



**SUPPLEMENTAL
TABLES**

Table 1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location: 1992–2005

Year	Total student, staff, and nonstudent school-associated violent deaths ¹	Homicides of youth ages 5–18		Suicides of youth ages 5–18		Total suicides ⁴
		Homicides at school ²	Total homicides ³	Suicides at school ²	Total suicides ⁴	
1992–93	57	34	2,689	6	1,680	
1993–94	48	29	2,879	7	1,723	
1994–95	48	28	2,654	7	1,767	
1995–96	53	32	2,512	6	1,725	
1996–97	48	28	2,189	1	1,633	
1997–98	57	34	2,056	6	1,626	
1998–99	47	33	1,762	4	1,597	
1999–2000 ⁵	36	13	1,537	8	1,415	
2000–01 ⁵	30	11	1,466	4	1,493	
2001–02 ⁵	40	16	1,468	6	1,400	
2002–03 ⁵	35	18	1,515	9	1,331	
2003–04 ⁵	35	19	1,437	3	1,285	
2004–05 ⁵	48	21	—	7	—	

— Not available.

¹School-associated violent deaths include a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2005.

²Youth ages 5–18 from July 1, 1992, through June 30, 2005.

³Youth ages 5–18 from July 1, 1992, through June 30, 2004.

⁴Youth ages 5–18 in the calendar year from 1992 to 2003.

⁵Data are preliminary and subject to change.

NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2005 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (May 2006); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal) 1999–2003, retrieved July 2006 from <http://www.cdc.gov/ncipc/wisqars>; and data on total homicides of youth ages 5–18 for the 1992–93 through 2003–04 school years are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (July 2006).

Table 1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: 1992–2005

Year	Total ¹	Homicides	Suicides	Legal interventions	Unintentional deaths
1992–93	57	47	10	0	0
1993–94	48	38	10	0	0
1994–95	48	39	8	1	0
1995–96	53	46	6	1	0
1996–97	48	45	2	1	0
1997–98	57	47	9	1	0
1998–99	47	38	6	2	1
1999–2000 ²	36	24	11	0	1
2000–01 ²	30	24	5	1	0
2001–02 ²	40	28	10	1	1
2002–03 ²	35	25	10	0	0
2003–04 ²	35	30	5	0	0
2004–05 ²	48	37	9	2	0

¹ School-associated violent deaths include a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2005. ² Data are preliminary and subject to change.

NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2005 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (May 2006).

Table 2.1. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location and year: 1992–2004

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

¹ Serious violent crimes are also included in violent crimes.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. 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. Population sizes for students ages 12–18 are 23,740,000 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000; 27,380,000 in 2001; 27,367,000 in 2002; 26,386,000 in 2003; and 26,372,000 in 2004. Detail may not sum to totals because of rounding. Estimates of number of crimes are rounded to the nearest 100. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2004.

Table 2.2. Number of student-reported nonfatal crimes against students ages 12–18 at school and rate of crimes per 1,000 students, by selected student characteristics: 2004

Student characteristic	Number of crimes			Rate of crimes per 1,000 students				
	Total	Theft	Violent	Serious violent ¹	Total	Theft	Violent	Serious violent ¹
At school								
Total	1,445,800	863,000	582,800	107,400	55	33	22	4
Sex								
Male	776,800	416,400	360,400	58,800	57	31	27	4
Female	669,000	446,600	222,400	48,700	52	35	17	4
Age								
12–14	812,200	433,200	379,000	65,000	64	34	30	5
15–18	633,600	429,800	203,800	42,400 !	46	31	15	3 !
Race/ethnicity²								
White	951,700	550,000	401,700	77,800	60	35	25	5
Black	236,600	132,400	104,200	17,300 !	60	34	26	4 !
Hispanic	194,900	133,700	61,200	#	39	27	12	#
Other	62,600	46,900	15,700 !	#	38	29	10 !	#
Urbanicity								
Urban	443,600	239,700	203,900	41,400 !	62	33	28	6 !
Suburban	745,600	488,800	256,800	55,200	51	33	17	4
Rural	256,600	134,500	122,100	#	57	30	27	#
Household income								
Less than \$15,000	103,900	37,500	66,400	#	45	16	29	#
\$15,000–29,999	154,400	77,400	77,000	#	41	21	21	#
\$30,000–49,999	238,100	152,500	85,600	#	50	32	18	#
\$50,000–74,999	346,000	178,900	167,000	33,400 !	84	44	41	8 !
\$75,000 or more	397,200	281,700	115,500	26,800 !	62	44	18	4 !

! Interpret data with caution.

Reporting standards not met.

¹ Serious violent crimes are also included in violent crimes.

² Other includes American Indian, Alaska Native, and Asian or Pacific Islander. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. 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. Population size for students ages 12–18 is 26,372,000 in 2004. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2004.

Table 2.3. Number of student-reported nonfatal crimes against students ages 12–18 away from school and rate of crimes per 1,000 students, by selected student characteristics: 2004

Student characteristic	Number of crimes			Rate of crimes per 1,000 students			
	Total	Theft	Violent	Total	Theft	Violent	Serious violent ¹
Away from school							
Total	1,262,200	706,400	555,800	48	27	21	9
Sex							
Male	706,200	381,000	325,100	52	28	24	11
Female	556,000	325,300	230,700	43	25	18	6
Age							
12–14	426,300	229,300	197,000	34	18	16	7
15–18	835,900	477,000	358,900	61	35	26	10
Race/ethnicity ²							
White	823,800	479,100	344,700	52	30	22	8
Black	226,500	83,800	142,700	57	21	36	19
Hispanic	148,600	107,100	41,400 !	30	22	8 !	†
Other	63,300	36,400	27,000 !	39	22	17 !	†
Urbanicity							
Urban	355,600	156,500	199,100	49	22	28	13
Suburban	635,700	369,700	266,100	43	25	18	6
Rural	270,800	180,200	90,700	60	40	20	9 !
Household income							
Less than \$15,000	102,700	52,300	50,400	45	23	22	13 !
\$15,000–29,999	337,900	169,000	169,000	91	45	45	15
\$30,000–49,999	76,700	43,300	33,300 !	16	9	7 !	3 !
\$50,000–74,999	302,100	160,800	141,300	74	39	35	14
\$75,000 or more	201,000	146,500	54,400	32	23	9	3 !

! Interpret data with caution.

† Reporting standards not met.

¹ Serious violent crimes are also included in violent crimes.

² Other includes American Indian, Alaska Native, and Asian or Pacific Islander. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population size for students ages 12–18 is 26,372,000 in 2004. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2004.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2005

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

See notes at end of table.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2005—Continued

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

No cases are reported, although the event defined could have been reported by some students with these characteristics had a different sample been drawn.

† Interpret data with caution.

Reporting standards not met.

¹ Serious violent crimes are also included in violent crimes.

² Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: Theft includes purse snatching, pick pocketing, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2005

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

— Not available.

! Interpret data with caution.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
 NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

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

State	2003	2005	State	2003	2005
United States	9.2	7.9			
Alabama	7.2	10.6	Montana	7.1	8.0
Alaska	8.1	—	Nebraska	8.8	9.7
Arizona	9.2	10.7	Nevada	6.0	8.1
Arkansas	—	9.6	New Hampshire	7.5	8.6
California	—	—	New Jersey	—	8.0
Colorado	—	7.6	New Mexico	—	10.4
Connecticut	—	9.1	New York	7.2	7.2
Delaware	7.7	6.2	North Carolina	7.2	7.9
District of Columbia	12.7	12.1	North Dakota	5.9	6.6
Florida	8.4	7.9	Ohio	7.7	8.2
Georgia	8.2	8.3	Oklahoma	7.4	6.0
Hawaii	—	6.9	Oregon	—	—
Idaho	9.4	8.3	Pennsylvania	—	—
Illinois	—	—	Rhode Island	8.2	8.7
Indiana	6.7	8.8	South Carolina	—	10.1
Iowa	—	7.8	South Dakota	6.5	8.1
Kansas	—	7.4	Tennessee	8.4	7.4
Kentucky	5.3	8.0	Texas	—	9.3
Louisiana	—	—	Utah	7.3	9.8
Maine	8.5	7.1	Vermont	7.3	6.3
Maryland	—	11.7	Virginia	—	—
Massachusetts	6.3	5.4	Washington	—	—
Michigan	9.7	8.6	West Virginia	8.5	8.0
Minnesota	—	—	Wisconsin	5.5	7.6
Mississippi	6.6	—	Wyoming	9.7	7.8
Missouri	7.5	9.1			

— Not available.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 5.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04

Teacher or school characteristic	1993–94						1999–2000									
	Percent			Number			Percent			Number						
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural				
Total	11.7	15.2	10.7	9.8	342,100	132,600	99,800	109,600	8.8	11.4	7.5	8.3	305,200	116,300	127,800	61,100
Sex																
Male	14.7	19.5	14.0	11.8	115,900	45,100	33,800	37,000	11.0	14.7	9.5	9.7	95,200	36,600	39,500	19,100
Female	10.6	13.6	9.5	9.0	226,200	87,600	66,000	72,600	8.1	10.3	6.9	7.8	210,000	79,700	88,300	42,000
Race/ethnicity ¹																
White	11.5	15.4	10.5	9.8	295,100	104,500	88,400	102,300	8.6	11.2	7.5	8.2	252,600	85,400	112,300	54,900
Black	12.0	13.1	12.6	8.5	23,800	14,600	5,500	3,700	11.6	14.2	7.5	11.3	28,300	18,700	6,000	3,600
Hispanic	13.2	15.4	10.6	10.2	15,900	10,200	3,400	2,300	9.1	9.5	8.7	8.0	17,200	9,100	6,700	1,400 ¹
Other	13.5	17.2	13.0	9.4	7,300	3,300	2,500	1,400	8.4	9.0	7.6	8.7	7,100	3,100	2,700	1,200
Instructional level ²																
Elementary	8.7	11.8	7.4	7.3	134,500	56,700	36,100	41,700	8.0	10.0	6.6	8.0	148,300	57,800	60,500	30,000
Secondary	15.0	19.3	14.2	12.5	207,500	75,900	63,700	67,900	9.9	13.2	8.6	8.6	157,000	58,500	67,300	31,200
Sector																
Public ³	12.8	17.9	11.6	10.2	326,300	127,300	92,800	106,200	9.6	13.5	7.9	8.7	287,700	109,300	119,400	59,000
Private	4.2	3.3	5.0	4.6	15,700	5,300	7,000	3,400	3.9	3.3	4.5	4.1	17,500	7,000	8,400	2,100

See notes at end of table.

Table 5.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04
—Continued

Teacher or school characteristic	2003–04									
	Percent					Number				
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural	Total	Small town/rural
Total	6.8	10.0	5.8	4.6	253,100	111,100	111,100	30,900		
Sex										
Male	8.5	13.8	6.6	5.5	78,500	37,100	31,900	9,400		
Female	6.3	8.8	5.5	4.3	174,500	73,900	79,200	21,500		
Race/ethnicity ¹										
White	6.4	9.9	5.5	4.5	199,000	79,500	92,600	26,900		
Black	11.8	13.6	10.2	8.4	32,500	20,400	9,600	2,600		
Hispanic	5.6	6.3	5.2	3.4	12,500	6,700	5,100	700		
Other	8.7	10.0	8.5	5.4	9,100	4,500	3,800	800		
Instructional level ²										
Elementary	5.8	8.0	5.1	3.9	113,700	48,300	52,400	13,000		
Secondary	8.0	12.6	6.5	5.3	139,400	62,800	58,700	17,900		
Sector										
Public ³	7.5	11.6	6.2	4.8	242,500	107,000	105,800	29,700		
Private	2.3	2.3	2.3	2.4	10,600	4,100	5,300	1,200		

! Interpret data with caution.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, in 2003–04, more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² Elementary schools are defined as schools in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8. Secondary schools are defined as schools in which the lowest grade is greater than or equal to grade 7.

³ The public sector includes public, public charter, and Bureau of Indian Affairs school teachers.

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100. Figures were revised and may differ from previously published data.

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

Table 5.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04

Teacher or school characteristic	1993–94						1999–2000									
	Percent			Number			Percent			Number						
	Total	Central city	Urban fringe/large town	Total	Central city	Urban fringe/large town	Total	Central city	Urban fringe/large town	Total	Central city	Urban fringe/large town	Small town/rural			
Total	4.1	5.5	4.0	3.1	120,000	48,300	37,200	34,500	3.9	5.4	3.4	3.0	134,700	54,900	57,900	21,900
Sex																
Male	3.9	5.8	3.6	2.7	30,800	13,500	8,800	8,500	3.6	5.3	3.3	1.8	30,600	13,200	13,800	3,500
Female	4.2	5.4	4.1	3.2	89,200	34,800	28,400	26,000	4.0	5.4	3.4	3.4	104,100	41,700	44,100	18,300
Race/ethnicity ¹																
White	4.0	5.6	3.9	3.1	103,400	38,100	33,000	32,300	3.8	5.4	3.4	2.9	111,600	40,800	51,000	19,800
Black	3.9	4.3	4.3	2.3 !	7,700	4,800	1,900	1,000 !	4.8	5.9	3.0	4.4 !	11,600	7,800	2,400	1,400 !
Hispanic	5.1	6.3	4.3	2.7	6,200	4,200	1,400	600	4.6	5.4	4.4	1.8 !	8,800	5,100	3,400	300 !
Other	5.1	6.4	5.0 !	3.6	2,800	1,200	1,000 !	500	3.2	3.3 !	3.2	2.7	2,700	1,100 !	1,200	400
Instructional level ²																
Elementary	4.9	6.5	4.7	3.9	76,200	31,300	22,600	22,300	5.5	7.2	4.9	4.2	102,100	41,700	44,700	15,700
Secondary	3.2	4.3	3.3	2.2	43,800	17,000	14,600	12,200	2.1	3.0	1.7	1.7	32,600	13,200	13,300	6,100
Sector																
Public ³	4.4	6.3	4.2	3.1	111,300	45,200	33,200	32,900	4.2	6.2	3.5	3.1	125,100	50,700	53,200	21,300
Private	2.3	1.9	2.9	2.1	8,700	3,100	4,000	1,600	2.1	2.0	2.6	1.2 !	9,600	4,200	4,800	600 !

See notes at end of table.

Table 5.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04
—Continued

Teacher or school characteristic	2003–04							
	Percent				Number			
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural
Total	3.4	4.8	3.1	2.3	127,500	53,000	59,300	15,300
Sex								
Male	2.6	4.7	1.8	1.4	23,600	12,500	8,700	2,400
Female	3.7	4.8	3.5	2.6	104,000	40,500	50,600	12,900
Race/ethnicity ¹								
White	3.2	4.6	3.0	2.3	100,500	36,700	50,200	13,700
Black	5.5	7.1	3.5	#	15,100	10,600	3,300	#
Hispanic	3.1	2.7	4.0	#	7,000	2,900	4,000	#
Other	4.8	6.4	4.0	2.0	5,000	2,900	1,800	300
Instructional level ²								
Elementary	4.5	5.4	4.3	3.4	88,100	32,700	44,200	11,200
Secondary	2.3	4.1	1.7	1.2	39,500	20,300	15,100	4,100
Sector								
Public ³	3.7	5.5	3.2	2.3	120,000	50,500	55,100	14,500
Private	1.6	1.4	1.8	1.7	7,500	2,500	4,200	800

! Interpret data with caution.

Reporting standards not met.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, in 2003–04, more than one race. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² Elementary schools are defined as schools in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8. Secondary schools are defined as schools in which the lowest grade is greater than or equal to grade 7.

³ The public sector includes public, public charter, and Bureau of Indian Affairs school teachers.

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100. Figures were revised and may differ from previously published data.

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

Table 5.3. Percentage and number of public school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by state: 1993–94, 1999–2000, and 2003–04

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

! Interpret data with caution.

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Affairs school teachers. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table 5.4. Percentage and number of public school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by state: 1993–94, 1999–2000, and 2003–04

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

! Interpret data with caution.

‡ Reporting standards not met.

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Affairs school teachers. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table 6.1. Percentage of public schools experiencing and reporting incidents of crime that occurred at school, number of incidents, and the rate per 1,000 students, by type of crime: 1999–2000 and 2003–04

Type of crime	Experienced various types of crime				Reported to police			
	1999–2000		2003–04		1999–2000		2003–04	
	Percent of schools	Percent of schools	Number of incidents	Rate per 1000 students	Percent of schools	Percent of schools	Number of incidents	Rate per 1000 students
Total	86.4	88.5	2,133,200	45.7	62.5	65.2	764,400	16.4
Violent incidents ¹	71.4	81.4	1,553,300	33.3	36.0	43.6	387,800	8.3
Physical attack or fight without weapon	63.7	76.7	932,100	20.0	25.8	35.6	249,700	5.3
Threat of attack without weapon	52.2	53.0	566,000	12.1	18.9	21.0	107,100	2.3
Serious violent incidents ²	19.7	18.3	55,200	1.2	14.8	13.3	31,000	0.7
Rape or attempted rape	0.7	0.8	800	#	0.6	0.8	800	#
Sexual battery other than rape	2.5	3.0	5,400	0.1	2.3	2.6	4,400	0.1
Physical attack or fight with weapon	5.2	4.0	12,300	0.3	3.9	2.8	6,000	0.1
Threat of attack with weapon	11.1	8.6	19,200	0.4	8.5	6.0	9,900	0.2
Robbery with a weapon	0.5 !	0.6	1,300 !	#	0.3 !	0.6	1,300 !	#
Robbery without a weapon	5.3	6.3	16,100	0.3	3.4	4.2	8,600	0.2
Theft ³	45.6	46.0	199,800	4.3	28.5	30.5	113,300	2.4

See notes at end of table.

Table 6.1. Percentage of public schools experiencing and reporting incidents of crime that occurred at school, number of incidents, and the rate per 1,000 students, by type of crime: 1999–2000 and 2003–04—Continued

Type of crime	Experienced various types of crime				Reported to police			
	1999–2000		2003–04		1999–2000		2003–04	
	Percent of schools	Rate per 1000 students	Percent of schools	Number of incidents	Percent of schools	Number of incidents	Percent of schools	Rate per 1000 students
Other incidents ⁴	72.7	8.1	64.0	380,100	52.0	263,300	50.0	5.6
Possess firearm/explosive device	5.5	0.2	6.1	7,500	4.5	6,200	4.9	0.1
Possess knife or sharp object ⁵	42.6	0.6	15.9	30,200	23.0	22,600	12.1	0.5
Distribution of illegal drugs	12.3	0.7	12.9	32,600	11.4	30,700	12.4	0.7
Possession or use of alcohol or illegal drugs	26.6	2.8	29.3	131,300	22.2	109,200	26.0	2.3
Sexual harassment	36.3	—	—	—	14.7	—	—	—
Vandalism	51.4	3.8	51.4	178,500	32.7	94,700	34.3	2.0

— Not available.

Rounds to zero.

! Interpret data with caution.

¹ 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 are also included in violent incidents.

² 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.

³ Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

⁴ 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, or vandalism.

⁵ The questionnaire wording for possession of a knife or sharp object changed between 1999–2000 and 2003–04. In 1999–2000, the question asked about possession of a knife or sharp object. In 2003–04, the question was changed to refer to possession of a knife or sharp object with intent to harm.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size of public schools is 82,000 in 1999–2000 and 80,500 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of incidents and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000 and 2004.

