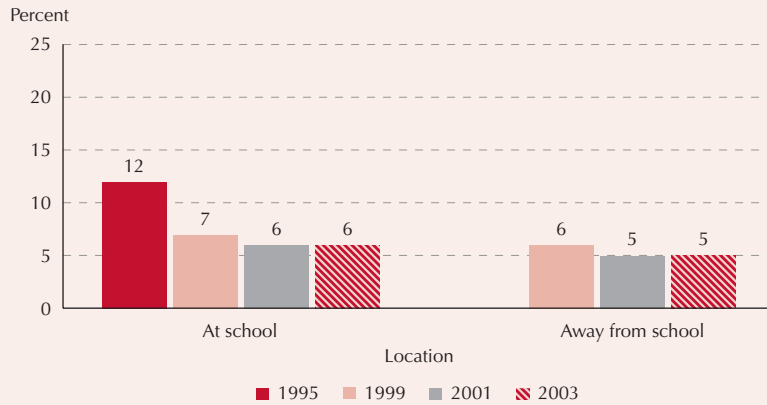
In 2003, grade level was inversely related to students' likelihood of fearing an attack at school or on the way to and from school: as grade level increased, students' likelihood of fearing an attack decreased. In the same year, 10 percent of 6th-graders, 6 percent of 9th-graders, and 4 percent of 12th-graders feared for their safety at school or on the way to and from school.

In addition, school location was also related to students' fear of attack: In 2003, students in urban schools were more likely than students in suburban and rural schools to fear being attacked both at school or on the way to and from school and away from school. Ten percent of students in urban schools feared being attacked at school, compared with 5 percent each of their peers in suburban and rural schools. In the same year, public school students were more likely than private school students to fear an attack at school (6 vs. 3 percent), but away from school no such difference was detected (5 percent each).

This indicator has been updated to include 2003 data.

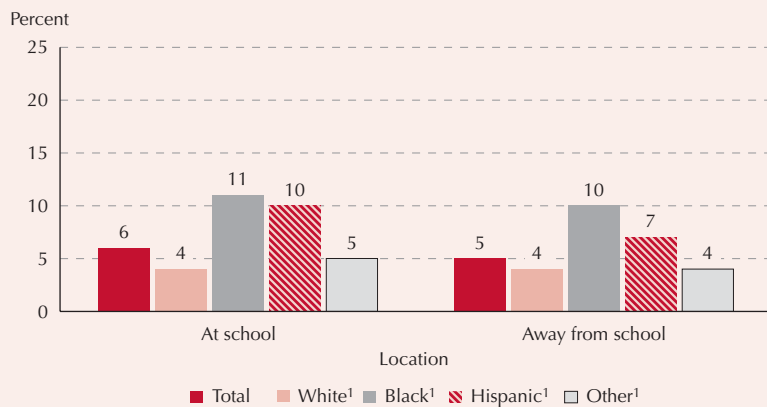
⁷In 1995 and 1999, students reported fear of “attack or harm” at school or on the way to and from school during the previous 6 months. In 2001 and 2003, students reported fear of “attack or threat of attack” at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

Figure 12.1. Percentage of students ages 12–18 who reported being afraid during the previous 6 months, by location: Selected years 1995–2003



NOTE: In the 1995 and 1999 surveys, “at school” was defined as in the school building, on the school grounds, or on a school bus. In the 2001 and 2003 surveys, “at school” was defined as in the school building, on school property, on a school bus, or going to and from school. Cognitive interview results suggest modifications to the definition of “at school” does not substantially impact the estimates. See appendix A for more information. In 1995 and 1999, students reported fear of “attack or harm” at school or on the way to and from school during the previous 6 months. In 2001 and 2003, students reported fear of “attack or threat of attack” at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. Fear of attack away from school was not collected in 1995. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years 1995–2003.