Table 6.2. Percentage of public schools experiencing incidents of crime that occurred at school, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04

School characteristic	Violent incidents ¹			Serious violent incidents ²			Theft ³			Other incidents ⁴		
	Number of schools	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students
Total	80,500	81.4	33.3	1,553,300	18.3	1.2	55,200	46.0	4.3	199,800	64.0	8.1
School level ⁵												
Primary	48,800	74.2	28.2	638,500	13.3	0.8	18,900	29.8	1.6	35,500	50.8	3.5
Middle	14,500	93.6	52.7	515,800	24.4	1.6	15,700	63.3	5.5	54,100	82.9	10.7
High school	10,800	95.9	27.5	320,100	29.4	1.4	16,700	83.5	8.1	93,900	93.0	14.5
Combined	6,400	84.7	29.7	78,800	23.9	1.4!	3,800!	67.1	6.2	16,300	72.5	10.9
Enrollment size												
Less than 300	19,000	68.8	36.4	142,600	15.3	2.1	8,100	40.5	4.7	18,500	50.7	7.1
300–499	23,500	80.2	33.9	330,600	14.8	0.9	8,400	33.8	2.5	24,700	59.6	5.2
500–999	29,000	85.8	33.5	656,100	17.5	1.0	18,700	48.9	3.5	68,300	67.2	6.7
1,000 or more	8,900	97.5	31.6	424,100	36.3	1.5	20,000	80.7	6.6	88,300	93.3	12.7
Urbanicity												
City	20,100	87.7	35.9	487,100	21.5	1.5	20,400	46.6	4.0	54,800	68.7	9.5
Urban fringe	26,600	80.2	30.7	565,100	18.5	1.0	18,300	46.0	4.3	80,000	65.2	7.6
Town	9,600	86.9	32.1	159,300	19.2	1.6	8,100	45.0	4.0	19,900	67.8	8.0
Rural	24,200	75.4	35.1	341,800	15.1	0.9	8,400	46.0	4.6	45,100	57.2	7.4
Percent minority enrollment ⁶												
Less than 5 percent	17,100	74.1	27.1	193,500	15.6	0.9	6,200	43.1	4.4	31,500	58.3	7.2
5 to 20 percent	19,700	76.9	24.7	278,900	13.9	0.8	9,100	45.8	4.5	50,900	63.3	7.4
20 to 50 percent	17,700	84.5	32.0	354,200	19.3	1.0	10,900	45.3	4.4	49,200	64.6	7.7
50 percent or more	24,300	88.0	43.4	699,500	23.6	1.8	28,300	49.3	4.1	66,100	68.0	9.5
Percent of students eligible for free or reduced-price lunch												
0–20 percent	18,900	71.3	19.0	247,800	15.4	0.8	10,000	46.3	4.4	56,700	64.4	7.2
21–50 percent	28,600	82.0	32.5	527,200	16.2	1.1	17,100	46.6	4.9	78,800	65.3	8.3
More than 50 percent	32,900	86.7	44.5	778,300	21.8	1.6	28,200	45.4	3.7	64,400	62.6	8.7

See notes at end of table.

Table 6.2. Percentage of public schools experiencing incidents of crime that occurred at school, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04—Continued

School characteristic	Violent incidents ¹			Serious violent incidents ²			Theft ³			Other incidents ⁴		
	Number of schools	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students
Student/teacher ratio ⁷												
Less than 12	35,800	77.1	34.8	19,000	17.9	1.3	66,300	45.5	4.4	118,000	61.2	7.8
12–16	29,800	84.1	32.3	22,000	15.6	1.1	81,900	45.2	4.2	152,000	64.9	7.8
More than 16	14,800	86.7	32.9	14,100	24.7	1.2	51,600	49.2	4.3	110,100	68.7	9.1

! Interpret data with caution.

¹Violent 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 are also included in violent incidents.

²Serious 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.

³Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

⁴Other 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, or vandalism.

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

⁶These estimates exclude data from Tennessee because schools in this state did not report estimates of student race/ethnicity.

⁷Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size of public schools is 82,000 in 1999–2000 and 80,500 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of incidents and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 6.3. Percentage of public schools reporting incidents of crime that occurred at school to the police, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04

School characteristic	Violent incidents ¹			Serious violent incidents ²			Theft ³			Other incidents ⁴			
	Number of schools	Percent of schools	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	
Total	80,500	43.6	387,800	8.3	13.3	31,000	0.7	30.5	113,300	2.4	50.0	263,300	5.6
School level ⁵													
Primary	48,800	27.9	63,500	2.8	7.6	6,000	0.3	16.1	14,400	0.6	34.5	43,900	1.9
Middle	14,500	66.9	143,100	14.6	20.5	9,200	0.9	43.8	27,400	2.8	70.6	67,300	6.9
High school	10,800	78.7	155,400	13.4	27.1	14,000	1.2	67.3	60,500	5.2	87.9	132,500	11.4
Combined	6,400	51.8	25,800	9.7	16.5	1,900	0.7	47.9	11,000	4.1	57.3	19,500	7.4
Enrollment size													
Less than 300	19,000	26.4	28,400	7.3	8.8	3,200	0.8	21.1	8,800	2.3	34.9	17,000	4.4
300–499	23,500	37.6	53,100	5.4	9.3	3,200	0.3	21.2	12,700	1.3	45.0	31,000	3.2
500–999	29,000	48.1	139,900	7.1	13.6	9,400	0.5	33.7	36,000	1.8	52.2	81,600	4.2
1,000 or more	8,900	81.9	166,400	12.4	32.0	15,300	1.1	64.6	55,700	4.1	87.9	133,700	10.0
Urbanicity													
City	20,100	47.3	123,500	9.1	17.2	12,100	0.9	35.0	32,800	2.4	55.1	92,300	6.8
Urban fringe	26,600	44.0	144,500	7.8	13.6	11,200	0.6	30.2	46,600	2.5	51.4	95,300	5.2
Town	9,600	52.3	46,400	9.4	13.1	3,300	0.7	32.6	12,300	2.5	55.7	28,300	5.7
Rural	24,200	36.8	73,400	7.5	9.8	4,400	0.5	26.4	21,500	2.2	42.0	47,300	4.9
Percent minority enrollment ⁶													
Less than 5 percent	17,100	40.3	43,200	6.1	10.6	2,700	0.4	28.3	17,900	2.5	43.4	33,100	4.6
5 to 20 percent	19,700	37.3	69,100	6.1	8.9	4,300	0.4	29.0	28,300	2.5	48.6	57,400	5.1
20 to 50 percent	17,700	46.9	91,200	8.2	14.0	6,000	0.5	30.0	29,000	2.6	50.7	59,100	5.3
50 percent or more	24,300	50.0	178,800	11.1	18.2	17,400	1.1	34.4	36,900	2.3	55.2	108,600	6.7
Percent of students eligible for free or reduced-price lunch													
0–20 percent	18,900	39.5	82,000	6.3	11.5	6,700	0.5	34.3	36,200	2.8	50.3	66,100	5.1
21–50 percent	28,600	44.6	127,400	7.9	12.1	7,900	0.5	29.7	42,500	2.6	50.5	92,800	5.7
More than 50 percent	32,900	45.2	178,500	10.2	15.3	16,500	0.9	29.1	34,600	2.0	49.4	104,400	6.0

See notes at end of table.

Table 6.3. Percentage of public schools reporting incidents of crime that occurred at school to the police, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04—Continued

School characteristic	Violent incidents ¹			Serious violent incidents ²			Theft ³			Other incidents ⁴			
	Number of schools	Percent of schools	Rate per 1,000 students	Number of schools	Percent of schools	Rate per 1,000 students	Number of schools	Percent of schools	Rate per 1,000 students	Number of schools	Percent of schools	Rate per 1,000 students	
Student/teacher ratio ⁷													
Less than 12	35,800	41.5	124,700	8.2	12.1	10,800	0.7	27.6	35,000	2.3	46.1	75,200	5.0
12–16	29,800	44.0	158,800	8.1	11.6	10,700	0.5	31.7	49,200	2.5	51.8	109,100	5.6
More than 16	14,800	48.0	104,300	8.7	19.3	9,600	0.8	35.3	29,100	2.4	55.7	78,900	6.6

! Interpret data with caution.

¹Violent 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 are also included in violent incidents.

²Serious 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.

³Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

⁴Other 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, or vandalism.

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

⁶These estimates exclude data from Tennessee because schools in this state did not report estimates of student race/ethnicity.

⁷Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size of public schools is 82,000 in 1999–2000 and 80,500 in 2003–04. Detail may not sum to totals because of rounding. Estimates of number of incidents and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 7.1. Percentage of public schools that reported selected discipline problems that occurred at school, by frequency and school characteristics: 2003–04

School characteristic	Happens at least once a week ¹				Happens at all ²		
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities ³	Undesirable cult or extremist group activities ⁴
Total	2.1	26.8	10.7	2.8	19.5	16.7	3.4
School level ⁵							
Primary	1.1 !	23.8	6.8	1.7 !	13.7	7.6	#
Middle	4.9	42.5	18.0	5.5	31.6	31.3	5.9
High school	3.3	21.2	16.8	4.1	26.4	41.1	13.2
Combined	#	23.2	13.8	#	24.6	11.0	#
Enrollment size							
Less than 300	#	23.3	7.2 !	2.6 !	13.7	7.5	1.7 !
300–499	1.2 !	26.7	7.5	1.6 !	17.1	9.7	1.4 !
500–999	2.7	28.1	12.0	2.7	20.6	18.4	3.3
1,000 or more	5.9	30.0	22.5	7.0	34.5	48.8	12.9
Urbanicity							
City	3.3	30.5	15.9	4.3	26.9	25.4	4.3
Urban fringe	2.3	26.0	8.4	2.0	16.2	16.8	4.2
Town	3.6 !	30.0	12.9	3.5 !	22.7	18.3	4.4 !
Rural	#	23.2	8.1	2.2 !	15.6	8.7	1.4
Percent minority enrollment ⁶							
Less than 5 percent	#	25.4	6.3	#	14.0	3.5	1.8 !
5 to 20 percent	1.9	27.3	6.2	1.2 !	13.8	9.7	3.4
20 to 50 percent	3.5	28.4	11.6	2.8	18.5	19.9	5.7
50 percent or more	2.4	27.1	17.3	5.7	29.5	29.7	2.8
Percent of students eligible for free or reduced-price lunch							
0–20 percent	1.8	22.8	5.1	0.6 !	10.6	9.9	4.2
21–50 percent	1.9	28.0	7.5	1.2	15.9	12.7	3.5
More than 50 percent	2.4	28.0	16.8	5.4	27.6	24.0	2.9

See notes at end of table.

Table 7.1. Percentage of public schools that reported selected discipline problems that occurred at school, by frequency and school characteristics: 2003–04—Continued

School characteristic	Happens at least once a week ¹			Happens at all ²			
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities ³	Undesirable cult or extremist group activities ⁴
Student/teacher ratio ⁷							
Less than 12	1.2	26.5	10.7	2.9	20.1	11.6	2.3
12–16	2.7	25.7	11.7	3.1	20.6	19.8	4.2
More than 16	3.0	29.6	8.8	2.2	15.6	22.5	4.4
Prevalence of violent incidents ⁸							
No violent incidents	#	12.0	1.5 !	#	4.7	2.1 !	#
Any violent incidents	2.6	30.1	12.8	3.4	22.8	20.0	4.0

Rounds to zero.

! Interpret data with caution.

Reporting standards not met.

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

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

³ A gang was defined for respondents as “an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.”

⁴ A cult or extremist group was defined for respondents as “a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.”

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

⁶ These estimates exclude data from Tennessee because schools in this state did not report estimates of student race/ethnicity.

⁷ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

⁸ Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 public schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the previous 6 months, by urbanicity and selected student and school characteristics: 2001, 2003, and 2005

Student or school characteristic	2001			2003			2005					
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	20.1	28.9	18.3	13.3	20.9	30.9	18.4	12.3	23.8	35.6	20.5	16.3
Sex												
Male	21.4	31.9	18.9	14.0	22.3	32.1	20.5	12.2	25.0	36.7	22.3	15.8
Female	18.8	25.9	17.5	12.5	19.5	29.7	16.3	12.4	22.6	34.5	18.6	16.8
Race/ethnicity ¹												
White	15.5	20.5	15.4	12.1	14.2	19.8	13.8	10.7	16.6	23.3	15.8	14.0
Black	28.6	32.4	25.4	22.5	29.5	32.8	28.3	21.8 !	36.6	41.2	34.8	23.9
Hispanic	32.0	40.3	27.1	16.8 !	37.2	42.6	34.6	12.7 !	38.4	48.1	32.1	25.7
Other	21.4	27.0	20.0	#	22.0	30.6	18.2	#	22.5	27.0	21.6	14.4 !
Grade												
6th	11.2	14.9	9.0	11.0	10.9	21.6	7.5	#	12.0	19.6	8.8	8.2 !
7th	15.7	23.7	13.7	8.9	16.3	25.5	13.2	9.4	17.3	24.1	14.9	15.4
8th	17.3	24.0	16.6	10.1	17.9	25.2	16.2	10.9	18.7	30.4	14.0	14.4
9th	24.3	35.3	20.8	18.9	26.1	38.2	24.3	13.8	27.9	39.1	24.5	20.7
10th	23.6	33.1	22.3	14.4	26.3	35.3	24.1	18.0	32.0	49.7	27.6	21.5
11th	24.2	34.2	22.7	15.8	23.4	34.6	20.4	15.0	27.8	43.5	25.4	13.8 !
12th	21.1	34.1	18.6	11.5 !	22.2	34.8	19.3	13.3	27.1	38.7	24.3	15.4 !
Sector												
Public	21.6	31.9	19.5	13.7	22.5	33.7	19.9	12.8	25.4	38.5	22.0	17.0
Private	4.9	5.0	4.3 !	#	3.9	6.0	2.4 !	#	4.2	7.7	3.0 !	#

No cases are reported, although the event defined could have been reported by some students with these characteristics had a different sample been drawn.

! Interpret data with caution.

Reporting standards not met.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2005.

Table 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2005

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

— Not available.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
 NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

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

State	2003	2005	State	2003	2005
United States	28.7	25.4			
Alabama	26.0	26.2	Montana	26.9	25.3
Alaska	28.4	—	Nebraska	23.3	22.0
Arizona	28.1	38.8	Nevada	34.5	32.6
Arkansas	—	29.2	New Hampshire	28.2	26.9
California	—	—	New Jersey	—	32.6
Colorado	—	21.2	New Mexico	—	33.5
Connecticut	—	31.5	New York	23.0	23.7
Delaware	27.9	26.2	North Carolina	31.9	27.4
District of Columbia	30.2	20.3	North Dakota	21.3	19.6
Florida	25.7	23.2	Ohio	31.1	30.9
Georgia	33.3	30.7	Oklahoma	22.2	18.5
Hawaii	—	—	Oregon	—	—
Idaho	19.6	24.8	Pennsylvania	—	—
Illinois	—	—	Rhode Island	26.0	24.1
Indiana	28.3	28.9	South Carolina	—	29.1
Iowa	—	15.5	South Dakota	22.1	20.9
Kansas	—	16.7	Tennessee	24.3	26.6
Kentucky	30.4	19.8	Texas	—	30.7
Louisiana	—	—	Utah	24.7	20.6
Maine	32.6	33.5	Vermont	29.4	23.1
Maryland	—	28.9	Virginia	—	—
Massachusetts	31.9	29.9	Washington	—	—
Michigan	31.3	28.8	West Virginia	26.5	24.8
Minnesota	—	—	Wisconsin	26.3	21.7
Mississippi	22.3	—	Wyoming	18.1	22.7
Missouri	21.6	18.2			

— Not available.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the previous 6 months, by selected student and school characteristics: Various years, 1999–2005

Student or school characteristic	Hate-related words			Hate-related graffiti				
	1999	2001	2003	2005	1999	2001	2003	2005
Total	—	12.3	11.7	11.2	36.3	35.5	36.3	37.8
Sex								
Male	—	12.8	12.0	11.7	33.8	34.9	35.0	37.1
Female	—	11.7	11.3	10.6	38.9	36.1	37.6	38.4
Race/ethnicity ¹								
White	—	12.1	10.9	10.3	36.4	36.2	35.2	38.0
Black	—	13.9	14.2	15.0	37.6	33.6	38.1	36.9
Hispanic	—	11.0	11.4	10.5	35.6	35.1	40.3	37.4
Other	—	13.6	14.1	11.8	32.2	32.1	31.4	38.2
Grade								
6th	—	12.1	11.9	11.2	30.3	34.9	35.7	33.3
7th	—	14.1	12.5	13.2	34.9	34.9	37.2	36.7
8th	—	13.0	12.8	11.0	35.6	36.7	34.2	34.9
9th	—	12.1	13.5	12.6	39.2	35.7	37.0	41.0
10th	—	13.1	11.6	10.9	38.9	36.2	40.7	39.9
11th	—	12.7	8.3	9.1	37.0	36.1	36.6	40.0
12th	—	7.9	10.8	9.5	35.6	33.0	32.2	36.4
Urbanicity								
Urban	—	11.9	13.2	12.3	37.0	35.7	38.6	40.1
Suburban	—	12.4	10.7	9.4	37.3	36.0	35.9	37.5
Rural	—	12.4	12.2	15.1	32.7	33.8	33.9	35.2
Sector								
Public	—	12.7	11.9	11.5	38.0	37.3	37.9	39.4
Private	—	8.2	9.7	6.9	20.7	16.8	19.5	18.0

— Not available.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2005.

Table 10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student and school characteristics: 2005

Student or school characteristic	Hate-related words related to student's characteristics							Sexual orientation
	Total ¹	Race	Ethnicity	Religion	Disability	Gender		
Total	11.2	4.5	2.6	1.7	0.7	2.1	2.1	1.1
Sex								
Male	11.7	5.2	3.2	1.5	0.8	1.0	1.0	1.1
Female	10.6	3.8	2.0	2.0	0.7	3.2	3.2	1.2
Race/ethnicity ²								
White	10.3	3.1	1.3	1.8	0.8	2.3	2.3	1.3
Black	15.0	7.0	3.8	1.0 !	1.0 !	2.7	2.7	1.6 !
Hispanic	10.5	5.7	5.7	1.6	#	1.1	1.1	0.5 !
Other	11.8	8.8	4.2	3.0 !	#	1.4 !	1.4 !	#
Grade								
6th	11.2	3.7	0.9 !	1.2 !	0.5 !	1.6 !	1.6 !	#
7th	13.2	6.3	3.5	1.4 !	1.1 !	2.0	2.0	0.9 !
8th	11.0	4.6	2.8	1.6	1.1 !	2.2	2.2	0.7 !
9th	12.6	5.5	3.4	2.9	0.7 !	2.6	2.6	1.4
10th	10.9	3.9	2.3	1.9	0.5 !	2.6	2.6	1.8
11th	9.1	3.7	2.2	1.3 !	0.6 !	1.7	1.7	1.3
12th	9.5	3.2	2.3	1.7 !	0.7 !	1.6	1.6	1.2 !
Urbanicity								
Urban	12.3	5.4	3.3	1.8	0.9	2.3	2.3	1.3
Suburban	9.4	3.7	2.3	1.4	0.7	1.8	1.8	0.9
Rural	15.1	5.9	2.4	2.8	0.6 !	2.8	2.8	1.7
Sector								
Public	11.5	4.7	2.7	1.7	0.8	2.1	2.1	1.2
Private	6.9	3.0	2.2 !	1.7 !	#	1.6 !	1.6 !	#

! Interpret data with caution.