Figure 12.2. Percentage of students ages 12–18 who reported being afraid of attack or threat of attack during the previous 6 months, by location and race/ethnicity: 2003



¹Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. NOTE: “At school” was defined as in the school building, on school property, on a school bus, or going to and from school. Includes students who reported that they sometimes or most of the time feared being victimized in this way. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

Indicator
13

STUDENTS' REPORTS OF AVOIDING PLACES IN SCHOOL

In 2003, students' avoidance of certain places in school differed according to the location and sector of their school: students ages 12–18 in urban schools and public schools were more likely than their counterparts in rural or suburban schools and private schools to report that they had avoided one or more places in school.

School crime may lead students to perceive specific areas at school as unsafe. In trying to ensure their own safety, they begin to avoid these places (Ingersoll and LeBoeuf 1997). Changes in the percentage of students who avoid certain areas in school may be a good barometer of students' perceptions of school safety. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided certain places in school—such as the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building—during the previous 6 months. This indicator provides estimates of those students who responded they avoided at least one of these places.

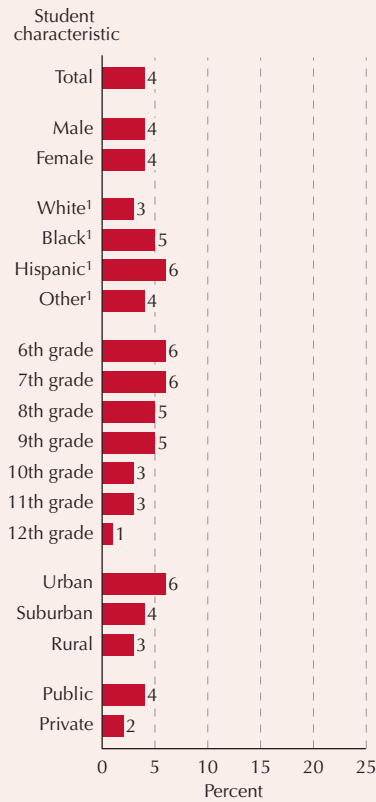
In 2003, 4 percent of students reported that they had avoided one or more places in school (table 13.1). Between 1995 and 1999, the percentage of students ages 12–18 who avoided one or more places in school decreased from 9 to 5 percent, but no difference was detected in the percentage of students who did so in 1999, 2001, and 2003 (between 4 and 5 percent in each year).

Students' reports of avoiding places varied according to their race/ethnicity. In 2003, 3 percent of White students reported avoiding certain areas, compared with 5 percent of Black students and 6 percent of Hispanic students (figure 13.1 and table 13.1). As in all previous survey years, in 2003, no difference was detected in the extent to which students avoided places according to their sex.

In the most recent survey year, students' avoidance of certain places in school differed according to their grade level and the location and sector of their school. Generally, grade level was inversely associated with students' likelihood of avoiding places in school. In 2003, 6 percent of 6th-graders compared with 1 percent of 12th-graders avoided certain places in school. In the same year, students in urban areas were the most likely to avoid specific places in school: 6 percent of urban students reported that they had done so, compared with 4 percent of suburban and 3 percent of rural students. In addition, public school students were more likely to avoid certain places in school than private school students (4 vs. 2 percent).

*This indicator
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include 2003
data.*

Figure 13.1. Percentage of students ages 12–18 who reported avoiding one or more places in school during the previous 6 months, by selected student characteristics: 2003



¹Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

Indicator
14

STUDENTS' REPORTS OF BEING CALLED HATE-RELATED WORDS AND SEEING HATE-RELATED GRAFFITI

In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (36 percent) of students ages 12–18 had seen hate-related graffiti at school.

A student's exposure to hate-related words or symbols at school may increase that student's feeling of vulnerability. Discriminatory behavior in schools can create a hostile environment that is not conducive to learning (McLaughlin and Brilliant 1997). In the 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, religion, ethnicity, disability, gender, or sexual orientation during the previous 6 months. In the 2001 and 2003 administrations of the survey, they were then asked to specify the characteristic to which the hate-related word was directed.

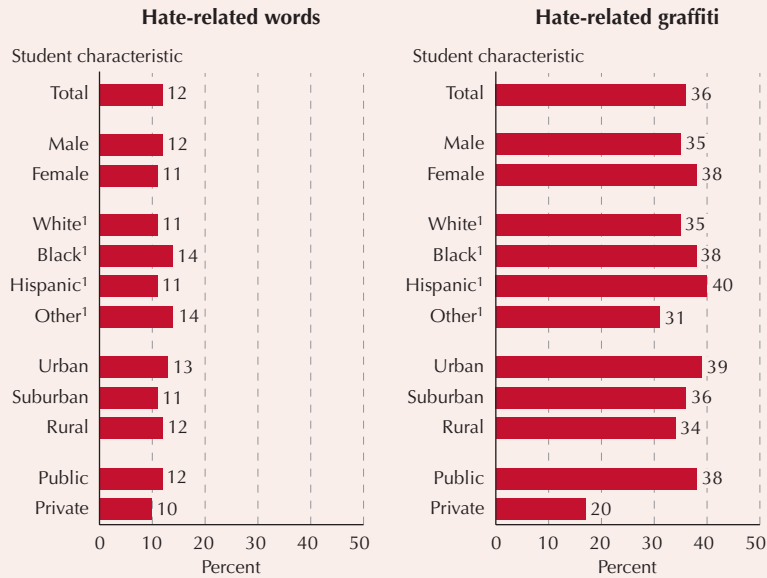
In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (figure 14.1 and table 14.1). Four percent of respondents reported that the hate-related words concerned their race, about 2 percent each reported that the words concerned their ethnicity or gender, and 1 percent each reported that the words were related to their religion, disability, or sexual orientation (table 14.2). In 1999, 2001, and 2003, 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 (figure 14.1 and table 14.1). In each survey year, 36 percent of students saw hate-related graffiti at school.

Students' experiences of being called specific types of hate-related words in 2003 differed according to their sex and race/ethnicity (table 14.2). For example, females were more likely to report gender-related hate words than males (4 vs. 1 percent) and White students were less likely to report race-related hate words than students of other race/ethnicities (2 percent of White students vs. 7 percent of Black students, 5 percent of Hispanic students, and 9 percent of students in other racial/ethnic groups).

In 2003, differences were found according to school location and sector in students' reports of being called hate-related words or seeing hate-related graffiti (figure 14.1 and table 14.1). Urban students were more likely than rural and suburban students to see graffiti and more likely than suburban students to be called a hate-related word, but no other differences were detected according to urbanicity. Public school students were more likely than their private school counterparts to report seeing graffiti, but no such difference was found in the likelihood of being called a hate-related word.

*This indicator
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Figure 14.1. Percentage of students ages 12–18 who reported being targets of hate-related words or seeing hate-related graffiti at school during the previous 6 months, by student characteristics: 2003



¹Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" was defined as in 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, 2003.

Indicator
15

STUDENTS' REPORTS OF GANGS AT SCHOOL

In 2003, students ages 12–18 in urban schools were the most likely to report the presence of street gangs at their school, followed by their counterparts in suburban and rural schools.

Street gangs are organized groups that are often involved in drugs, weapons trafficking, and violence. The presence of street gangs at school can be very disruptive to the school environment because they may not only create fear among students but also increase the level of violence in school (Laub and Lauritsen 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if street gangs were present at their schools during the previous 6 months.