Reporting standards not met.

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

² Other included American Indian, Alaska Native, Asian or Pacific Islander, and more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table 11.1. Percentage of students ages 12–18 who reported selected bullying problems at school during the previous 6 months, by selected student and school characteristics: 2005

Student or school characteristic	Total	Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Pushed, shoved, tripped, spit on	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose
Total	28.1	18.7	14.7	4.8	9.0	3.5	4.6	3.4
Sex								
Male	27.1	18.5	11.0	5.2	10.9	3.9	4.1	3.5
Female	29.2	19.0	18.5	4.4	7.1	3.1	5.2	3.3
Race/ethnicity ¹								
White	30.0	20.1	15.8	5.1	9.7	3.6	5.3	3.4
Black	28.5	18.5	14.2	4.9	8.9	4.7	4.5	4.6
Hispanic	22.3	14.7	12.4	4.6	7.6	2.6	3.0	2.7
Other	24.6	16.3	11.6	2.1	6.8	2.1 !	2.5 !	2.5 !
Grade								
6th	36.6	26.3	16.4	6.4	15.1	4.4	7.4	3.9
7th	35.0	25.2	18.9	6.3	15.4	4.7	7.1	4.6
8th	30.4	20.4	14.3	4.3	11.3	3.8	5.4	4.5
9th	28.1	18.9	13.8	5.3	8.2	3.2	3.8	2.7
10th	24.9	15.5	13.6	4.9	6.8	3.6	3.6	2.9
11th	23.0	14.7	13.4	3.2	4.2	2.8	3.3	2.6
12th	19.9	11.3	12.5	3.5	2.9	1.8	2.2 !	2.4
Urbanicity								
Urban	26.0	17.7	13.3	5.5	8.5	4.1	4.9	3.9
Suburban	28.9	18.9	14.6	4.4	9.0	3.1	4.5	3.0
Rural	29.0	19.8	17.2	5.0	9.9	3.7	4.5	3.8
Sector								
Public	28.6	19.0	14.9	5.1	9.3	3.5	4.5	3.5
Private	22.7	15.3	12.4	0.9 !	5.5	3.0 !	6.2	2.0 !

! Interpret data with caution.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total because students could have experienced more than one type of bullying. In 2005, the unit response rate for this survey did not meet NCEES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table 11.2. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by location of bullying, injury, and selected student and school characteristics: 2005

Student or school characteristic	Total	Location of bullying			Students who were injured ¹
		Inside school	Outside on school grounds	Somewhere else	
Total	28.1	79.0	27.8	8.1	24.0
Sex					
Male	27.1	77.6	28.5	8.7	30.6
Female	29.2	80.4	27.0	7.5	17.7
Race/ethnicity ²					
White	30.0	80.6	27.9	7.6	24.4
Black	28.5	77.3	25.2	10.8	25.9
Hispanic	22.3	74.8	28.7	6.2	21.7
Other	24.6	76.7	31.2	9.4 !	20.8
Grade					
6th	36.6	68.2	36.9	7.6	32.3
7th	35.0	81.0	30.0	14.2	31.7
8th	30.4	79.4	24.8	10.4	27.0
9th	28.1	81.7	28.0	5.1	21.0
10th	24.9	80.1	23.3	5.4	21.2
11th	23.0	80.3	26.9	4.5 !	14.5
12th	19.9	80.0	24.9	4.4 !	12.7
Urbanicity					
Urban	26.0	76.9	28.4	6.5	23.0
Suburban	28.9	78.5	28.2	8.9	24.6
Rural	29.0	83.6	25.7	7.6	23.8
Sector					
Public	28.6	79.4	27.5	8.3	24.4
Private	22.7	73.9	31.5	‡	18.0

! Interpret data with caution.

‡ Reporting standards not met.

¹ Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.

² Other includes American Indian, Alaska Native, Asian or Pacific Islander, and more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005. Location totals may sum to more than 100 because students could have been bullied in more than one location.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table 11.3. Percentage of students ages 12–18 who reported selected bullying problems at school during the previous 6 months and percentage distribution of the frequency of bullying reports, by selected student and school characteristics: 2005

Student or school characteristic	Total	Distribution of the frequency of bullying reports			
		Once or twice in the past 6 months	Once or twice a month	Once or twice a week	Almost every day
Total	28.1	52.9	25.2	11.3	7.8
Sex					
Male	27.1	51.5	24.5	11.8	8.8
Female	29.2	54.2	25.9	10.9	6.8
Race/ethnicity ¹					
White	30.0	52.0	26.3	11.7	7.1
Black	28.5	52.7	22.4	10.1	11.9
Hispanic	22.3	57.5	21.7	11.8	7.8
Other	24.6	53.2	28.9	8.9!	4.2!
Grade					
6th	36.6	46.2	25.0	18.1	7.5
7th	35.0	43.6	29.1	14.2	10.0
8th	30.4	57.9	24.0	7.9	7.2
9th	28.1	54.1	26.2	11.5	7.4
10th	24.9	57.2	22.5	9.3	7.6
11th	23.0	57.8	21.6	11.6	5.7!
12th	19.9	56.4	26.7	5.6!	8.0!
Urbanicity					
Urban	26.0	50.4	26.0	11.2	10.7
Suburban	28.9	55.3	25.3	11.0	6.5
Rural	29.0	48.5	24.2	12.6	8.1!
Sector					
Public	28.6	52.8	24.8	11.4	8.0
Private	22.7	53.6	31.6	10.6!	‡

! Interpret data with caution.

‡ Reporting standards not met.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005. Detail may not sum to totals because of rounding. The distribution does not add to 100 percent because the percentage of students who responded that they "didn't know" how often they were bullied is not shown.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table 12.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and selected student and school characteristics: Various years, 1993–2005

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

— Not available.

[†] Interpret data with caution.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

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

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they have been in a physical fight. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table 12.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	33.0	35.9	12.8	13.6					
Alabama	30.0	31.7	12.9	14.6	Montana	28.6	30.5	10.3	10.9
Alaska	27.1	—	8.6	—	Nebraska	29.6	28.5	10.6	9.3
Arizona	30.7	32.4	10.8	11.7	Nevada	35.0	34.5	12.6	14.2
Arkansas	—	32.1	—	13.9	New Hampshire	30.5	26.4	11.6	10.7
California	—	—	—	—	New Jersey	—	30.7	—	10.1
Colorado	—	32.2	—	12.1	New Mexico	—	36.7	—	15.7
Connecticut	—	32.7	—	10.5	New York	32.1	32.1	14.6	12.5
Delaware	34.9	30.3	11.4	9.8	North Carolina	30.9	29.9	10.7	11.6
District of Columbia	38.0	36.3	15.2	16.4	North Dakota	27.2	—	8.6	10.7
Florida	32.1	30.0	13.3	11.5	Ohio	31.5	30.2	11.3	10.2
Georgia	31.4	33.8	11.1	12.1	Oklahoma	28.4	31.1	11.4	12.1
Hawaii	—	27.0	—	10.0	Oregon	—	—	—	—
Idaho	28.3	32.3	11.7	12.1	Pennsylvania	—	—	—	—
Illinois	—	—	—	—	Rhode Island	27.6	28.4	11.4	11.2
Indiana	30.6	29.3	10.9	11.2	South Carolina	—	31.3	—	12.7
Iowa	—	28.3	—	11.3	South Dakota	27.0	26.5	9.0	8.4
Kansas	—	28.0	—	10.1	Tennessee	28.3	30.9	12.2	10.9
Kentucky	26.4	29.6	10.1	12.7	Texas	—	34.2	—	14.5
Louisiana	—	—	—	—	Utah	28.7	25.9	11.9	10.4
Maine	26.5	28.2	9.2	10.0	Vermont	26.9	24.3	12.2	12.2
Maryland	—	36.6	—	14.9	Virginia	—	—	—	—
Massachusetts	30.7	28.6	10.2	10.2	Washington	—	—	—	—
Michigan	30.8	30.1	12.2	11.4	West Virginia	26.5	29.1	10.3	12.1
Minnesota	—	—	—	—	Wisconsin	31.4	32.6	11.6	12.2
Mississippi	30.6	—	10.3	—	Wyoming	31.2	30.4	12.7	12.2
Missouri	28.2	29.8	9.8	10.2					

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

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

— Not available.

[†] Interpret data with caution.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
 NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table 13.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	17.1	18.5	6.1	6.5					
Alabama	19.9	21.0	7.4	8.4	Montana	19.4	21.4	7.2	10.2
Alaska	18.4	—	7.1	—	Nebraska	16.0	17.9	5.0	4.8
Arizona	17.0	20.6	4.9	7.4	Nevada	14.9	18.4	6.3	6.8
Arkansas	—	25.9	—	10.5	New Hampshire	15.2	16.2	5.8	6.5
California	—	—	—	—	New Jersey	—	10.5	—	3.1
Colorado	—	17.0	—	5.4	New Mexico	—	24.5	—	8.0
Connecticut	—	16.3	—	6.4	New York	13.5	14.3	5.2	5.2
Delaware	16.0	16.6	5.0	5.7	North Carolina	19.2	21.5	6.3	6.4
District of Columbia	25.0	17.2	10.6	6.7	North Dakota	—	—	5.7	6.0
Florida	17.2	15.2	5.3	4.7	Ohio	12.6	15.2	3.6	4.4
Georgia	18.7	22.1	5.0	7.5	Oklahoma	21.8	18.9	8.0	7.0
Hawaii	—	13.3	—	4.9	Oregon	—	—	—	—
Idaho	—	23.9	7.7	—	Pennsylvania	—	—	—	—
Illinois	—	—	—	—	Rhode Island	12.3	12.4	5.9	4.9
Indiana	17.8	19.2	6.3	5.8	South Carolina	—	20.5	—	6.7
Iowa	—	15.7	—	4.4	South Dakota	—	—	7.1	8.3
Kansas	—	16.2	—	4.9	Tennessee	21.3	24.1	5.5	8.1
Kentucky	18.5	23.1	7.4	6.8	Texas	—	19.3	—	7.9
Louisiana	—	—	—	—	Texas	15.3	17.7	5.6	7.0
Maine	16.5	18.3	6.6	5.9	Utah	—	—	8.3	9.1
Maryland	—	19.1	—	6.9	Vermont	—	—	—	—
Massachusetts	13.5	15.2	5.0	5.8	Virginia	—	—	—	—
Michigan	15.2	15.8	5.1	4.7	Washington	—	—	—	—
Minnesota	—	—	—	—	West Virginia	20.7	22.4	6.6	8.5
Mississippi	20.0	—	—	—	Wisconsin	13.2	15.8	3.2	3.9
Missouri	16.8	19.4	5.5	7.3	Wyoming	24.6	28.0	10.1	10.0

— Not available.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 14.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

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

— Not available.

! Interpret data with caution.

Reporting standards not met.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

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

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table 14.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	44.9	43.3	5.2	4.3					
Alabama	40.2	39.4	4.1	4.5	Montana	49.5	48.6	6.7	6.4
Alaska	38.7	—	4.9	—	Nebraska	46.5	42.9	4.6	3.6
Arizona	50.9	47.1	6.6	7.5	Nevada	43.4	41.4	7.4	6.8
Arkansas	—	43.1	—	5.2	New Hampshire	47.1	44.0	4.0	—
California	—	—	—	—	New Jersey	—	46.5	—	3.7
Colorado	—	47.4	—	5.9	New Mexico	—	42.3	—	7.6
Connecticut	—	45.3	—	6.7	New York	44.2	43.4	5.2	4.1
Delaware	45.4	43.1	4.8	5.5	North Carolina	39.4	42.3	3.6	5.4
District of Columbia	33.8	23.1	4.9	4.6	North Dakota	54.2	49.0	5.1	3.6
Florida	42.7	39.7	5.1	4.5	Ohio	42.2	42.4	3.9	3.2
Georgia	37.7	39.9	3.7	4.3	Oklahoma	47.8	40.5	3.2	3.8
Hawaii	—	34.8	—	8.8	Oregon	—	—	—	—
Idaho	34.8	39.8	3.9	4.3	Pennsylvania	—	—	—	—
Illinois	—	—	—	—	Rhode Island	44.5	42.7	4.6	5.3
Indiana	44.9	41.4	3.9	3.4	South Carolina	—	43.2	—	6.0
Iowa	—	43.8	—	4.6	South Dakota	50.2	46.6	5.5	4.0
Kansas	—	43.9	—	5.1	Tennessee	41.1	41.8	4.2	3.7
Kentucky	45.2	37.4	4.8	3.5	Texas	—	47.3	—	5.7
Louisiana	—	—	—	—	Utah	21.3	15.8	3.8	2.1
Maine	42.2	43.0	3.7	3.9	Vermont	43.5	41.8	5.3	4.8
Maryland	—	39.8	—	3.2	Virginia	—	—	—	—
Massachusetts	45.7	47.8	5.3	4.2	Washington	—	—	—	—
Michigan	44.0	38.1	4.6	3.6	West Virginia	44.4	41.5	4.1	6.4
Minnesota	—	—	—	—	Wisconsin	47.3	49.2	—	—
Mississippi	41.8	—	4.9	—	Wyoming	49.0	45.4	6.2	6.2
Missouri	49.2	40.8	2.6	3.3					

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 15.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

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

— Not available.

[†] Interpret data with caution.

Reporting standards not met.

¹ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

² The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing more than one race.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

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

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	22.4	20.2	5.8	4.5					
Alabama	17.7	18.5	2.6	3.5	Montana	23.1	22.3	6.4	6.1
Alaska	23.9	—	6.5	—	Nebraska	18.3	17.5	3.9	3.1
Arizona	23.7	20.0	5.6	5.1	Nevada	22.3	17.3	5.3	5.7
Arkansas	—	18.9	—	4.1	New Hampshire	30.6	25.9	6.6	—
California	—	—	—	—	New Jersey	—	19.9	—	3.5
Colorado	—	22.7	—	6.0	New Mexico	—	26.2	—	8.4
Connecticut	—	23.1	—	5.1	New York	20.7	18.3	4.5	3.6
Delaware	27.3	22.8	6.0	5.6	North Carolina	24.3	21.4	3.5	4.1
District of Columbia	23.5	14.5	7.5	4.8	North Dakota	20.6	15.5	6.3	4.0
Florida	21.4	16.8	4.9	4.0	Ohio	21.5	20.9	4.2	4.3
Georgia	19.6	18.9	3.2	3.3	Oklahoma	22.0	18.7	4.3	3.0
Hawaii	—	17.2	—	7.2	Oregon	—	—	—	—
Idaho	14.7	17.1	2.7	3.9	Pennsylvania	—	—	—	—
Illinois	—	—	—	—	Rhode Island	27.7	25.0	7.4	7.2
Indiana	22.1	18.9	3.8	3.4	South Carolina	—	19.1	—	4.6
Iowa	—	15.6	—	2.7	South Dakota	21.5	16.8	4.5	2.9
Kansas	—	15.6	—	3.2	Tennessee	23.6	19.5	4.1	3.5
Kentucky	21.1	15.8	4.3	3.2	Texas	—	21.7	—	3.8
Louisiana	—	—	—	—	Texas	11.4	7.6	3.7	1.7
Maine	26.4	22.2	6.3	4.6	Utah	—	21.7	8.0	7.1
Maryland	—	18.5	—	3.7	Vermont	28.2	25.3	—	—
Massachusetts	27.7	26.2	6.3	5.3	Virginia	—	—	—	—
Michigan	24.0	18.8	7.0	3.7	Washington	—	—	—	—
Minnesota	—	—	—	—	West Virginia	23.1	19.6	4.5	4.9
Mississippi	20.7	—	4.4	—	Wisconsin	21.9	15.9	—	—
Missouri	21.8	18.1	3.1	4.0	Wyoming	20.4	17.8	5.1	4.0

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the previous 6 months, by location and selected student and school characteristics: Various years, 1995–2005

Student or school characteristic	At school				Away from school					
	1995	1999	2001	2003	2005	1995	1999	2001	2003	2005
Total	11.8	7.3	6.4	6.1	6.2	—	5.7	4.6	5.4	5.1
Sex										
Male	10.8	6.5	6.4	5.3	5.9	—	4.1	3.7	4.0	4.5
Female	12.8	8.2	6.4	6.9	6.6	—	7.4	5.6	6.8	5.7
Race/ethnicity ¹										
White	8.1	5.0	4.9	4.1	4.5	—	4.3	3.7	3.8	4.2
Black	20.3	13.5	8.9	10.7	9.0	—	8.7	6.3	10.0	7.2
Hispanic	20.9	11.7	10.6	9.5	10.1	—	8.9	6.5	7.4	6.1
Other	13.5	6.7	6.4	5.0	6.3	—	5.4	6.6	3.9	5.9 !
Grade										
6th	14.3	10.9	10.6	10.0	9.5	—	7.8	6.3	6.8	5.7
7th	15.3	9.5	9.2	8.2	9.1	—	6.1	5.5	6.7	7.5
8th	13.0	8.1	7.6	6.3	6.9	—	5.5	4.4	5.3	4.9
9th	11.6	7.1	5.5	6.3	5.7	—	4.6	4.5	4.3	3.8
10th	11.0	7.1	5.0	4.4	5.3	—	4.8	4.2	5.3	4.6
11th	8.9	4.8	4.8	4.7	4.5	—	5.9	4.7	4.7	4.1
12th	7.8	4.8	2.9	3.7	3.3	—	6.1	3.3	4.9	5.3
Urbanicity										
Urban	18.4	11.6	9.7	9.5	10.2	—	9.1	7.4	8.1	6.6
Suburban	9.8	6.2	4.8	4.8	4.7	—	5.0	3.8	4.4	4.5
Rural	8.6	4.8	6.0	4.7	5.1	—	3.0	3.0	4.0	4.6
Sector										
Public	12.2	7.7	6.6	6.4	6.5	—	5.8	4.6	5.4	5.1
Private	7.3	3.6	4.6	3.0	3.8	—	5.0	5.1	4.7	4.7

— Not available.

! Interpret data with caution.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." 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. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table 17.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school during the previous 6 months because of fear of attack or harm: Various years, 1995–2005

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

— Not available.

NOTE: For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table 17.2. Percentage of students ages 12–18 who reported avoiding one or more places in school during the previous 6 months because of fear of attack or harm, by selected student and school characteristics: Various years, 1995–2005

Student or school characteristic	1995	1999	2001	2003	2005
Total	8.7	4.6	4.7	4.0	4.5
Sex					
Male	8.8	4.6	4.7	3.9	4.9
Female	8.5	4.6	4.6	4.1	4.1
Race/ethnicity ¹					
White	7.1	3.8	3.9	3.0	3.6
Black	12.1	6.7	6.6	5.1	7.1
Hispanic	12.9	6.2	5.5	6.3	6.0
Other	11.1	5.4	6.2	4.4	3.1
Grade					
6th	11.6	5.9	6.8	5.6	7.8
7th	11.8	6.1	6.2	5.7	5.8
8th	8.8	5.5	5.2	4.7	4.4
9th	9.5	5.3	5.0	5.1	5.3
10th	7.8	4.7	4.2	3.1	4.2
11th	6.9	2.5	2.8	2.5	3.4
12th	4.1	2.4	3.0	1.2 !	1.3 !
Urbanicity					
Urban	11.7	5.8	6.0	5.7	6.3
Suburban	7.9	4.7	4.3	3.5	3.8
Rural	7.0	3.0	3.9	2.8	4.2
Sector					
Public	9.3	5.0	4.9	4.2	4.8
Private	2.2	1.6	2.0 !	1.5 !	1.4 !