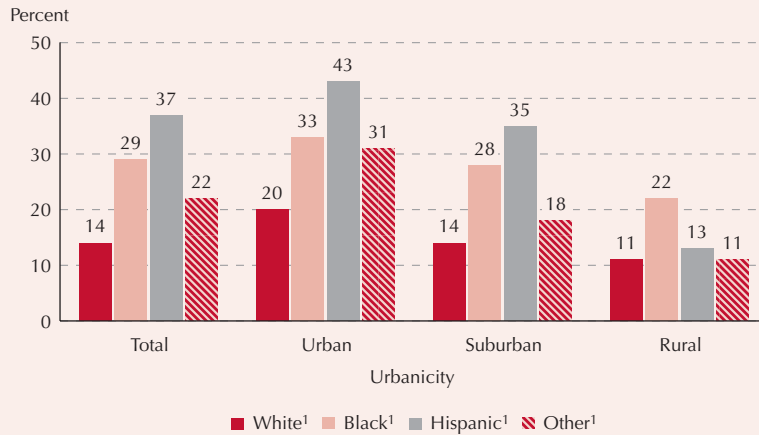
In 2003, 21 percent of students reported that there were gangs at their schools (table 15.1). Of all the students surveyed, students in urban schools were the most likely to report the presence of street gangs at their school (31 percent), followed by suburban students and rural students, who were the least likely to do so (18 and 12 percent, respectively). However, no difference was detected between 2001 and 2003 in percentages of students who reported the presence of street gangs, regardless of school location.

Hispanic and Black students were more likely than White students to report the existence of street gangs in their schools in 2003 (37 and 29 percent, respectively, vs. 14 percent) (figure 15.1 and table 15.1). This pattern also held among students in urban schools and suburban schools. For rural students, the only significant difference was between Black students (22 percent) and White students (11 percent).

Students in public schools were more likely to report the presence of street gangs than students in private schools regardless of the school's location (figure 15.2 and table 15.1). In 2003, 23 percent of students in public schools reported that there were street gangs in their schools, compared with 4 percent of students in private schools. Among public school students, students in urban schools were the most likely to report the presence of street gangs at their school, followed by suburban students and rural students. For private school students, no significant difference was detected according to urbanicity.

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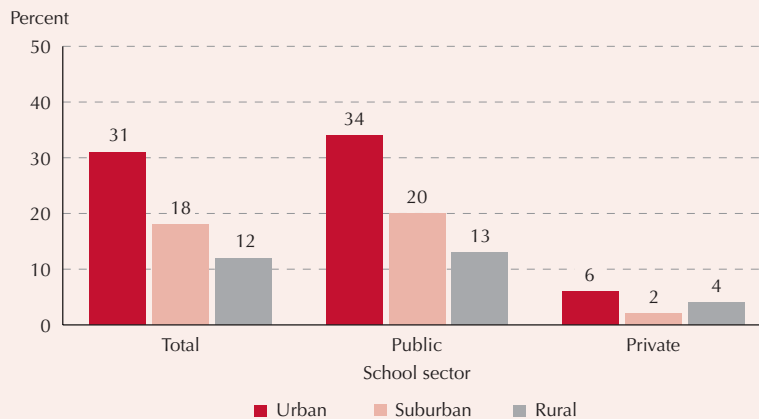
Figure 15.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and race/ethnicity: 2003



¹Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: “At school” was defined as in 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, 2003.

Figure 15.2. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by school sector and urbanicity: 2003



NOTE: “At school” was defined as in 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, 2003.

**Indicator
16**

DISCIPLINE PROBLEMS REPORTED BY PUBLIC SCHOOLS

In 1999–2000, more than one-quarter (29 percent) of public schools reported daily or weekly student bullying.

Discipline problems in a school may contribute to an overall environment in which violence and crime may occur. In the School Survey on Crime and Safety, school principals were asked how often certain disciplinary problems occur. Behaviors discussed in this indicator include racial tensions, bullying, student verbal abuse of teachers, widespread classroom disorder, and student acts of disrespect for teachers that happened daily or once a week. If gang or cult activities happened at all in the school, they were included as problematic.

In 1999–2000, more than one-quarter (29 percent) of public schools reported daily or weekly student bullying (table 16.1). Among the other discipline problems reported, 19 percent of public schools reported student acts of disrespect for teachers, 13 percent reported student verbal abuse of teachers, 3 percent reported student racial tensions, and 3 percent reported widespread disorder in classrooms. Furthermore, 19 percent of public schools reported undesirable gang activities and 7 percent of schools reported undesirable cult or extremist activities occurred at some point in time during the 1999–2000 school year.

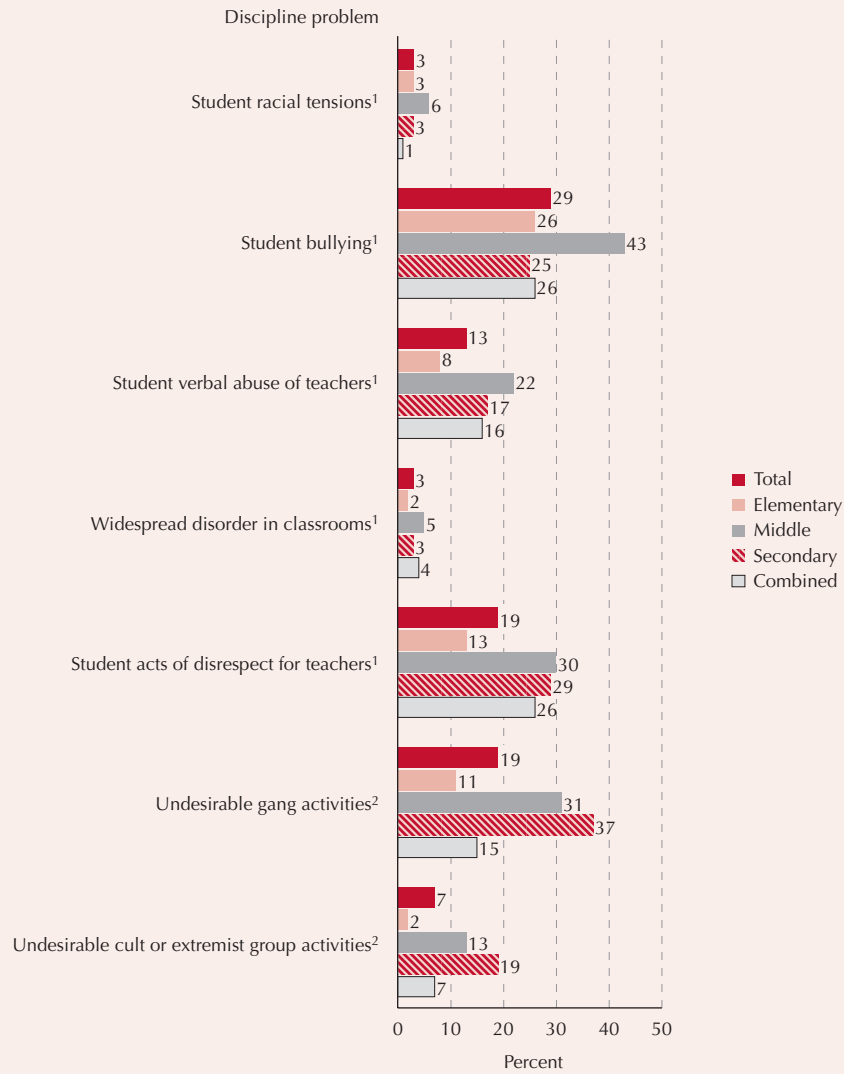
Discipline problems reported by public schools varied by school characteristics. For example, middle schools were more likely than elementary and secondary schools to report racial tensions, bullying, verbal abuse of teachers, and widespread disorder in classrooms (figure 16.1 and table 16.1). Middle schools were more likely than elementary schools, but less likely than high schools to report gang or extremist cult activity.

The prevalence of discipline problems was related to school size. As school enrollment increased, so did the likelihood of schools reporting each discipline problem at their school except widespread disorder in the classroom—which was reported by relatively few principals (less than 5 percent at all enrollment levels). Twenty-six percent of principals at schools with 1,000 or more students reported student verbal abuse of teachers, compared to 14 percent of schools with 500–999 students, 10 percent of schools with 300–499 students, and 7 percent of schools with less than 300 students.