! Interpret data with caution.

¹ Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, more than one race. For this report, non-Hispanic students who identified themselves as more than one race were included in the Other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table 18.1. Number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: 2003–04

Type of offense	Schools using any serious disciplinary action		Percentage distribution of serious disciplinary actions			
	Number of schools	Percent of schools	Number of serious disciplinary actions	Out-of-school suspensions lasting 5 days or more	Removals with no services for remainder of school year	Transfers to specialized schools ¹
Total	36,800	45.7	655,700	74.2	4.8	21.0
Physical attacks or fights ²	25,800	32.0	273,500	80.8	3.6	15.5
Insubordination ³	17,400	21.6	220,400	78.1	3.1	18.8
Distribution, possession, or use of alcohol	7,400	9.2	25,500	70.8	5.5	23.7
Distribution, possession, or use of illegal drugs	17,000	21.2	91,100	53.4	10.1	36.4
Use or possession of a weapon other than a firearm ^{4,5}	13,500	16.8	35,400	57.2	7.7	35.1
Use or possession of a firearm or explosive device ⁵	3,200	3.9	9,900	66.6	#	#

! Interpret data with caution.

Reporting standards not met.

¹ A specialized school was defined for respondents as “a school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as your school.”

² Physical attacks or fights were defined for respondents as “an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.”

³ Insubordination was defined for respondents as “a deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation or abuse.”

⁴ A weapon was defined for respondents as “any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.”

⁵ A firearm or explosive device was defined for respondents as “any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.”
NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 public schools. Detail may not sum to totals because of rounding. Estimates of number of actions and schools are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 19.1. Percentage of public schools that used selected safety and security measures, by school characteristics: 2003–04

School characteristic	Limited access during school hours		Visitor requirements		Required to wear badges or picture IDs		Metal detector checks on students			Sweeps and technology				Require clear bags or ban book bags
	Buildings monitored doors	Grounds (e.g., locked or monitored gates)	Sign-in or check-in	Pass through metal detectors	Students	Faculty and staff	Random checks ¹	Require to pass through daily	Random dog sniffs to check for drugs ¹	Random sweeps for contraband ^{1,2}	Use security cameras to monitor school ¹	Require clear bags or ban book bags		
Total	83.0	36.2	98.3	0.9	6.4	48.0	5.6	1.1	21.3	12.8	36.0	6.2		
School level ³														
Primary	84.0	36.8	98.0	0.3	2.6	51.6	2.5	#	4.6	4.9	28.5	3.2		
Middle	86.7	35.7	99.6	1.8	11.3	50.0	10.0	2.1	39.7	23.5	41.8	12.7		
High school	78.9	38.3	98.4	2.6	16.1	41.3	13.0	3.7	58.6	28.2	60.3	9.0		
Combined	73.3	28.9	97.2	#	7.5	26.7	#	#	43.5	23.4	39.1	8.9 !		
Enrollment size														
Less than 300	77.7	30.4	94.2	#	1.8 !	29.5	3.3 !	#	18.9	13.8	26.1	2.7		
300–499	85.8	34.1	99.8	0.3 !	4.6	50.3	3.6	0.7 !	15.9	8.3	35.0	5.6		
500–999	84.2	37.3	99.4	1.3	6.7	54.9	6.1	1.2	21.4	12.4	37.5	8.4		
1,000 or more	82.6	50.4	99.6	3.1	19.6	58.7	13.7	3.1	39.9	23.9	54.8	7.7		
Urbanicity														
City	86.4	46.9	99.7	3.0	9.3	54.8	12.3	3.1	11.2	13.8	33.5	6.3		
Urban fringe	89.0	37.5	99.2	#	7.0	58.3	2.9	#	16.4	8.7	41.0	5.7		
Town	78.7	29.9	98.8	0.5 !	3.3	37.4	5.8	#	32.4	18.3	39.1	9.0		
Rural	75.2	28.3	96.0	#	4.4	35.1	2.8	0.5 !	30.6	14.4	31.4	5.4		
Percent minority enrollment ⁴														
Less than 5 percent	81.6	22.4	96.1	#	1.0	35.7	1.5	#	28.5	11.3	36.0	4.2		
5 to 20 percent	84.6	30.2	98.5	#	4.1	50.4	1.9	#	23.6	9.8	36.9	4.7		
20 to 50 percent	83.1	39.3	98.4	#	6.8	53.8	4.8	0.2 !	22.2	13.8	35.3	7.2		
50 percent or more	82.2	48.9	99.6	2.7	11.8	48.8	11.9	2.7	13.5	14.7	33.8	6.9		

See notes at end of table.

Table 19.1. Percentage of public schools that used selected safety and security measures, by school characteristics: 2003–04—Continued

School characteristic	Limited access during school hours		Visitor requirements		Require to wear badges or picture IDs		Metal detector checks on students		Sweeps and technology				Require clear bags or ban book bags
	Buildings (e.g., locked or monitored doors)	Grounds (e.g., locked or monitored gates)	Sign-in or check-in	Pass through metal detectors	Students	Faculty and staff	Random checks ¹	Require to pass through daily	Random dog sniffs to check for drugs ¹	Random sweeps for contraband ^{1,2}	Random security cameras to monitor school ¹	Use security cameras to monitor school ¹	
Percent of students eligible for free or reduced-price lunch													
0–20 percent	88.6	30.9	97.2	#	4.0	54.1	1.8	#	18.7	8.0	39.3	4.1	
21–50 percent	81.8	29.3	98.1	0.3 !	4.9	46.1	3.7	0.7 !	28.7	13.8	35.3	5.1	
More than 50 percent	80.7	45.2	99.1	1.9	9.0	46.1	9.3	1.8	16.3	14.8	34.8	8.3	
Student/teacher ratio ⁵													
Less than 12	79.9	32.7	96.8	0.9	5.0	43.1	5.2	1.1	22.1	13.8	35.8	6.0	
12–16	87.5	36.2	99.8	1.0	7.0	53.5	6.2	1.0	22.4	12.8	38.0	7.5	
More than 16	81.2	44.6	98.8	0.9	8.5	48.7	5.3	1.1	17.1	10.5	32.4	3.9	

! Interpret data with caution.

Reporting standards not met.

¹ One or more.

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

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

⁴ These estimates exclude data from Tennessee because schools in this state did not report estimates of students by race/ethnicity.

⁵ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status. NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 20.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2005

Security measure	1999	2001	2003	2005
Total	—	99.4	99.3	99.4
Metal detectors	9.0	8.7	10.1	10.7
Locker checks	53.3	53.5	53.0	52.9
One or more security cameras to monitor the school	—	38.5	47.9	57.6
Security guards and/or assigned police officers	54.1	63.6	69.6	67.9
Other school staff or other adult supervision in the hallway	85.4	88.3	90.6	89.8
A requirement that students wear badges or picture identification	—	21.2	22.5	24.7
A code of student conduct	—	95.1	95.3	95.1
Locked entrance or exit doors during the day	38.1	48.8	52.8	54.2
A requirement that visitors sign in	87.1	90.2	91.7	92.7

— Not available.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2005.

THIS PAGE INTENTIONALLY LEFT BLANK



**STANDARD ERROR
TABLES**

Table S2.1. Standard errors for the number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location and year: 1992–2004

Year	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
At school								
1992	198,370	153,120	100,850	40,700	7.2	5.8	4.0	1.7
1993	162,900	120,580	88,770	35,470	5.7	4.4	3.4	1.4
1994	145,100	107,810	78,580	32,520	4.9	3.8	2.9	1.3
1995	137,010	102,220	73,970	26,320	4.6	3.6	2.7	1.0
1996	135,320	102,390	71,600	27,750	4.6	3.6	2.6	1.0
1997	135,390	93,670	71,460	27,750	4.3	3.3	2.6	1.0
1998	149,930	103,930	85,310	33,210	4.8	3.3	3.1	1.7
1999	125,980	95,930	66,490	26,370	4.3	3.4	2.4	1.0
2000	113,340	85,640	60,010	22,210	3.8	3.0	2.1	0.8
2001	117,810	86,520	63,920	25,280	3.9	2.9	2.2	0.9
2002	102,040	76,690	56,570	17,880	3.5	2.7	2.0	0.7
2003	87,520	67,900	62,640	25,270	3.5	2.7	2.3	1.0
2004	76,770	58,650	54,640	21,240	3.0	2.3	2.0	0.8
Away from school								
1992	193,820	123,910	127,290	78,020	7.1	4.8	4.9	3.2
1993	152,470	98,100	99,400	64,490	5.4	3.7	3.7	2.5
1994	134,190	82,740	89,860	56,760	4.5	3.0	3.2	2.1
1995	126,520	83,180	81,020	46,650	4.3	3.0	2.9	1.8
1996	132,260	89,160	82,400	52,210	4.5	3.2	2.9	1.9
1997	147,650	94,140	94,300	54,410	4.7	3.2	3.2	2.0
1998	143,160	89,240	92,110	53,370	4.8	3.3	3.1	1.7
1999	113,540	73,780	74,210	45,800	3.9	2.6	2.6	1.7
2000	115,740	78,820	70,980	41,140	3.9	2.8	2.5	1.5
2001	104,810	71,430	63,600	35,620	3.5	2.5	2.2	1.3
2002	93,180	63,050	59,670	36,330	3.2	2.2	2.1	1.3
2003	79,240	52,600	67,940	38,670	3.1	2.0	2.5	1.4
2004	71,590	52,730	53,180	32,180	2.8	2.0	2.0	1.2

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. Population sizes for students ages 12–18 are 23,740,000 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000; 27,380,000 in 2001; 27,367,000 in 2002; 26,386,000 in 2003; and 26,372,000 in 2004. Standard errors of number of crimes are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2004.

Table S2.2. Standard errors for the number of student-reported nonfatal crimes against students ages 12–18 at school and rate of crimes per 1,000 students, by selected student characteristics: 2004

Student characteristic	Number of crimes			Rate of crimes per 1,000 students				
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
At school								
Total	76,770	58,650	54,640	21,240	3.0	2.3	2.0	0.8
Sex								
Male	55,470	39,710	41,550	15,350	4.1	2.9	3.0	1.1
Female	51,220	41,230	31,690	13,880	4.0	3.2	2.4	1.1
Age								
12–14	56,800	40,560	42,750	16,210	4.4	3.2	3.3	1.3
15–18	49,750	40,400	30,190	12,900	3.6	3.0	2.2	0.9
Race/ethnicity								
White	61,770	46,120	44,180	17,840	3.9	2.9	2.7	1.1
Black	29,300	21,480	20,890	8,070	7.2	5.3	5.2	2.0
Hispanic	26,410	21,590	15,690	†	5.2	4.3	3.1	†
Other	14,440	12,410	7,660	†	8.7	7.5	4.7	†
Urbanicity								
Urban	41,080	29,500	30,200	12,740	5.6	4.0	4.1	1.8
Suburban	54,270	43,290	34,340	14,840	3.7	2.9	2.3	1.0
Rural	30,610	21,660	22,770	†	6.6	4.7	4.9	†
Household income								
Less than \$15,000	18,870	11,030	16,390	†	8.0	4.8	7.0	†
\$15,000–29,999	23,310	16,150	17,740	†	6.1	4.3	4.7	†
\$30,000–49,999	29,400	23,160	18,780	†	6.0	4.8	3.9	†
\$50,000–74,999	35,940	25,220	27,050	11,480	8.4	6.0	6.4	2.8
\$75,000 or more	38,720	32,180	22,100	10,130	5.9	5.0	3.4	1.6

† Not applicable.

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. Population size for students ages 12–18 is 26,372,000 in 2004. Standard errors of number of crimes are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2004.

Table S2.3. Standard errors for the number of student-reported nonfatal crimes against students ages 12–18 away from school and rate of crimes per 1,000 students, by selected student characteristics: 2004

Student characteristic	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Away from school								
Total	71,590	52,730	53,180	32,180	2.8	2.0	2.0	1.2
Sex								
Male	52,720	37,860	39,200	25,710	3.9	2.8	2.8	1.9
Female	46,390	34,770	32,350	17,640	3.6	2.7	2.5	1.4
Age								
12–14	40,220	28,810	29,630	18,930	3.2	2.3	2.3	1.5
15–18	57,670	42,720	41,450	24,710	4.2	3.1	3.0	1.8
Race/ethnicity								
White	57,230	42,820	40,520	23,890	3.6	2.7	2.5	1.5
Black	28,620	16,840	24,810	17,720	7.0	4.2	6.1	4.4
Hispanic	22,840	19,180	12,750	†	4.5	3.8	2.6	†
Other	14,530	10,860	10,160	†	8.7	6.6	6.2	†
Urbanicity								
Urban	36,480	23,480	29,800	19,720	5.0	3.2	4.0	2.7
Suburban	49,840	37,250	35,030	19,680	3.4	2.5	2.3	1.3
Rural	31,510	25,320	19,380	12,770	6.8	5.5	4.2	2.8
Household income								
Less than \$15,000	18,760	13,130	14,140	10,580	7.9	5.6	6.0	4.6
\$15,000–29,999	35,490	24,460	27,220	15,160	9.1	6.4	7.0	4.0
\$30,000–49,999	16,070	11,900	11,360	7,510	3.3	2.5	2.4	1.6
\$50,000–74,999	33,410	23,820	24,670	15,320	7.8	5.7	5.8	3.7
\$75,000 or more	26,840	22,670	14,740	8,050	4.2	3.5	2.3	1.3

† Not applicable.

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. Population size for students ages 12–18 is 26,372,000 in 2004. Standard errors of number of crimes are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2004.

Table S3.1. Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2005

Student or school characteristic	1995			1999			2001				
	Total	Theft	Violent	Violent	Theft	Violent	Total	Theft	Violent	Serious violent	
Total	0.35	0.29	0.21	0.09	0.35	0.18	0.09	0.31	0.24	0.19	0.08
Sex											
Male	0.46	0.38	0.27	0.14	0.46	0.26	0.12	0.41	0.34	0.26	0.11
Female	0.47	0.41	0.25	0.10	0.46	0.22	0.12	0.39	0.33	0.24	0.12
Race/ethnicity											
White	0.37	0.32	0.23	0.09	0.44	0.22	0.09	0.39	0.30	0.24	0.08
Black	1.04	0.85	0.61	0.31	0.85	0.55	0.33	0.78	0.68	0.40	0.25
Hispanic	0.90	0.78	0.43	0.30	0.77	0.38	0.22	0.64	0.69	0.41	0.33
Other	1.54	1.40	0.87	†	1.28	0.81	†	0.91	0.87	†	†
Grade											
6th	0.97	0.66	0.73	0.42	1.24	0.76	0.40	0.90	0.70	0.66	†
7th	0.81	0.71	0.54	0.24	0.81	0.43	0.27	0.66	0.51	0.47	0.24
8th	0.78	0.72	0.44	0.23	0.84	0.44	0.22	0.61	0.50	0.34	0.14
9th	0.88	0.77	0.50	0.21	0.79	0.47	0.18	0.81	0.76	0.46	0.31
10th	0.76	0.72	0.36	0.17	0.82	0.39	†	0.77	0.72	0.31	0.18
11th	0.74	0.66	0.40	0.16	0.88	0.58	†	0.62	0.57	0.39	†
12th	0.74	0.67	0.41	†	0.81	0.31	†	0.52	0.45	0.31	†
Urbanicity											
Urban	0.64	0.51	0.40	0.24	0.69	0.38	0.19	0.58	0.52	0.29	0.15
Suburban	0.49	0.40	0.30	0.12	0.43	0.26	0.11	0.40	0.32	0.20	0.09
Rural	0.79	0.66	0.31	0.10	0.96	0.50	0.18	0.93	0.65	0.64	0.24
Sector											
Public	0.38	0.32	0.22	0.10	0.37	0.20	0.10	0.34	0.26	0.20	0.09
Private	0.90	0.74	0.45	†	0.80	†	†	0.72	0.67	0.32	†

See notes at end of table.

Table S3.1. Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2005—Continued

Student and school characteristic	2003			2005				
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	0.24	0.21	0.15	0.06	0.30	0.27	0.14	0.07
Sex								
Male	0.33	0.27	0.24	0.10	0.40	0.33	0.24	0.10
Female	0.36	0.32	0.16	†	0.38	0.35	0.15	0.08
Race/ethnicity								
White	0.31	0.28	0.18	0.06	0.34	0.32	0.19	0.09
Black	0.80	0.66	0.41	†	0.80	0.66	0.47	†
Hispanic	0.50	0.41	0.28	0.18	0.70	0.63	0.24	0.16
Other	1.08	1.04	†	†	0.70	0.59	†	†
Grade								
6th	0.77	0.63	0.53	†	0.84	0.77	0.49	†
7th	0.74	0.67	0.43	†	0.69	0.49	0.50	†
8th	0.65	0.56	0.35	0.15	0.64	0.54	0.40	†
9th	0.70	0.62	0.31	0.21	0.67	0.60	0.30	†
10th	0.63	0.59	0.36	†	0.68	0.62	0.24	†
11th	0.68	0.64	0.33	†	0.52	0.46	0.32	†
12th	0.71	0.68	0.26	†	0.79	0.79	†	†
Urbanicity								
Urban	0.58	0.47	0.32	0.14	0.63	0.51	0.32	0.17
Suburban	0.33	0.27	0.19	0.05	0.33	0.31	0.18	0.08
Rural	0.75	0.66	0.31	†	0.70	0.69	0.27	†
Sector								
Public	0.26	0.22	0.15	0.06	0.31	0.28	0.15	0.06
Private	0.79	0.77	0.39	†	0.73	0.48	0.54	†

† Not applicable.