Schools that had one or more violent incidents occur at their school were more likely to report each of the disciplinary problems discussed above than those schools with no violent incidents. For example, 34 percent of schools with one or more violent incidents reported that bullying happened at least once a week, compared with 17 percent of schools with no violent incidents.

This indicator repeats information from the 2003 Indicators of School Crime and Safety report.

Figure 16.1. Percentage of public schools that reported selected discipline problems, by school level: 1999–2000



¹Includes schools that reported the activity happens either once a week or daily.

²Includes schools that reported the activity has happened at all at their school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Indicator
17

STUDENTS' USE OF ALCOHOL ON SCHOOL PROPERTY AND ANYWHERE

In 2003, 45 percent of students in grades 9–12 had at least one drink of alcohol anywhere in the 30 days before being surveyed and 5 percent had at least one drink on school property.

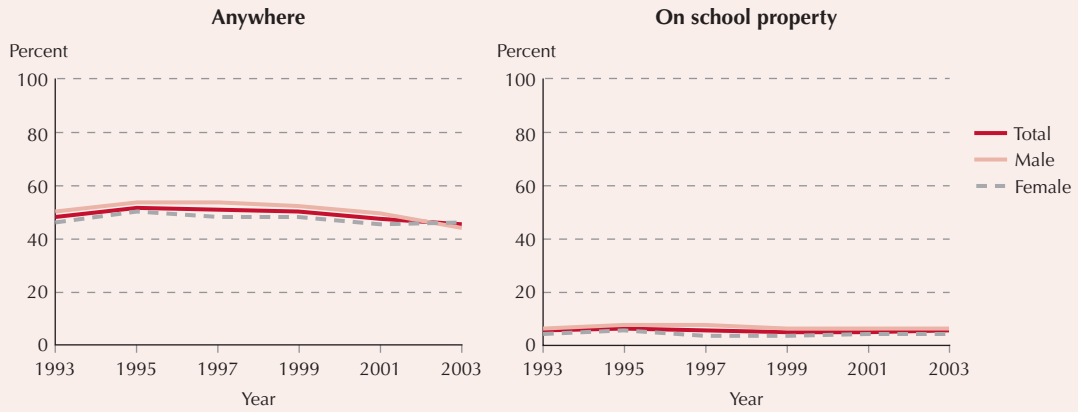
The consumption of alcohol by students on school property, a crime in itself, may lead to other crimes and misbehavior on the part of students. It may also lead to a school environment that is harmful to students, teachers, and staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all in the past 30 days (referred to as “anywhere” in this analysis) and if they had consumed alcohol on school property. In 2003, 45 percent of students had consumed at least one drink of alcohol anywhere in the 30 days before being surveyed, and a smaller percentage (5 percent) had consumed at least one drink on school property (table 17.1). When examining students’ reports of drinking between 1993 and 2003, no consistent patterns of increase or decrease were found in the percentage of students who had consumed alcohol on school property (between 5 and 6 percent in all survey years). The percentage of students who reported using alcohol anywhere increased from 48 percent in 1993 to 52 percent in 1995 and then declined between 1995 and 2003.

The likelihood of drinking alcohol varied by student characteristics. In 2003, males were more likely than females to use alcohol on school property (6 vs. 4 percent), a difference not found in the percentages who reported drinking anywhere (figure 17.1 and table 17.1). In 2003, students in higher grades were more likely to report drinking alcohol anywhere than students in lower grades (figure 17.2 and table 17.1). However, no relationship was found across grade levels for students’ reports of drinking alcohol on school property.

In 2003, Asian and Black students were less likely to use alcohol anywhere than American Indian, White, or Hispanic students. Twenty-eight percent of Asian students and 37 percent of Black students reported using alcohol anywhere, compared with between 46 and 52 percent of students in the other racial/ethnic groups. On school property, Black and Hispanic students were more likely to use alcohol than White students (6 and 8 percent, respectively, vs. 4 percent).