NOTE: Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table S4.1. Standard errors for the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005
Total	0.44	0.52	0.45	0.42	0.55	0.75	0.35
Sex							
Male	0.64	0.57	0.71	0.80	0.66	0.96	0.42
Female	0.40	0.68	0.32	0.64	0.52	0.61	0.41
Race/ethnicity							
White	0.58	0.53	0.56	0.35	0.66	0.77	0.46
Black	0.95	1.61	0.91	0.85	0.71	0.80	0.69
Hispanic	0.83	1.44	0.63	1.09	1.05	1.23	0.86
Asian	†	†	†	1.05	2.73	2.66	1.10
American Indian	2.50	4.22	5.15	5.45	4.57	4.79	2.67
Pacific Islander	†	†	†	4.46	7.16	4.31	4.93
More than one race	†	†	†	1.22	2.33	3.11	2.33
Grade							
9th	0.92	0.96	1.02	0.95	0.89	1.25	0.63
10th	0.59	1.03	1.14	0.92	0.75	1.02	0.72
11th	0.64	0.64	0.70	0.46	0.65	0.69	0.43
12th	0.62	0.57	0.80	0.79	0.52	0.92	0.52
Urbanicity							
Urban	†	†	0.79	0.51	0.67	1.38	†
Suburban	†	†	0.54	0.48	0.80	1.08	†
Rural	†	†	1.69	2.09	1.54	1.51	†

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics, 2005* and 2002 (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005. SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S4.2. Standard errors for the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by state: 2003 and 2005

State	2003	2005	State	2003	2005
United States	0.75	0.35			
Alabama	0.91	0.86	Montana	0.46	0.64
Alaska	1.01	†	Nebraska	0.80	0.68
Arizona	1.23	0.55	Nevada	0.65	0.96
Arkansas	†	1.06	New Hampshire	0.98	0.91
California	†	†	New Jersey	†	1.08
Colorado	†	0.75	New Mexico	†	0.96
Connecticut	†	0.91	New York	0.44	0.47
Delaware	0.60	0.63	North Carolina	0.74	0.92
District of Columbia	1.42	0.78	North Dakota	0.89	0.58
Florida	0.44	0.45	Ohio	1.30	0.67
Georgia	0.75	2.08	Oklahoma	1.10	0.65
Hawaii	†	0.87	Oregon	†	†
Idaho	0.82	0.59	Pennsylvania	†	†
Illinois	†	†	Rhode Island	0.84	0.87
Indiana	0.91	0.96	South Carolina	†	0.93
Iowa	†	1.02	South Dakota	0.71	1.04
Kansas	†	0.82	Tennessee	1.17	0.79
Kentucky	0.72	0.75	Texas	†	0.84
Louisiana	†	†	Utah	1.44	1.32
Maine	0.78	0.69	Vermont	0.20	0.46
Maryland	†	1.30	Virginia	†	†
Massachusetts	0.54	0.44	Washington	†	†
Michigan	0.57	0.81	West Virginia	1.26	0.78
Minnesota	†	†	Wisconsin	0.70	0.73
Mississippi	0.82	†	Wyoming	1.00	0.67
Missouri	0.93	1.19			

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S5.1. Standard errors for the percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04

Teacher or school characteristic	1993–94					1999–2000										
	Percent		Number			Percent		Number								
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural				
Total	0.23	0.45	0.40	0.29	7,120	4,350	3,870	3,580	0.20	0.45	0.24	0.35	7,090	4,890	4,570	2,600
Sex																
Male	0.40	0.87	0.61	0.51	3,870	2,470	1,720	1,760	0.38	0.93	0.44	0.59	3,610	2,600	2,100	1,310
Female	0.25	0.60	0.47	0.30	5,560	3,810	3,320	2,670	0.20	0.44	0.30	0.40	5,490	3,470	4,210	2,200
Race/ethnicity																
White	0.24	0.54	0.43	0.29	6,300	3,850	3,720	3,410	0.19	0.50	0.24	0.36	5,670	4,050	4,070	2,430
Black	0.62	0.91	1.30	1.17	1,390	1,190	610	500	0.84	1.27	0.99	1.78	2,150	1,710	820	620
Hispanic	1.33	2.11	1.45	1.94	1,850	1,650	490	460	1.01	1.53	1.54	2.33	1,980	1,560	1,190	430
Other	1.08	2.05	2.08	1.27	680	510	420	200	0.97	1.76	1.40	1.30	850	580	530	190
Instructional level																
Elementary	0.30	0.67	0.52	0.38	4,520	3,400	2,710	2,290	0.29	0.60	0.41	0.52	5,560	3,770	3,800	2,120
Secondary	0.28	0.49	0.50	0.42	5,380	2,790	2,790	2,450	0.26	0.56	0.36	0.42	4,360	2,780	2,870	1,560
Sector																
Public	0.26	0.56	0.42	0.32	7,030	4,390	3,500	3,530	0.22	0.55	0.27	0.37	7,060	4,860	4,430	2,570
Private	0.29	0.38	0.68	0.61	1,110	610	990	490	0.35	0.47	0.47	0.95	1,700	1,000	950	540

See notes at end of table.

Table S5.1. Standard errors for the percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04—Continued

Teacher or school characteristic	2003–04							
	Percent			Number				
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural
Total	0.24	0.53	0.33	0.33	8,710	5,490	6,670	1,920
Sex								
Male	0.39	1.02	0.43	0.50	3,930	3,150	2,190	920
Female	0.27	0.67	0.39	0.39	7,230	5,310	5,870	1,600
Race/ethnicity								
White	0.24	0.59	0.31	0.34	6,970	4,540	5,310	1,790
Black	0.97	1.67	1.73	2.06	3,050	2,430	1,790	700
Hispanic	0.82	1.62	0.87	1.30	1,810	1,650	820	240
Other	1.24	2.09	1.56	1.03	1,250	910	750	150
Instructional level								
Elementary	0.37	0.75	0.49	0.47	7,200	4,500	5,320	1,350
Secondary	0.27	0.72	0.32	0.37	5,300	4,080	3,070	1,310
Sector								
Public	0.24	0.60	0.33	0.31	7,810	5,390	5,810	1,960
Private	0.40	0.51	0.55	1.03	1,780	830	1,350	380

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04.

Standard errors of number of reports are rounded to the nearest 10. Figures were revised and may differ from previously published data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Private School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table S5.2. Standard errors for the percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04

Teacher or school characteristic	1993–94					1999–2000									
	Percent		Number			Percent		Number							
	Total	Urban fringe/large town/city	Small town/rural	Total	Urban fringe/large town/city	Small town/rural	Total	Urban fringe/large town/city	Small town/rural						
Total	0.13	0.24	0.17	3,940	2,240	2,320	1,940	0.14	0.32	0.19	0.21	4,830	3,320	3,450	1,580
Sex															
Male	0.21	0.58	0.26	1,770	1,350	740	900	0.22	0.61	0.36	0.29	1,990	1,580	1,630	590
Female	0.18	0.34	0.22	3,900	2,230	2,210	1,660	0.17	0.39	0.23	0.26	4,390	3,010	3,040	1,460
Race/ethnicity															
White	0.16	0.32	0.19	4,020	2,170	2,130	1,950	0.13	0.33	0.19	0.21	3,830	2,450	2,980	1,450
Black	0.41	0.70	0.72	860	830	530	310	0.59	0.89	0.73	1.50	1,540	1,270	610	500
Hispanic	1.00	1.59	0.66	1,290	1,180	380	150	0.83	1.41	1.20	0.81	1,660	1,450	930	140
Other	0.77	1.61	0.80	450	340	300	120	0.53	1.07	0.78	0.77	460	360	270	110
Instructional level															
Elementary	0.20	0.43	0.27	3,280	2,180	1,720	1,580	0.23	0.52	0.31	0.37	4,360	3,080	3,020	1,360
Secondary	0.14	0.25	0.20	1,980	1,030	1,180	1,120	0.14	0.30	0.19	0.20	2,270	1,430	1,540	720
Sector															
Public	0.14	0.29	0.19	3,720	2,350	2,160	1,920	0.15	0.39	0.21	0.23	4,630	3,230	3,450	1,600
Private	0.23	0.31	0.56	850	510	660	420	0.22	0.29	0.39	0.41	1,070	630	770	230

See notes at end of table.

Table S5.2. Standard errors for the percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94, 1999–2000, and 2003–04—Continued

Teacher or school characteristic	2003–04							
	Percent			Number				
	Total	Central city	Urban fringe/large town	Small town/rural	Total	Central city	Urban fringe/large town	Small town/rural
Total	0.21	0.36	0.28	0.19	7,740	4,210	5,490	1,390
Sex								
Male	0.27	0.74	0.29	0.28	2,610	2,090	1,410	490
Female	0.24	0.39	0.33	0.24	6,400	3,390	4,810	1,300
Race/ethnicity								
White	0.20	0.42	0.29	0.19	5,870	3,350	4,920	1,260
Black	0.78	1.25	0.92	†	2,300	2,010	860	†
Hispanic	0.86	1.22	1.38	†	1,860	1,270	1,280	†
Other	1.07	1.90	1.32	0.74	1,090	850	610	110
Instructional level								
Elementary	0.35	0.56	0.45	0.37	6,630	3,420	4,730	1,270
Secondary	0.19	0.49	0.22	0.19	3,420	2,500	1,970	660
Sector								
Public	0.22	0.44	0.29	0.22	7,140	4,280	4,970	1,440
Private	0.31	0.48	0.48	0.74	1,410	770	1,140	280

† Not applicable.

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Standard errors of number of reports are rounded to the nearest 10. Figures were revised and may differ from previously published data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Private School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table S5.3. Standard errors for the percentage and number of public school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by state: 1993–94, 1999–2000, and 2003–04

State	Percent			Number			Percent			Number		
	1993–94	1999–2000	2003–04	1993–94	1999–2000	2003–04	1993–94	1999–2000	2003–04	1993–94	1999–2000	2003–04
United States	0.26	0.22	0.24	7,030	7,060	7,810						
Alabama	1.29	0.99	0.88	550	470	460	Montana	0.58	0.97	0.77	80	130
Alaska	0.92	0.80	1.26	90	70	110	Nebraska	0.61	0.70	1.12	160	180
Arizona	1.07	1.15	0.97	450	600	600	Nevada	1.22	1.34	1.89	160	250
Arkansas	1.38	1.18	0.81	460	360	320	New Hampshire	1.30	1.43	1.38	200	220
California	0.91	0.70	1.00	1,750	1,920	2,810	New Jersey	0.87	0.80	1.21	800	810
Colorado	1.30	0.97	0.82	540	410	400	New Mexico	1.27	1.69	1.18	250	380
Connecticut	0.86	0.88	1.28	350	440	590	New York	1.33	1.06	1.64	2,620	2,260
Delaware	1.56	1.37	1.35	120	150	110	North Carolina	1.32	1.63	1.43	1,040	1,360
District of Columbia	1.82	1.30	2.75	110	80	180	North Dakota	0.62	0.56	0.97	60	60
Florida	1.65	1.07	1.27	1,750	1,670	2,190	Ohio	1.50	1.35	1.14	1,860	1,630
Georgia	1.29	1.42	1.21	1,020	1,350	1,230	Oklahoma	1.22	1.16	0.79	520	550
Hawaii	1.49	0.99	1.34	170	120	180	Oregon	1.00	1.33	1.11	300	380
Idaho	1.03	0.44	0.98	140	70	150	Pennsylvania	1.75	1.28	1.29	2,390	1,660
Illinois	0.78	0.89	1.61	950	1,330	2,280	Rhode Island	1.78	0.64	1.40	180	80
Indiana	1.28	1.12	1.18	860	680	770	South Carolina	1.63	1.10	1.31	700	480
Iowa	1.19	0.93	1.13	460	390	450	South Dakota	0.83	0.90	1.13	90	120
Kansas	0.89	0.78	0.80	320	270	300	Tennessee	1.46	1.65	1.24	750	1,030
Kentucky	1.33	1.22	1.46	650	540	720	Texas	1.15	0.89	1.13	3,070	2,450
Louisiana	1.17	2.31	1.45	600	1,250	770	Utah	0.88	1.15	0.82	190	280
Maine	1.11	1.13	1.09	180	220	200	Vermont	1.28	1.46	1.18	100	140
Maryland	2.16	1.31	2.24	1,020	760	1,410	Virginia	1.37	1.19	1.12	1,110	1,220
Massachusetts	0.83	1.48	1.23	490	1,180	1,070	Washington	1.33	0.97	1.29	660	560
Michigan	1.56	0.93	1.57	1,280	900	1,680	West Virginia	0.91	1.19	1.12	250	290
Minnesota	1.12	1.10	1.17	590	760	720	Wisconsin	1.83	0.99	1.00	1,190	680
Mississippi	1.48	0.99	0.92	480	340	330	Wyoming	0.79	0.95	1.31	80	100
Missouri	1.11	1.73	1.27	720	1,040	1,130						

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Affairs school teachers. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Standard errors of number of reports are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table S5.4. Standard errors for the percentage and number of public school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by state: 1993–94, 1999–2000, and 2003–04

State	Percent		Number		Percent		Number			
	1993–94	1999–2000	2003–04	1993–94	1999–2000	2003–04	1993–94	1999–2000	2003–04	
United States	0.14	0.15	0.22	3,720	4,630	7,140				
Alabama	0.84	0.57	0.75	380	280	380	Montana	0.48	0.38	0.47
Alaska	0.48	0.51	0.95	40	40	80	Nebraska	0.64	0.57	0.90
Arizona	0.67	0.94	0.57	250	480	330	Nevada	0.86	1.07	1.21
Arkansas	0.67	0.59	0.72	210	180	280	New Hampshire	0.70	1.09	0.91
California	0.61	0.46	0.53	1,230	1,340	1,460	New Jersey	0.46	0.78	0.67
Colorado	0.82	0.60	0.45	310	260	220	New Mexico	0.72	1.72	0.94
Connecticut	0.46	0.55	0.70	170	240	300	New York	0.97	0.79	1.12
Delaware	1.06	0.92	0.99	80	80	80	North Carolina	0.95	1.23	0.95
District of Columbia	1.36	0.83	1.34	70	50	70	North Dakota	0.66	0.37	0.53
Florida	0.79	0.91	1.59	810	1,190	2,380	Ohio	0.69	0.83	0.83
Georgia	0.66	0.84	1.30	500	770	1,300	Oklahoma	0.76	1.12	0.54
Hawaii	0.57	0.57	1.14	70	70	160	Oregon	0.64	0.60	0.55
Idaho	0.77	0.39	0.75	90	60	120	Pennsylvania	1.02	0.97	0.82
Illinois	0.51	0.39	0.78	550	560	1,090	Rhode Island	0.91	0.59	0.87
Indiana	0.66	0.75	1.28	390	450	770	South Carolina	0.93	0.94	0.83
Iowa	0.88	0.73	0.64	310	280	250	South Dakota	0.46	0.49	0.68
Kansas	0.61	0.54	0.80	210	190	300	Tennessee	0.92	0.67	1.01
Kentucky	0.72	0.62	0.79	300	270	390	Texas	0.66	0.75	0.90
Louisiana	0.82	1.31	0.70	400	690	370	Utah	0.68	0.58	0.90
Maine	0.62	0.96	1.00	100	180	190	Vermont	1.38	0.94	+
Maryland	1.34	0.93	1.40	610	520	810	Virginia	1.23	0.76	0.86
Massachusetts	0.64	0.67	0.76	390	530	640	Washington	0.70	0.61	0.86
Michigan	1.14	0.91	0.95	950	930	1,010	West Virginia	0.68	0.67	0.78
Minnesota	0.85	1.04	0.66	410	650	380	Wisconsin	0.78	0.79	0.67
Mississippi	0.78	0.58	0.33	240	200	120	Wyoming	0.49	0.47	+
Missouri	0.73	1.41	1.43	470	870	1,130				

+ Not applicable.

NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Affairs school teachers. Population sizes for teachers are 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 3,704,000 in 2003–04. Standard errors of number of reports are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 1993–94, 1999–2000, and 2003–04; “Charter School Questionnaire,” 1999–2000; and “Bureau of Indian Affairs Teacher Questionnaire,” 1999–2000 and 2003–04.

Table S6.1. Standard errors for the percentage of public schools experiencing and reporting incidents of crime that occurred at school, number of incidents, and the rate per 1,000 students, by type of crime: 1999–2000 and 2003–04

Type of crime	Experienced various types of crime						Reported to police					
	1999–2000			2003–04			1999–2000			2003–04		
	Percent of schools	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Percent of schools	Number of incidents	Percent of schools	Number of incidents	Rate per 1,000 students	
Total	1.23	0.85	1.65	79,380	1.37	1.35	24,030	0.49				
Violent incidents	1.37	1.05	1.55	73,530	1.26	1.15	17,920	0.38				
Physical attack or fight without weapon	1.52	1.21	0.82	39,420	0.91	0.98	12,180	0.26				
Threat of attack without weapon	1.47	1.34	1.01	47,380	0.94	0.82	9,780	0.21				
Serious violent incidents	0.98	0.99	0.10	4,700	0.82	0.88	2,370	0.05				
Rape or attempted rape	0.10	0.17	†	160	0.10	0.17	160	†				
Sexual battery other than rape	0.33	0.32	0.01	700	0.34	0.28	670	0.01				
Physical attack or fight with weapon	0.60	0.46	0.05	2,330	0.50	0.38	1,420	0.03				
Threat of attack with weapon	0.70	0.71	0.05	2,570	0.59	0.55	1,230	0.03				
Robbery with a weapon	0.15	0.15	†	440	0.09	0.15	440	†				
Robbery without a weapon	0.56	0.60	0.04	1,890	0.41	0.51	910	0.02				
Theft	1.37	1.29	0.15	7,040	1.04	1.17	4,830	0.10				
Other incidents	1.30	1.27	0.20	9,910	1.14	1.18	7,720	0.15				
Possess firearm/explosive device	0.44	0.49	0.01	600	0.41	0.44	560	0.01				
Possess knife or sharp object	1.28	0.85	0.03	1,480	0.84	0.70	1,180	0.03				
Distribution of illegal drugs	0.50	0.55	0.03	1,650	0.48	0.57	1,520	0.03				
Possession or use of alcohol or illegal drugs	0.72	0.87	0.09	4,250	0.67	0.76	3,980	0.08				
Sexual harassment	1.26	†	†	†	0.78	†	†	†				
Vandalism	1.61	1.17	0.14	6,580	1.10	1.06	4,420	0.09				

† Not applicable.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size of public schools is 82,000 in 1999–2000 and 80,500 in 2003–04. Standard errors of number of incidents and schools are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000 and 2004.

Table S6.2. Standard errors for the percentage of public schools experiencing incidents of crime that occurred at school, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents			
	Number of schools	Percent of schools	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	
Total	250	1.05	73,530	1.55	0.99	4,700	0.10	1.29	7,040	0.15	1.27	9,910	0.20
School level													
Primary	180	1.71	51,000	2.14	1.34	3,040	0.13	1.88	3,510	0.15	1.99	5,480	0.22
Middle	40	1.06	44,730	4.52	1.10	2,170	0.22	1.76	3,200	0.31	1.30	4,960	0.48
High school	270	0.93	17,500	1.48	1.71	1,990	0.17	1.27	4,240	0.31	1.04	5,680	0.41
Combined	320	3.71	12,510	4.33	4.74	1,210	0.44	5.00	2,850	1.07	4.85	4,330	1.40
Enrollment size													
Less than 300	240	2.88	19,710	4.86	2.53	2,440	0.62	3.53	2,410	0.57	2.98	3,850	0.94
300–499	80	2.19	47,190	4.85	1.61	2,060	0.21	2.21	2,280	0.23	2.76	3,130	0.32
500–999	30	1.33	37,940	1.89	1.35	2,060	0.11	1.73	4,140	0.21	1.62	4,300	0.22
1,000 or more	10	1.07	20,430	1.51	2.07	2,560	0.19	1.93	4,360	0.30	1.57	6,130	0.45
Urbanicity													
City	70	1.82	31,750	2.30	2.32	3,130	0.23	2.49	3,240	0.24	2.97	7,590	0.51
Urban fringe	160	1.83	36,490	1.95	1.69	2,130	0.11	1.66	4,850	0.24	2.39	6,070	0.28
Town	190	2.83	13,210	2.47	3.10	2,160	0.43	3.07	1,960	0.33	3.26	3,550	0.60
Rural	120	2.42	57,190	5.75	1.47	1,020	0.10	2.69	3,510	0.35	2.92	4,430	0.43
Percent minority enrollment													
Less than 5 percent	880	2.79	17,930	2.28	2.05	1,390	0.19	2.69	2,980	0.36	3.08	4,440	0.49
5 to 20 percent	970	2.64	19,770	1.59	1.61	1,830	0.16	3.07	4,460	0.35	2.67	4,900	0.41
20 to 50 percent	1,130	2.09	23,790	1.96	2.41	1,490	0.13	3.00	4,470	0.34	2.84	5,060	0.39
50 percent or more	780	1.56	62,460	3.87	1.74	3,520	0.22	2.43	4,710	0.28	2.43	5,800	0.37
Percent of students eligible for free or reduced-price lunch													
0–20 percent	680	2.22	17,790	1.33	1.97	1,600	0.12	2.51	3,430	0.23	2.75	4,310	0.28
21–50 percent	960	1.87	29,170	1.54	1.12	2,470	0.15	2.09	5,270	0.29	1.80	6,270	0.34
More than 50 percent	940	1.65	61,810	3.58	2.12	3,320	0.18	2.24	4,020	0.23	2.19	7,710	0.43

See notes at end of table.