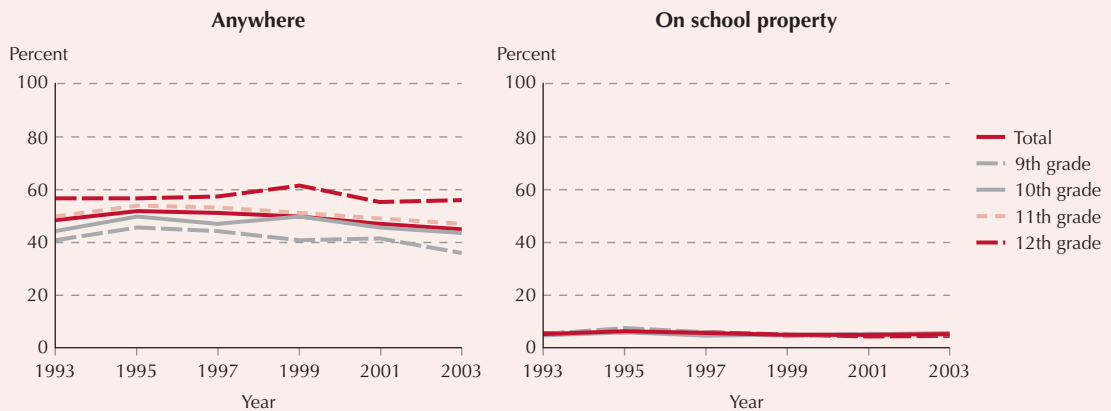
This indicator has been updated to include 2003 data.

Figure 17.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and sex: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Figure 17.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and grade: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Indicator
18

STUDENTS' USE OF MARIJUANA ON SCHOOL PROPERTY AND ANYWHERE

In 2003, 22 percent of students in grades 9–12 reported using marijuana anywhere during the last 30 days, and 6 percent of students reported using marijuana on school property.

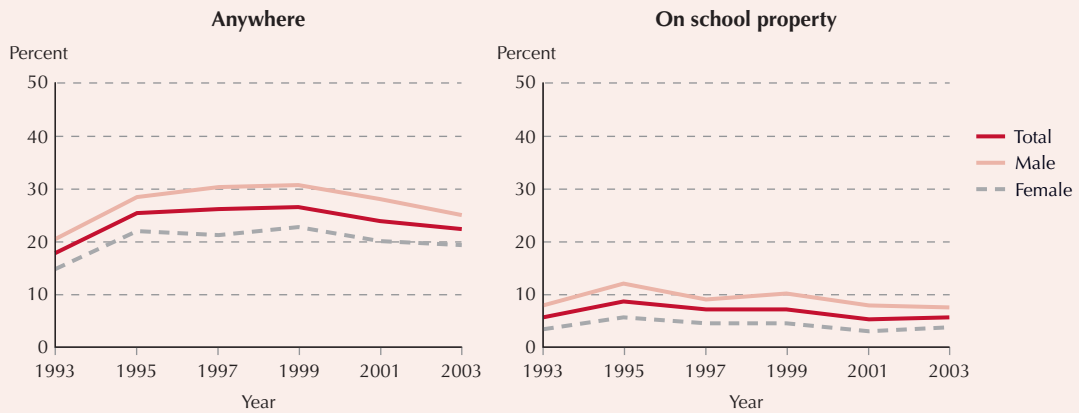
The use of drugs, such as marijuana, at school may lead to a school environment that is harmful to students, teachers, and school administrators. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had used marijuana at all in the past 30 days (referred to as “anywhere” in this analysis) and whether they had used marijuana on school property. In 2003, 22 percent of students in grades 9–12 reported using marijuana anywhere during the last 30 days, whereas 6 percent of students reported using marijuana on school property (table 18.1). The percentage of students who reported using marijuana on school property increased from 6 percent in 1993 to 9 percent in 1995, and then declined between 1995 and 2003 (from 9 to 6 percent). The percentage of students who reported using marijuana anywhere also increased between 1993 and 1995 (from 18 to 25 percent). In 1995, 1997, and 1999, roughly one-quarter of students reported using marijuana anywhere (between 25 and 27 percent); however, by 2003, the percentage of students who reported using marijuana anywhere had declined to 22 percent.

Both students' sex and grade level were associated with use of marijuana. Males were more likely than females to have used marijuana in every survey year, anywhere or on school property (figure 18.1 and table 18.1). For example, in 2003, 8 percent of males and 4 percent of females reported using marijuana on school property. In that same year, students in lower grades were less likely than students in higher grades to report using marijuana anywhere (figure 18.2 and table 18.1). However, no corresponding difference was detected in students' use of marijuana on school property according to grade in school—between 5 and 7 percent of students in grades 9–12 reported such use in 2003.

In 2003, Asian students were less likely than students of all other race/ethnicities to report using marijuana anywhere (10 percent vs. between 22 and 33 percent of students in other racial/ethnic groups). At school, Hispanic students were more likely to report using marijuana than Asian or White students (7 percent vs. 4 and 5 percent, respectively). However, few other differences were found among racial/ethnic groups for students' marijuana use at school.

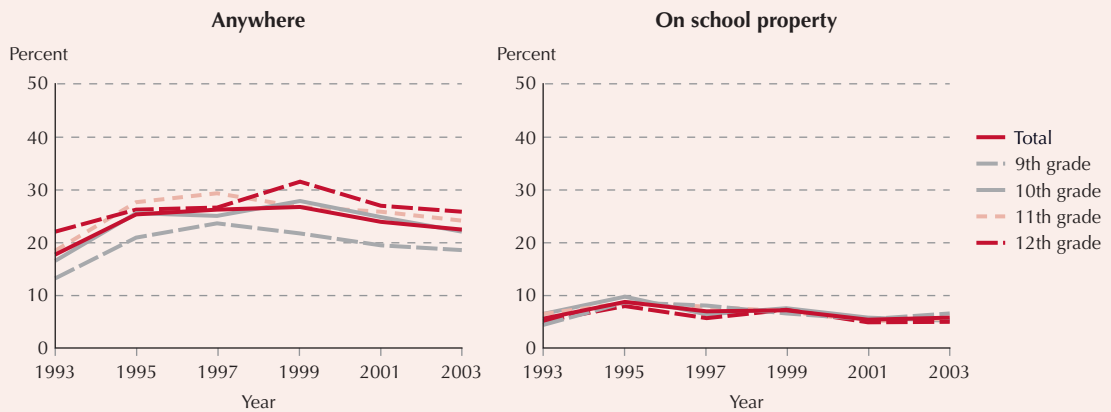
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include 2003
data.*

Figure 18.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and sex: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, 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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Figure 18.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and grade: Selected years 1993–2003



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, 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), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2003.

Indicator
19

STUDENTS' REPORTS OF DRUG AVAILABILITY ON SCHOOL PROPERTY

In 2003, 29 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 12 months before the survey.

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. In 2003, 29 percent of all students in grades 9–12 reported that drugs were made available to them on school property (table 19.1). The percentage of students who reported that drugs were made available to them on school property increased from 24 percent in 1993 to 32 percent in 1995. However, no consistent patterns of increase or decrease were found in the percentage of students who had reported that drugs were made available to them from 1995 to 2003, with between 29 and 32 percent of students reporting that this occurred in each survey year.

Males were more likely than females to report that drugs were offered, sold, or given to them on school property in each survey year (figure 19.1 and table 19.1). For example, in 2003, 32 percent of males reported the availability of drugs, while 25 percent of females did so. No differences were detected in the percentage of students who reported that drugs were made available to them according to grade (figure 19.2 and table 19.1).

Students' racial/ethnic backgrounds were examined in relation to whether they reported having illegal drugs offered, sold, or given to them on school property. In 2003, Hispanic students were more likely than Asian, Black, and White students to report that drugs were made available to them (37 percent vs. between 23 and 28 percent).

*This indicator
has been
updated to
include 2003
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