Table S6.2. Standard errors for the percentage of public schools experiencing incidents of crime that occurred at school, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents			
	Number of schools	Percent of schools	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	
Student/teacher ratio													
Less than 12	910	1.81	40,860	2.44	1.65	2,490	0.16	2.15	4,430	0.28	2.41	7,040	0.45
12–16	890	1.67	30,190	1.30	1.31	3,530	0.18	1.55	4,370	0.21	2.16	5,900	0.24
More than 16	720	2.32	45,240	3.63	2.03	1,740	0.14	2.63	4,260	0.30	2.91	6,930	0.46

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 public schools. Standard errors of number of incidents and schools are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table S6.3. Standard errors for the percentage of public schools reporting incidents of crime that occurred at school to the police, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	250	1.15	17,920	0.38	2,370	0.05	1.17	4,830	0.10	1.18	7,720	0.15
School level												
Primary	180	1.76	10,990	0.48	1,010	0.04	1.48	1,640	0.07	1.87	3,790	0.15
Middle	40	1.56	12,350	1.23	1,140	0.11	1.78	1,960	0.19	1.53	3,440	0.34
High school	270	1.55	8,790	0.69	1,740	0.15	1.51	3,090	0.25	1.20	4,740	0.33
Combined	320	4.93	7,200	2.67	590	0.22	5.70	2,180	0.83	5.59	3,330	1.13
Enrollment size												
Less than 300	240	2.94	10,130	2.55	1,280	0.32	2.77	1,720	0.40	3.14	2,890	0.70
300–499	80	2.07	10,590	1.08	490	0.05	1.95	1,430	0.15	2.79	2,850	0.29
500–999	30	1.60	9,850	0.50	950	0.05	1.62	2,640	0.13	1.64	3,300	0.16
1,000 or more	10	1.94	9,710	0.71	1,960	0.14	1.97	2,950	0.21	1.74	4,650	0.35
Urbanicity												
City	70	2.29	10,170	0.71	1,570	0.12	2.35	2,340	0.17	2.71	5,850	0.39
Urban fringe	160	1.82	9,090	0.44	1,570	0.08	1.58	3,010	0.15	2.20	5,030	0.23
Town	190	3.51	4,650	0.91	770	0.16	2.84	1,300	0.26	3.45	2,580	0.45
Rural	120	1.98	13,470	1.36	630	0.06	2.14	2,350	0.24	2.23	3,330	0.33
Percent minority enrollment												
Less than 5 percent	880	2.71	3,740	0.45	420	0.06	2.35	1,790	0.22	3.18	3,210	0.38
5 to 20 percent	970	2.40	5,820	0.50	750	0.07	2.39	2,960	0.25	2.44	3,700	0.31
20 to 50 percent	1,130	2.32	7,200	0.54	770	0.07	2.38	2,910	0.23	2.46	3,650	0.30
50 percent or more	780	2.34	17,640	1.09	2,020	0.12	1.96	2,870	0.17	2.22	4,610	0.29
Percent of students eligible for free or reduced-price lunch												
0–20 percent	680	1.79	6,260	0.43	1,150	0.09	2.24	2,850	0.19	2.95	4,130	0.25
21–50 percent	960	1.94	6,180	0.42	680	0.04	1.90	3,120	0.18	2.07	4,800	0.28
More than 50 percent	940	2.28	17,230	1.02	2,020	0.11	1.85	2,270	0.14	1.87	5,460	0.30

See notes at end of table.

Table S6.3. Standard errors for the percentage of public schools reporting incidents of crime that occurred at school to the police, number of incidents, and the rate of crimes per 1,000 students, by selected school characteristics: 2003–04—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Rate per 1,000 students	Number of schools	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students	Number of incidents	Percent of schools	Rate per 1,000 students
Student/teacher ratio												
Less than 12	910	1.86	11,570	0.73	1.43	1,570	0.10	1.83	2,490	0.16	2.25	5,350
12–16	890	1.81	9,510	0.44	1.08	1,370	0.07	1.40	3,070	0.15	2.29	4,740
More than 16	720	2.87	11,930	1.00	1.95	1,230	0.10	2.56	2,790	0.20	3.10	5,630

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 public schools. Standard errors of number of incidents and schools are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table S7.1. Standard errors for the percentage of public schools that reported selected discipline problems that occurred at school, by frequency and school characteristics: 2003–04

School characteristic	Happens at least once a week				Happens at all		
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities	Undesirable cult or extremist group activities
Total	0.28	1.09	0.80	0.39	0.91	0.78	0.35
School level							
Primary	0.39	1.65	1.03	0.54	1.29	0.93	†
Middle	0.68	1.35	1.02	0.69	1.51	1.46	0.74
High school	0.59	1.40	0.96	0.60	1.38	1.68	1.14
Combined	†	4.19	3.30	†	4.24	3.18	†
Enrollment size							
Less than 300	†	2.71	2.32	1.09	2.63	1.67	0.81
300–499	0.50	1.89	1.36	0.58	1.88	1.27	0.47
500–999	0.55	1.52	1.08	0.47	1.47	1.18	0.38
1,000 or more	0.90	1.88	1.36	1.00	1.79	1.48	0.96
Urbanicity							
City	0.85	2.01	1.80	0.68	2.23	2.05	0.52
Urban fringe	0.42	1.90	0.89	0.59	1.12	1.28	0.68
Town	1.14	3.05	2.64	1.52	2.84	2.19	1.64
Rural	†	2.11	1.43	0.69	1.71	1.23	0.31
Percent minority enrollment							
Less than 5 percent	†	2.45	1.26	†	1.50	0.77	0.58
5 to 20 percent	0.46	2.02	1.14	0.55	1.61	1.24	0.58
20 to 50 percent	0.81	2.62	1.89	0.81	2.10	1.78	1.07
50 percent or more	0.65	1.93	1.76	1.06	1.99	1.80	0.39
Percent of students eligible for free or reduced-price lunch							
0–20 percent	0.33	1.83	0.62	0.20	1.22	0.99	0.81
21–50 percent	0.40	1.61	0.72	0.22	1.25	0.94	0.38
More than 50 percent	0.53	1.64	1.73	0.85	1.91	1.80	0.54

See notes at end of table.

Table S7.1. Standard errors for the percentage of public schools that reported selected discipline problems that occurred at school, by frequency and school characteristics: 2003–04—Continued

School characteristic	Happens at least once a week			Happens at all			
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities	Undesirable cult or extremist group activities
Student/teacher ratio							
Less than 12	0.28	1.84	1.29	0.59	1.56	1.29	0.54
12–16	0.63	2.03	1.12	0.60	1.55	1.14	0.50
More than 16	0.75	2.46	1.35	0.59	1.92	1.78	0.64
Prevalence of violent incidents							
No violent incidents	†	2.50	0.66	†	1.29	0.74	†
Any violent incidents	0.34	1.14	0.96	0.45	1.02	0.97	0.43

† Not applicable.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table S8.1. Standard errors for the percentage of students ages 12–18 who reported that gangs were present at school during the previous 6 months, by urbanicity and selected student and school characteristics: 2001, 2003, and 2005

Student or school characteristic	2001			2003			2005					
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	0.71	1.23	0.72	1.71	0.70	1.33	0.84	1.81	0.91	1.99	0.88	2.52
Sex												
Male	0.86	1.62	0.92	2.08	0.95	1.71	1.07	2.00	1.05	2.27	1.09	3.18
Female	0.90	1.52	1.08	1.84	0.79	1.84	0.92	2.34	1.08	2.44	1.11	2.78
Race/ethnicity												
White	0.72	1.28	0.75	1.70	0.59	1.71	0.67	1.42	0.82	1.81	0.86	2.47
Black	1.90	2.79	2.79	5.78	2.14	2.43	3.93	7.17	2.34	2.91	4.16	6.37
Hispanic	1.82	2.45	2.25	7.49	1.76	2.17	2.14	4.11	2.71	4.54	2.53	6.34
Other	2.18	4.41	2.95	†	2.54	4.09	2.96	†	2.31	4.68	2.80	6.49
Grade												
6th	1.28	2.45	1.52	2.78	1.28	3.42	1.25	†	1.34	3.05	1.49	3.25
7th	1.09	2.54	1.16	1.87	1.14	2.32	1.28	2.56	1.22	2.62	1.48	3.48
8th	1.22	2.66	1.50	2.24	1.29	2.63	1.65	3.26	1.70	3.80	1.65	4.13
9th	1.27	2.77	1.48	3.03	1.44	3.25	1.58	3.00	1.60	3.73	1.87	3.97
10th	1.48	3.08	1.58	3.05	1.37	2.82	1.72	3.50	1.89	3.77	2.34	3.61
11th	1.56	3.18	1.71	3.85	1.64	2.81	2.34	3.30	1.84	3.82	2.18	4.48
12th	1.54	3.21	1.81	4.51	1.50	2.75	1.91	3.60	2.13	3.66	2.54	5.67
Sector												
Public	0.77	1.35	0.80	1.80	0.78	1.50	0.91	2.02	0.99	2.10	0.97	2.66
Private	1.05	1.38	1.45	†	0.82	1.62	0.78	†	0.95	2.27	1.03	†

† Not applicable.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2005.

Table S9.1. Standard errors for the percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005
Total	1.33	1.55	0.90	1.23	1.01	1.95	1.05
Sex							
Male	1.50	1.73	1.19	1.69	1.20	2.07	1.23
Female	1.31	1.43	1.22	1.26	1.03	1.92	1.03
Race/ethnicity							
White	1.69	2.24	1.36	1.50	1.31	2.68	1.32
Black	1.49	1.98	1.69	2.03	1.72	1.42	2.22
Hispanic	1.58	2.45	2.04	2.10	1.17	1.91	1.18
Asian	†	†	†	2.65	2.92	3.71	2.68
American Indian	4.55	4.78	4.54	5.90	5.15	5.64	3.57
Pacific Islander	†	†	†	4.33	5.73	6.19	5.75
More than one race	†	†	†	2.72	3.22	3.99	3.13
Grade							
9th	1.24	1.69	2.33	2.51	1.59	2.39	1.21
10th	1.86	1.54	1.71	1.94	1.39	2.02	1.68
11th	1.61	1.88	1.42	2.16	1.39	2.33	1.03
12th	1.82	2.63	1.80	1.11	1.30	2.24	1.40
Urbanicity							
Urban	†	†	1.11	1.50	1.36	2.12	†
Suburban	†	†	0.94	1.87	1.34	2.16	†
Rural	†	†	1.91	5.76	3.10	5.08	†

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics, 2005* and 2002 (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S9.2. Standard errors for the percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by state: 2003 and 2005

State	2003	2005	State	2003	2005
United States	1.95	1.05			
Alabama	1.78	1.90	Montana	1.23	1.09
Alaska	1.24	†	Nebraska	1.04	0.83
Arizona	1.35	1.19	Nevada	1.30	1.53
Arkansas	†	1.35	New Hampshire	1.87	1.40
California	†	†	New Jersey	†	1.32
Colorado	†	1.81	New Mexico	†	1.37
Connecticut	†	0.90	New York	0.97	0.76
Delaware	0.90	1.05	North Carolina	1.74	1.66
District of Columbia	1.46	1.18	North Dakota	1.07	1.10
Florida	0.81	0.85	Ohio	1.68	1.88
Georgia	1.00	1.25	Oklahoma	1.23	1.49
Hawaii	†	1.74	Oregon	†	†
Idaho	1.26	1.52	Pennsylvania	†	†
Illinois	†	†	Rhode Island	1.26	1.11
Indiana	1.55	1.33	South Carolina	†	1.45
Iowa	†	1.37	South Dakota	1.25	2.30
Kansas	†	1.27	Tennessee	2.25	1.21
Kentucky	1.51	1.23	Texas	†	1.73
Louisiana	†	†	Utah	2.04	1.36
Maine	1.73	1.89	Vermont	1.67	1.59
Maryland	†	2.04	Virginia	†	†
Massachusetts	1.08	1.09	Washington	†	†
Michigan	1.50	1.37	West Virginia	2.06	1.36
Minnesota	†	†	Wisconsin	1.18	1.18
Mississippi	1.31	†	Wyoming	0.99	0.97
Missouri	2.09	1.92			

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S10.1. Standard errors for the percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the previous 6 months, by selected student and school characteristics: Various years, 1999–2005

Student or school characteristic	Hate-related words				Hate-related graffiti			
	1999	2001	2003	2005	1999	2001	2003	2005
Total	†	0.46	0.47	0.50	0.94	0.75	0.84	0.80
Sex								
Male	†	0.65	0.61	0.69	1.06	0.89	0.97	1.07
Female	†	0.52	0.64	0.63	1.14	0.92	1.06	0.92
Race/ethnicity								
White	†	0.58	0.56	0.60	1.20	0.95	0.86	0.97
Black	†	1.08	1.35	1.47	1.71	1.52	1.95	2.17
Hispanic	†	1.15	0.96	1.15	1.46	1.87	2.24	1.74
Other	†	2.05	2.03	1.96	2.53	2.82	2.83	3.16
Grade								
6th	†	1.26	1.31	1.61	1.82	1.88	1.83	2.19
7th	†	1.13	1.04	1.18	1.43	1.36	1.41	1.64
8th	†	1.07	0.92	1.05	1.51	1.40	1.53	1.51
9th	†	1.00	1.23	1.11	1.55	1.55	1.48	1.58
10th	†	0.95	1.12	1.05	1.77	1.49	1.67	1.85
11th	†	1.13	0.97	1.18	1.74	1.76	1.74	1.74
12th	†	0.87	1.25	1.30	2.04	1.79	1.78	2.27
Urbanicity								
Urban	†	0.73	0.83	0.85	1.18	1.21	1.27	1.40
Suburban	†	0.63	0.58	0.51	1.12	0.87	1.16	0.99
Rural	†	1.11	1.35	1.74	2.60	2.56	1.97	2.40
Sector								
Public	†	0.51	0.49	0.54	0.97	0.80	0.90	0.85
Private	†	1.13	1.11	1.18	1.85	1.34	1.75	1.87

† Not applicable.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2005.

Table S10.2. Standard errors for the percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student and school characteristics: 2005

Student or school characteristic	Hate-related words related to student's characteristics						
	Total	Race	Ethnicity	Religion	Disability	Gender	Sexual orientation
Total	0.50	0.31	0.26	0.19	0.11	0.21	0.16
Sex							
Male	0.69	0.46	0.38	0.25	0.18	0.23	0.23
Female	0.63	0.37	0.32	0.31	0.16	0.32	0.22
Race/ethnicity							
White	0.60	0.34	0.20	0.26	0.14	0.30	0.19
Black	1.47	1.01	0.89	0.34	0.42	0.59	0.51
Hispanic	1.15	0.86	0.82	0.43	†	0.32	0.19
Other	1.96	1.56	1.19	1.10	†	0.56	†
Grade							
6th	1.61	0.95	0.38	0.42	0.19	0.60	0.21
7th	1.18	0.83	0.64	0.48	0.34	0.48	0.35
8th	1.05	0.64	0.53	0.41	0.48	0.49	0.26
9th	1.11	0.74	0.62	0.55	0.25	0.51	0.41
10th	1.05	0.61	0.55	0.48	0.20	0.56	0.48
11th	1.18	0.77	0.58	0.45	0.25	0.49	0.40
12th	1.30	0.84	0.57	0.58	0.30	0.46	0.52
Urbanicity							
Urban	0.85	0.59	0.62	0.35	0.27	0.38	0.32
Suburban	0.51	0.30	0.27	0.21	0.15	0.22	0.15
Rural	1.74	1.35	0.61	0.76	0.27	0.79	0.49
Sector							
Public	0.54	0.35	0.27	0.20	0.12	0.23	0.17
Private	1.18	0.89	0.78	0.66	†	0.63	†

† Not applicable.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table S11.1. Standard errors for the percentage of students ages 12–18 who reported selected bullying problems at school during the previous 6 months, by selected student and school characteristics: 2005

Student or school characteristic	Total	Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Pushed, shoved, tripped, spit on	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose
Total	0.70	0.58	0.53	0.31	0.45	0.27	0.30	0.29
Sex								
Male	0.90	0.73	0.64	0.51	0.70	0.39	0.40	0.41
Female	0.84	0.79	0.74	0.37	0.50	0.32	0.40	0.35
Race/ethnicity								
White	0.84	0.72	0.66	0.47	0.62	0.35	0.36	0.35
Black	2.21	1.72	1.36	0.76	1.14	1.00	0.91	0.89
Hispanic	1.28	1.11	1.00	0.64	0.94	0.55	0.53	0.49
Other	2.06	1.82	1.71	0.59	1.19	0.74	0.79	0.77
Grade								
6th	1.99	2.05	1.60	1.18	1.75	0.92	1.19	0.91
7th	1.72	1.57	1.27	0.80	1.25	0.83	0.85	0.79
8th	1.50	1.30	1.10	0.64	1.23	0.71	0.68	0.75
9th	1.57	1.33	1.23	0.67	0.91	0.58	0.63	0.53
10th	1.43	1.14	1.19	0.82	0.78	0.64	0.63	0.64
11th	1.58	1.32	1.29	0.61	0.69	0.59	0.61	0.56
12th	1.75	1.52	1.54	0.71	0.66	0.51	0.72	0.63
Urbanicity								
Urban	1.29	0.95	1.07	0.49	0.73	0.53	0.63	0.58
Suburban	0.81	0.75	0.64	0.42	0.56	0.33	0.37	0.32
Rural	1.96	1.76	1.32	1.10	1.23	0.74	0.88	0.87
Sector								
Public	0.74	0.61	0.55	0.33	0.48	0.27	0.30	0.31
Private	2.09	1.67	1.66	0.40	1.03	0.90	1.06	0.70

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table S11.2. Standard errors for the percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by location of bullying, injury, and selected student and school characteristics: 2005

Student or school characteristic	Total	Location of bullying			Students who were injured	
		Inside school	Outside on school grounds	School bus		Somewhere else
Total	0.70	1.06	1.16	0.71	0.60	1.11
Sex						
Male	0.90	1.48	1.77	1.00	0.75	1.81
Female	0.84	1.33	1.63	0.97	0.87	1.40
Race/ethnicity						
White	0.84	1.31	1.42	0.78	0.70	1.47
Black	2.21	3.05	3.35	2.37	1.40	3.14
Hispanic	1.28	2.73	2.77	1.58	1.42	2.84
Other	2.06	4.14	4.78	3.29	2.96	4.63
Grade						
6th	1.99	3.23	2.97	1.79	1.74	3.30
7th	1.72	2.16	2.44	1.93	0.82	2.57
8th	1.50	2.52	2.81	1.73	1.12	2.63
9th	1.57	2.08	2.34	1.29	1.32	2.58
10th	1.43	2.72	3.05	1.52	1.48	2.99
11th	1.58	3.34	3.23	1.42	1.92	2.33
12th	1.75	3.16	3.79	1.68	1.88	2.92
Urbanicity						
Urban	1.29	2.07	2.22	1.31	1.56	2.18
Suburban	0.81	1.23	1.50	0.97	0.62	1.41
Rural	1.96	2.87	2.42	1.64	1.06	3.07
Sector						
Public	0.74	1.15	1.18	0.74	0.64	1.18
Private	2.09	4.39	4.64	†	1.70	3.68

† Not applicable.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table S11.3. Standard errors for the percentage of students ages 12–18 who reported selected bullying problems at school during the previous 6 months and percentage distribution of the frequency of bullying reports, by selected student and school characteristics: 2005

Student or school characteristic	Total	Distribution of the frequency of bullying reports			
		Once or twice in the past 6 months	Once or twice a month	Once or twice a week	Almost every day
Total	0.70	1.27	1.08	0.75	0.77
Sex					
Male	0.90	1.88	1.66	1.12	1.04
Female	0.84	1.74	1.63	1.09	1.00
Race/ethnicity					
White	0.84	1.53	1.37	1.01	0.90
Black	2.21	3.61	2.54	1.78	2.33
Hispanic	1.27	3.67	2.80	2.26	1.61
Other	2.06	5.11	4.66	2.92	1.88
Grade					
6th	2.01	4.09	3.31	3.04	1.93
7th	1.73	2.94	2.64	1.69	1.71
8th	1.49	2.92	2.38	1.39	1.70
9th	1.56	3.01	2.23	1.99	1.67
10th	1.43	3.76	2.73	1.95	1.67
11th	1.58	3.78	3.06	2.11	1.99
12th	1.75	4.41	4.00	1.84	2.53
Urbanicity					
Urban	1.29	2.36	2.17	1.50	1.61
Suburban	0.81	1.66	1.46	0.98	0.73
Rural	1.96	3.47	2.17	2.40	2.94
Sector					
Public	0.74	1.32	1.11	0.78	0.82
Private	2.09	5.16	5.32	3.22	†

† Not applicable.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population size for students ages 12–18 is 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Table S12.1. Standard errors for the percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	Anywhere					On school property								
	1993	1995	1997	1999	2001	2003	2005	1993	1995	1997	1999	2001	2003	2005
Total	0.99	1.14	1.01	1.17	0.71	0.99	0.77	0.59	0.79	0.64	0.62	0.49	0.76	0.56
Sex														
Male	1.05	1.09	1.07	1.27	0.84	1.32	1.01	0.71	0.90	1.04	0.66	0.74	0.92	0.93
Female	1.19	1.49	1.26	1.70	0.95	0.85	0.94	0.73	1.03	0.78	0.95	0.47	0.70	0.52
Race/ethnicity														
White	1.13	1.06	1.29	1.45	0.95	1.11	0.88	0.68	0.62	0.84	0.86	0.60	0.73	0.66
Black	1.82	1.99	1.92	3.12	1.60	1.23	1.74	1.39	1.25	1.20	1.51	1.26	1.30	1.39
Hispanic	1.58	2.69	1.68	1.65	0.91	0.98	1.64	1.75	1.68	1.50	0.91	0.89	1.14	1.62
Asian	†	†	†	2.71	2.73	2.99	2.43	†	†	†	0.95	1.92	2.26	1.53
American Indian	4.79	6.44	5.75	6.78	6.58	6.53	3.40	2.74	5.58	5.55	5.23	4.41	5.03	3.16
Pacific Islander	†	†	†	3.42	6.25	5.21	5.58	†	†	†	4.60	7.63	4.82	5.60
More than one race	†	†	†	2.76	2.85	3.64	4.16	†	†	†	2.40	1.97	3.83	2.61
Grade														
9th	1.54	2.22	1.98	1.96	1.27	1.38	1.15	1.55	1.79	1.29	1.02	0.77	1.24	0.93
10th	1.45	1.49	1.91	2.11	1.37	1.20	1.09	1.07	1.57	1.67	1.23	0.88	0.89	1.08
11th	1.52	1.48	1.72	1.55	1.10	1.38	1.44	1.27	1.00	0.87	1.01	0.71	0.89	0.75
12th	1.56	1.71	1.36	1.91	1.01	1.08	1.26	0.66	0.73	0.73	1.00	0.56	0.70	0.70
Urbanicity														
Urban	†	†	2.00	2.66	1.53	2.17	†	†	†	1.50	1.08	0.90	1.31	†
Suburban	†	†	1.59	1.56	0.80	1.23	†	†	†	0.95	0.86	0.75	1.23	†
Rural	†	†	2.91	2.14	2.58	1.61	†	†	†	2.09	2.33	1.10	1.36	†

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they have been in a physical fight. Population sizes from the *Digest of Education Statistics, 2005 and 2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S12.2. Standard errors for the percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	0.99	0.77	0.76	0.56					
Alabama	1.78	1.84	1.21	1.29	Montana	1.16	1.19	0.68	0.67
Alaska	1.55	†	0.92	†	Nebraska	1.14	1.02	0.81	0.60
Arizona	1.98	1.43	0.92	0.87	Nevada	1.56	1.78	1.01	1.32
Arkansas	†	1.67	†	1.33	New Hampshire	1.84	1.84	1.20	1.06
California	†	†	†	†	New Jersey	†	2.19	†	1.31
Colorado	†	1.54	†	0.89	New Mexico	†	1.47	†	1.19
Connecticut	†	1.45	†	0.72	New York	0.82	1.07	0.73	0.74
Delaware	1.15	1.38	0.70	0.82	North Carolina	1.41	1.41	1.00	0.85
District of Columbia	1.61	1.26	1.07	0.88	North Dakota	1.60	†	0.96	1.13
Florida	0.74	0.95	0.65	0.77	Ohio	2.83	1.95	1.67	1.17
Georgia	1.20	1.40	0.74	1.01	Oklahoma	2.61	1.63	1.15	1.13
Hawaii	†	1.37	†	1.01	Oregon	†	†	†	†
Idaho	2.00	1.38	1.20	1.14	Pennsylvania	†	†	†	†
Illinois	†	†	†	†	Rhode Island	1.59	1.34	1.18	0.80
Indiana	2.01	1.51	1.14	0.98	South Carolina	†	1.68	†	1.19
Iowa	†	1.61	†	1.12	South Dakota	2.72	2.86	1.12	1.56
Kansas	†	1.51	†	0.92	Tennessee	1.94	1.66	1.33	1.00
Kentucky	1.66	1.17	1.05	0.81	Texas	†	1.57	†	0.94
Louisiana	†	†	†	†	Utah	2.74	1.84	1.80	1.57
Maine	1.39	1.11	1.01	1.03	Vermont	0.92	1.36	0.71	0.98
Maryland	†	1.83	†	1.33	Virginia	†	†	†	†
Massachusetts	1.05	1.33	0.67	0.67	Washington	†	†	†	†
Michigan	1.51	2.03	1.02	1.11	West Virginia	1.62	1.88	1.39	1.41
Minnesota	†	†	†	†	Wisconsin	1.68	1.51	0.92	1.03
Mississippi	1.66	†	1.26	†	Wyoming	1.23	1.08	0.93	0.72
Missouri	2.07	2.12	0.95	1.31					

† Not applicable.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S13.1. Standard errors for the percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	Anywhere					On school property								
	1993	1995	1997	1999	2001	2003	2005	1993	1995	1997	1999	2001	2003	2005
Total	1.18	0.66	0.91	0.97	0.99	0.90	0.80	0.73	0.45	0.79	0.60	0.52	0.57	0.46
Sex														
Male	1.68	1.03	1.57	1.71	1.67	1.31	1.35	0.96	0.76	1.50	1.07	0.88	0.74	0.83
Female	0.85	0.72	0.54	0.56	0.41	0.60	0.43	0.65	0.53	0.37	0.38	0.27	0.50	0.30
Race/ethnicity														
White	1.43	0.93	1.29	1.36	1.30	0.95	1.13	0.86	0.65	1.16	0.87	0.62	0.57	0.66
Black	1.24	2.03	1.99	2.68	1.23	1.77	0.81	0.85	1.13	0.98	0.50	0.92	0.96	0.66
Hispanic	1.35	1.87	1.44	1.35	0.78	1.31	1.10	1.09	1.63	0.99	0.73	0.53	0.56	0.91
Asian	†	†	†	2.01	2.10	2.67	1.70	†	†	†	1.44	2.05	2.44	1.24
American Indian	8.08	5.69	3.65	5.68	5.52	4.58	3.79	5.70	4.35	3.68	5.13	4.02	3.40	1.60
Pacific Islander	†	†	†	5.02	4.35	6.37	6.52	†	†	†	2.66	3.05	2.05	6.10
More than one race	†	†	†	3.34	3.41	5.03	3.11	†	†	†	2.76	3.61	4.10	2.99
Grade														
9th	1.42	1.24	1.34	1.58	1.44	1.81	1.21	0.73	0.76	0.90	1.07	0.66	1.13	0.75
10th	1.11	0.94	1.33	1.31	1.11	1.14	1.19	0.97	0.78	0.99	0.83	0.60	0.53	0.70
11th	1.66	1.40	1.69	1.31	1.26	1.21	1.13	1.41	0.94	1.33	0.60	0.74	0.80	0.71
12th	1.46	0.93	1.65	1.44	1.28	1.06	0.95	0.83	0.68	0.91	0.78	0.71	0.64	0.64
Urbanicity														
Urban	†	†	1.34	0.85	0.99	1.32	†	†	†	0.67	1.09	0.67	0.81	†
Suburban	†	†	1.02	1.34	1.39	1.36	†	†	†	0.68	0.74	0.68	1.01	†
Rural	†	†	2.12	2.19	1.86	1.91	†	†	†	2.19	1.61	1.48	0.67	†

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S13.2. Standard errors for the percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	0.90	0.80	0.57	0.46					
Alabama	1.44	1.73	1.35	1.45	Montana	0.88	1.20	0.56	0.90
Alaska	1.14	†	0.81	†	Nebraska	1.06	0.89	0.53	0.48
Arizona	0.87	0.84	0.72	0.53	Nevada	1.09	1.32	0.67	0.91
Arkansas	†	1.15	†	1.10	New Hampshire	1.59	1.26	1.00	0.94
California	†	†	†	†	New Jersey	†	0.96	†	0.53
Colorado	†	1.57	†	0.81	New Mexico	†	1.44	†	0.29
Connecticut	†	1.30	†	0.83	New York	1.01	0.74	0.51	0.43
Delaware	0.88	1.04	0.47	0.54	North Carolina	1.49	1.35	0.79	0.77
District of Columbia	1.40	1.11	0.96	0.60	North Dakota	†	†	0.98	0.74
Florida	0.76	0.68	0.38	0.41	Ohio	1.40	1.27	0.75	0.64
Georgia	1.17	1.99	0.52	1.50	Oklahoma	1.72	1.38	1.01	0.77
Hawaii	†	1.03	†	0.72	Oregon	†	†	†	†
Idaho	†	1.45	0.90	†	Pennsylvania	†	†	†	†
Illinois	†	†	†	†	Rhode Island	1.01	0.90	0.85	0.41
Indiana	1.93	1.25	0.91	0.71	South Carolina	†	1.42	†	0.82
Iowa	†	1.49	†	0.70	South Dakota	†	†	0.73	0.72
Kansas	†	1.37	†	0.85	Tennessee	2.06	1.58	0.80	0.92
Kentucky	1.20	1.49	0.86	0.72	Texas	†	0.93	†	0.63
Louisiana	†	†	†	†	Utah	1.80	1.70	1.24	1.03
Maine	1.20	2.00	0.91	1.03	Vermont	†	†	0.31	0.90
Maryland	†	1.59	†	0.88	Virginia	†	†	†	†
Massachusetts	0.89	0.88	0.50	0.59	Washington	†	†	†	†
Michigan	0.89	1.49	0.66	0.54	West Virginia	1.37	1.32	1.25	1.00
Minnesota	†	†	†	†	Wisconsin	0.81	1.19	0.43	0.54
Mississippi	1.78	†	0.78	†	Wyoming	1.49	1.17	0.91	0.71
Missouri	1.87	1.79	1.04	0.99					

† Not applicable.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S14.1. Standard errors for the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	Anywhere					On school property								
	1993	1995	1997	1999	2001	2003	2005	1993	1995	1997	1999	2001	2003	2005
Total	1.06	1.19	1.43	1.30	1.11	1.21	1.38	0.39	0.45	0.34	0.39	0.28	0.46	0.30
Sex														
Male	1.23	1.33	1.22	1.47	1.42	1.31	1.40	0.39	0.50	0.66	0.54	0.43	0.61	0.39
Female	1.32	1.79	1.99	1.45	1.11	1.29	1.56	0.54	0.70	0.37	0.39	0.39	0.41	0.32
Race/ethnicity														
White	1.26	1.77	1.51	1.62	1.12	1.51	1.84	0.44	0.62	0.42	0.55	0.26	0.45	0.38
Black	1.82	2.24	1.46	4.07	2.33	1.67	1.05	0.98	0.87	0.72	0.52	0.65	0.80	0.45
Hispanic	2.82	2.56	1.96	2.41	1.52	1.39	1.39	0.84	1.73	0.96	0.88	0.71	1.08	1.04
Asian	†	†	†	2.24	3.22	3.47	1.98	†	†	†	0.42	1.42	1.55	0.62
American Indian	7.18	7.18	3.79	6.43	3.97	5.29	4.13	3.06	3.30	4.15	†	1.69	2.61	2.05
Pacific Islander	†	†	†	5.11	8.54	7.04	8.43	†	†	†	1.59	3.50	3.29	†
More than one race	†	†	†	3.98	4.11	3.59	3.59	†	†	†	1.09	2.36	2.93	1.02
Grade														
9th	1.79	1.87	3.12	2.17	1.82	1.43	1.23	0.38	0.90	0.83	0.60	0.47	0.69	0.48
10th	2.00	2.38	2.19	1.89	1.29	1.66	1.95	0.43	0.88	0.71	0.67	0.45	0.60	0.45
11th	1.73	1.51	1.49	1.98	1.70	2.08	1.98	0.80	0.86	0.86	0.57	0.45	0.57	0.47
12th	1.35	1.64	2.50	2.25	1.53	1.65	2.12	0.64	0.58	0.66	0.89	0.44	0.68	0.57
Urbanicity														
Urban	†	†	2.07	2.75	1.97	1.48	†	†	†	0.85	0.60	0.61	0.94	†
Suburban	†	†	2.11	1.32	1.26	2.10	†	†	†	0.43	0.61	0.37	0.54	†
Rural	†	†	5.36	4.51	1.91	2.35	†	†	†	0.55	0.67	0.83	0.49	†

† Not applicable.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days. Population sizes from the *Digest of Education Statistics, 2005* and *2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S14.2. Standard errors for the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	1.21	1.38	0.46	0.30					
Alabama	2.04	2.55	0.82	0.59	Montana	1.68	1.50	0.70	0.73
Alaska	2.05	†	0.81	†	Nebraska	1.29	1.27	0.61	0.42
Arizona	2.11	1.73	0.73	0.88	Nevada	1.51	1.73	0.74	0.93
Arkansas	†	1.99	†	0.62	New Hampshire	2.70	2.31	0.79	†
California	†	†	†	†	New Jersey	†	2.66	†	0.42
Colorado	†	4.42	†	1.08	New Mexico	†	1.93	†	0.87
Connecticut	†	2.16	†	0.71	New York	1.53	1.47	0.39	0.45
Delaware	1.30	1.16	0.44	0.66	North Carolina	2.68	2.16	0.47	0.74
District of Columbia	1.72	1.40	0.64	0.55	North Dakota	1.74	1.89	0.79	0.52
Florida	1.10	1.43	0.36	0.30	Ohio	2.40	1.96	0.69	0.59
Georgia	1.41	2.12	0.55	0.67	Oklahoma	1.41	1.62	0.64	0.49
Hawaii	†	2.05	†	0.93	Oregon	†	†	†	†
Idaho	2.44	2.62	0.56	0.69	Pennsylvania	†	†	†	†
Illinois	†	†	†	†	Rhode Island	1.92	1.15	0.73	0.66
Indiana	1.57	2.12	0.57	0.64	South Carolina	†	1.64	†	0.96
Iowa	†	2.56	†	0.89	South Dakota	2.58	2.12	1.13	0.70
Kansas	†	1.74	†	0.74	Tennessee	2.04	1.90	0.48	0.66
Kentucky	1.87	1.77	0.69	0.37	Texas	†	1.93	†	0.56
Louisiana	†	†	†	†	Utah	2.19	1.92	0.74	0.39
Maine	1.78	2.15	0.48	0.44	Vermont	1.48	1.53	0.60	0.54
Maryland	†	2.17	†	0.42	Virginia	†	†	†	†
Massachusetts	1.19	1.36	0.50	0.32	Washington	†	†	†	†
Michigan	1.40	1.73	0.33	0.46	West Virginia	1.81	1.41	0.84	1.08
Minnesota	†	†	†	†	Wisconsin	1.63	1.51	†	†
Mississippi	1.74	†	0.70	†	Wyoming	2.16	1.47	0.75	0.56
Missouri	2.16	2.04	0.58	0.57					

† Not applicable.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S15.1 Standard errors for the percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2005

Student or school characteristic	Anywhere					On school property								
	1993	1995	1997	1999	2001	2003	2005	1993	1995	1997	1999	2001	2003	2005
Total	1.22	1.03	1.11	1.30	0.77	1.09	0.84	0.65	0.59	0.52	0.73	0.37	0.68	0.32
Sex														
Male	1.61	1.08	1.46	1.92	0.81	1.25	0.98	0.83	0.85	0.68	1.30	0.54	0.88	0.44
Female	1.02	1.44	1.04	0.96	0.87	0.96	0.99	0.48	0.72	0.56	0.40	0.28	0.48	0.31
Race/ethnicity														
White	1.41	1.49	1.56	1.59	1.04	1.20	1.11	0.72	0.62	0.69	0.84	0.45	0.66	0.41
Black	1.84	2.62	1.67	3.49	2.12	1.58	1.11	1.23	1.88	1.07	1.10	0.60	0.89	0.65
Hispanic	1.33	2.92	2.06	2.29	0.81	1.16	1.22	1.10	2.20	1.03	1.21	0.58	0.72	0.76
Asian	†	†	†	2.04	2.12	2.21	1.64	†	†	†	0.71	1.56	1.38	†
American Indian	4.77	5.72	4.31	6.55	5.48	5.29	4.36	†	3.39	5.56	†	6.55	4.42	1.85
Pacific Islander	†	†	†	4.11	4.07	6.47	3.87	†	†	†	3.21	2.46	3.17	†
More than one race	†	†	†	4.00	3.22	5.57	2.43	†	†	†	1.81	1.24	5.49	0.91
Grade														
9th	1.10	1.83	1.95	1.84	1.25	1.52	1.16	0.40	1.38	0.90	0.97	0.62	1.03	0.59
10th	1.79	1.89	1.29	2.21	1.12	1.47	1.27	0.94	0.87	0.73	1.14	0.51	0.70	0.54
11th	1.77	1.35	1.81	2.47	1.33	1.56	1.24	1.07	0.62	1.17	0.72	0.48	0.71	0.49
12th	1.40	2.35	2.09	2.81	1.77	1.19	1.23	0.78	1.15	0.61	1.14	0.71	0.75	0.45
Urbanicity														
Urban	†	†	1.50	2.32	1.23	1.65	†	†	†	1.11	1.03	0.56	1.05	†
Suburban	†	†	1.05	1.60	0.96	1.90	†	†	†	0.67	1.03	0.46	1.03	†
Rural	†	†	3.23	4.36	2.49	2.80	†	†	†	2.02	1.57	0.93	0.64	†

† Not applicable.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana. Population sizes from the *Digest of Education Statistics, 2005 and 2002* (NCES 2006-030 and 2003-060) for students in grades 9–12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; 15,061,000 in 2001; 15,723,000 in 2003; and 16,286,000 (projected) in 2005.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Table S15.2. Standard errors for the percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and state: 2003 and 2005

State	Anywhere		On school property		State	Anywhere		On school property	
	2003	2005	2003	2005		2003	2005	2003	2005
United States	1.09	0.84	0.68	0.32					
Alabama	1.38	1.49	0.54	0.80	Montana	1.45	1.43	0.70	0.70
Alaska	1.29	†	0.80	†	Nebraska	1.23	1.05	0.51	0.41
Arizona	1.16	1.08	0.55	0.63	Nevada	1.31	1.34	0.69	0.81
Arkansas	†	1.70	†	0.61	New Hampshire	2.51	1.69	0.86	†
California	†	†	†	†	New Jersey	†	2.18	†	0.67
Colorado	†	2.99	†	0.88	New Mexico	†	2.00	†	0.98
Connecticut	†	1.37	†	0.49	New York	1.05	1.13	0.41	0.41
Delaware	1.13	1.12	0.54	0.58	North Carolina	1.99	1.61	0.71	0.65
District of Columbia	1.23	1.08	0.88	0.62	North Dakota	1.58	1.62	0.98	0.71
Florida	0.89	0.86	0.41	0.31	Ohio	2.33	1.79	0.96	0.62
Georgia	0.94	1.59	0.45	0.58	Oklahoma	2.20	1.12	0.70	0.38
Hawaii	†	1.73	†	1.14	Oregon	†	†	†	†
Idaho	1.56	1.33	0.55	0.61	Pennsylvania	†	†	†	†
Illinois	†	†	†	†	Rhode Island	1.11	1.16	0.70	0.65
Indiana	1.19	1.38	0.67	0.57	South Carolina	†	1.25	†	0.64
Iowa	†	1.74	†	0.64	South Dakota	3.35	1.87	1.50	0.73
Kansas	†	1.46	†	0.51	Tennessee	2.10	1.38	0.86	0.67
Kentucky	1.09	1.19	0.55	0.45	Texas	†	0.99	†	0.52
Louisiana	†	†	†	†	Utah	1.28	1.18	0.59	0.42
Maine	1.69	2.13	0.76	0.72	Vermont	1.58	1.59	0.44	0.81
Maryland	†	2.25	†	0.82	Virginia	†	†	†	†
Massachusetts	1.39	1.22	0.44	0.54	Washington	†	†	†	†
Michigan	1.96	1.29	1.20	0.50	West Virginia	2.13	1.70	0.72	0.85
Minnesota	†	†	†	†	Wisconsin	1.18	1.07	†	†
Mississippi	1.57	†	0.90	†	Wyoming	1.56	1.05	0.66	0.43
Missouri	1.37	2.23	0.58	0.82					

† Not applicable.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana. The estimate for the United States is drawn from a nationally representative sample of schools and is not the aggregate of participating states. Each state estimate is based on a sample that is representative of that state. Population sizes from the *Digest of Education Statistics, 2005* (NCES 2006-030) for students in grades 9–12 are 15,723,000 in 2003 and 16,286,000 (projected) in 2005.

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

Table S16.1. Standard errors for the percentage of students ages 12–18 who reported being afraid of attack or harm during the previous 6 months, by location and selected student and school characteristics: Various years, 1995–2005

Student or school characteristic	At school				Away from school				
	1995	1999	2001	2003	2005	1995	2001	2003	2005
Total	0.39	0.37	0.31	0.31	0.38	†	0.32	0.29	0.33
Sex									
Male	0.51	0.44	0.38	0.34	0.54	†	0.34	0.30	0.42
Female	0.58	0.53	0.43	0.48	0.47	†	0.49	0.48	0.47
Race/ethnicity									
White	0.36	0.32	0.35	0.35	0.36	†	0.32	0.31	0.40
Black	1.31	1.27	0.87	1.22	1.19	†	1.00	1.13	0.96
Hispanic	1.27	1.20	1.07	0.65	1.09	†	1.03	0.80	0.83
Other	1.58	1.09	1.11	1.31	1.62	†	1.04	1.02	1.87
Grade									
6th	1.13	1.37	1.26	1.35	1.15	†	1.11	1.01	1.00
7th	1.02	0.79	0.95	0.86	1.07	†	0.72	0.80	0.90
8th	0.84	0.74	0.69	0.68	0.90	†	0.66	0.71	0.70
9th	0.82	0.74	0.63	0.61	0.69	†	0.63	0.55	0.60
10th	0.82	0.77	0.71	0.67	0.83	†	0.63	0.67	0.64
11th	0.80	0.68	0.65	0.66	0.70	†	0.72	0.69	0.71
12th	0.94	0.88	0.55	0.53	0.69	†	0.86	0.72	0.97
Urbanicity									
Urban	0.84	0.81	0.59	0.68	0.85	†	0.82	0.60	0.59
Suburban	0.49	0.42	0.33	0.30	0.40	†	0.31	0.34	0.42
Rural	0.80	0.70	0.97	0.93	0.97	†	0.71	0.69	0.97
Sector									
Public	0.43	0.38	0.33	0.34	0.41	†	0.32	0.31	0.34
Private	1.01	0.81	0.92	0.73	0.82	†	0.92	0.89	1.39

† Not applicable.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." 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. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table S17.1. Standard errors for the percentage of students ages 12–18 who reported avoiding school activities or one or more places in school during the previous 6 months because of fear of attack or harm: Various years, 1995–2005

Activity or place avoided	1995	1999	2001	2003	2005
Total	†	0.34	0.32	0.30	0.32
Avoided school activities	†	0.22	0.18	0.18	0.23
Any extracurricular activities	0.15	0.10	0.12	0.11	0.16
Any class	†	0.09	0.09	0.10	0.13
Stayed home from school	†	0.19	0.13	0.11	0.11
Avoided one or more places in school	0.29	0.29	0.27	0.27	0.28
Entrance to the school	0.15	0.14	0.11	0.11	0.14
Hallways or stairs in school	0.21	0.17	0.18	0.17	0.21
Parts of the school cafeteria	0.18	0.15	0.16	0.13	0.16
Any school restrooms	0.22	0.19	0.19	0.16	0.20
Other places inside the school building	0.18	0.17	0.14	0.14	0.18

† Not applicable.

NOTE: For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table S17.2 Standard errors for the percentage of students ages 12–18 who reported avoiding one or more places in school during the previous 6 months because of fear of attack or harm, by selected student and school characteristics: Various years, 1995–2005

Student or school characteristic	1995	1999	2001	2003	2005
Total	0.29	0.29	0.27	0.27	0.28
Sex					
Male	0.43	0.35	0.40	0.34	0.46
Female	0.46	0.39	0.35	0.37	0.40
Race/ethnicity					
White	0.32	0.27	0.30	0.27	0.30
Black	1.01	0.90	0.75	0.79	0.97
Hispanic	0.97	0.73	0.71	0.70	0.80
Other	1.61	0.99	1.16	1.02	0.88
Grade					
6th	0.99	0.92	0.93	0.94	1.26
7th	0.89	0.72	0.79	0.73	0.93
8th	0.77	0.70	0.62	0.63	0.66
9th	0.71	0.63	0.61	0.62	0.78
10th	0.75	0.61	0.64	0.54	0.65
11th	0.64	0.46	0.43	0.53	0.59
12th	0.74	0.51	0.64	0.41	0.40
Urbanicity					
Urban	0.73	0.48	0.52	0.59	0.66
Suburban	0.40	0.38	0.38	0.30	0.36
Rural	0.65	0.56	0.70	0.53	0.73
Sector					
Public	0.33	0.31	0.29	0.29	0.30
Private	0.47	0.45	0.69	0.49	0.54

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” In 2005, the unit response rate for this survey did not meet NCEES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 23,325,000 in 1995; 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005.

Table S18.1 Standard errors for the number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: 2003–04

Type of offense	Schools using any serious disciplinary action		Percentage distribution of serious disciplinary actions			
	Number of schools	Percent of schools	Number of serious disciplinary actions	Out-of-school suspensions lasting 5 days or more	Removals with no services for remainder of school year	Transfers to specialized schools
Total	960	1.15	29,160	1.60	0.72	1.49
Physical attacks or fights	780	0.94	14,450	1.67	0.76	1.59
Insubordination	690	0.85	16,990	2.54	1.53	2.41
Distribution, possession, or use of alcohol	400	0.50	1,600	2.91	1.56	2.82
Distribution, possession, or use of illegal drugs	470	0.58	3,410	2.27	0.91	2.23
Use or possession of a weapon other than a firearm	690	0.84	1,470	2.20	0.81	2.04
Use or possession of a firearm/explosive device	320	0.40	4,300	25.42	+	+

+ Not applicable.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 schools. Standard errors of number of actions and schools are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table S19.1 Standard errors for the percentage of public schools that used selected safety and security measures, by school characteristics: 2003–04

School characteristic	Limited access during school hours		Visitor requirements		Required to wear badges or picture IDs		Metal detector checks on students		Sweeps and technology				
	Buildings (e.g., locked or monitored doors)	Grounds (e.g., locked or monitored gates)	Sign-in or check-in	Pass through metal detectors	Students	Faculty and staff	Random checks	Require to pass through daily	Random dog sniffs to check for drugs	Random sweeps for contraband	Security cameras to monitor school	Use security cameras to monitor school	Require clear bags or ban book bags
Total	1.04	1.08	0.40	0.15	0.64	1.21	0.55	0.16	0.77	0.58	1.28	1.28	0.63
School level													
Primary	1.46	1.81	0.61	0.18	0.81	1.80	0.63	†	0.85	0.86	1.81	1.81	0.77
Middle	1.35	1.51	0.23	0.37	1.09	1.41	0.97	0.41	1.56	1.28	1.68	1.68	1.15
High school	1.48	1.78	0.44	0.55	1.15	1.63	0.94	0.58	1.82	1.43	1.98	1.98	1.05
Combined	4.71	5.43	1.94	†	2.62	4.23	†	†	4.89	4.84	4.72	4.72	3.28
Enrollment size													
Less than 300	2.59	2.64	1.51	†	0.67	3.19	1.52	†	2.50	1.91	2.97	2.97	0.91
300–499	1.77	2.57	0.13	0.13	0.88	2.76	0.80	0.33	1.26	1.15	2.52	2.52	1.12
500–999	1.29	1.99	0.28	0.36	0.96	1.89	0.72	0.28	0.90	0.80	1.71	1.71	0.97
1,000 or more	1.87	2.07	0.16	0.75	1.57	2.20	1.21	0.55	1.61	1.51	1.99	1.99	1.26
Urbanicity													
City	1.76	2.26	0.26	0.57	1.16	2.66	1.75	0.52	0.88	1.36	2.61	2.61	1.15
Urban fringe	1.62	2.14	0.46	†	0.90	1.98	0.52	†	1.03	0.98	2.08	2.08	0.91
Town	2.58	3.15	0.42	0.25	0.92	3.27	1.44	†	2.34	2.37	3.19	3.19	1.64
Rural	2.47	2.16	1.16	†	0.86	2.05	0.54	0.22	2.05	1.47	2.32	2.32	0.93
Percent minority enrollment													
Less than 5 percent	2.51	2.51	1.41	†	0.33	2.81	0.50	†	2.08	1.43	2.72	2.72	0.82
5 to 20 percent	1.92	2.09	0.76	†	0.99	2.54	0.62	†	1.22	0.96	2.34	2.34	0.78
20 to 50 percent	2.14	2.55	0.86	†	0.90	2.75	0.93	0.10	1.64	1.64	2.93	2.93	1.25
50 percent or more	1.71	2.12	0.37	0.53	1.24	2.47	1.52	0.45	1.22	1.28	2.51	2.51	1.15

See notes at end of table.

Table S19.1 Standard errors for the percentage of public schools that used selected safety and security measures, by school characteristics: 2003–04
—Continued

School characteristic	Limited access during school hours		Visitor requirements		Required to wear badges or picture IDs		Metal detector checks on students		Sweeps and technology			
	Buildings (e.g., locked or monitored doors)	Grounds (e.g., locked or monitored gates)	Sign-in or check-in	Pass through metal detectors	Students	Faculty and staff	Random checks	Require to pass through daily	Random dog sniffs to check for drugs	Random sweeps for contraband	Use security cameras to monitor school	Require clear book bags or ban book bags
Percent of students eligible for free or reduced-price lunch												
0–20 percent	1.44	2.70	1.06	+	0.85	2.48	0.53	+	1.63	0.88	2.49	0.77
21–50 percent	1.69	1.87	0.69	0.13	0.68	2.21	0.73	0.26	1.50	1.34	1.73	0.59
More than 50 percent	1.80	1.82	0.49	0.37	1.21	2.21	1.00	0.24	1.41	1.26	2.24	1.30
Student/teacher ratio												
Less than 12	1.92	1.53	0.88	0.26	0.72	1.97	0.90	0.27	1.53	1.06	2.29	0.94
12–16	1.15	1.83	0.09	0.25	1.14	2.24	0.74	0.31	1.14	1.19	1.96	0.81
More than 16	2.15	3.29	0.81	0.25	1.35	3.10	0.85	0.30	1.54	1.41	2.58	1.01

+ Not applicable.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 80,500 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table S20.1. Standard errors for the percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2005

Security measure	1999	2001	2003	2005
Total	†	0.09	0.12	0.13
Metal detectors	0.51	0.61	0.84	0.74
Locker checks	0.83	0.92	0.91	0.89
One or more security cameras to monitor the school	†	1.13	1.16	1.35
Security guards and/or assigned police officers	1.36	1.25	0.91	1.15
Other school staff or other adult supervision in the hallway	0.54	0.45	0.39	0.45
A requirement that students wear badges or picture identification	†	0.99	1.11	1.18
A code of student conduct	†	0.34	0.37	0.38
Locked entrance or exit doors during the day	0.97	1.12	1.16	1.04
A requirement that visitors sign in	0.62	0.58	0.48	0.51

† Not applicable.

NOTE: "At school" includes the school building, on the school grounds, on a school bus, and, from 2001 onward, going to and from school. In 2005, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Population sizes for students ages 12–18 are 24,614,000 in 1999; 24,315,000 in 2001; 25,684,000 in 2003; and 25,811,000 in 2005.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2005.

TECHNICAL NOTES

GENERAL INFORMATION

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

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

SOURCES OF DATA

This section briefly describes each of the datasets used in this report: the School-Associated Violent Deaths Surveillance Study, the Supplementary Homicide Reports, the Web-based Injury Statistics Query and Reporting System Fatal, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Survey, the Schools and Staffing Survey, and the School Survey on Crime and Safety. Directions for obtaining more information are provided at the end of each description. Figure A.1 presents some key information for each of the datasets used in the report, including the survey year(s), target population, response rate, and sample size. The wording of the interview questions used to construct the indicators are presented in figure A.2. (Figures appear at the end of appendix A.)

School-Associated Violent Deaths Surveillance Study (SAVD)

The School-Associated Violent Deaths Surveillance Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The surveillance system includes descriptive data on all school-associated violent deaths in the United States,

including all homicides, suicides, and unintentional firearm-related deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school, while the victim was on the way to or from regular sessions at such a school, or while attending or on the way to or from an official school-sponsored event. Victims of such events include nonstudents as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The SAVD Surveillance System has collected data from July 1, 1992, through the present.

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

One hundred five school-associated violent deaths were identified from July 1, 1992–June 30, 1994 (Kachur et al. 1996). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994–June 30, 1999 (Anderson et al. 2001). Other publications from this study have described how the number of events changes during the school year (Centers for Disease Control and Prevention 2001), the source of the firearms used in these events (Reza et al. 2003), and suicides that were associated with schools (Kauffman et al. 2004). The interviews conducted on cases between July 1, 1994 and June 30, 1999 achieved a response rate of 97 percent for police officials and 78 percent for school officials. Data for subsequent study years are preliminary and subject to change. The SAVD data are considered preliminary until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For additional information about SAVD, contact:

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

Supplementary Homicide Reports (SHR)

The Supplementary Homicide Reports (SHR), which are a part of the Uniform Crime Reporting (UCR) program, provide incident-level information on criminal homicides including situation (number of victims to number of offenders); the age, sex, and race of victims and offenders; types of weapons used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the Federal Bureau of Investigation (FBI) by local law enforcement agencies participating in the FBI's UCR program. The data include murders and non-negligent manslaughters in the United States from January 1976–December 2004; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 561,412 murders were committed from 1976 to 2004. Agencies provided detailed information on 574,574 victims and 640,722 offenders.

About 91 percent of homicides are included in the SHR. However, adjustments can be made to the weights to correct for missing reports. Estimates from the SHR used in this report were generated by the Bureau of Justice Statistics (BJS) using a weight developed by BJS that reconciles the counts of SHR homicide victims with those in the UCR for the 1992 through 2004 data years. The weight is the same for all cases for a given year. The weight represents the ratio of the number of homicides reported in the UCR to the number reported in the SHR. For additional information about SHR, contact:

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

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

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

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS Fatal, contact:

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

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information annually on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported to police as well.

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

The indicator from NCVS related to nonfatal teacher victimization at school has been discontinued. Because of sample cuts to the NCVS and declining victimization rates, the survey's capacity to provide useful estimates of teacher victimization has diminished, especially for disaggregated subcategories of teacher characteristics. The indicator has been determined to no longer be an adequate measure of teacher victimization.

The number of NCVS eligible households in 2004 was about 46,200. They were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportion-

ate to population size in order to create a self-weighting sample. The final sample was augmented to account for housing units constructed after the decennial Census. Within each sampled household, U.S. Census Bureau personnel interviewed all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 74,300 persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. The initial interview at each sample unit is used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of over 90 percent at the household level. The completion rates for persons within households were about 86 percent. Thus, final response rates were about 78 percent in 2004. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

Katrina Baum
Victimization Statistics Branch
Bureau of Justice Statistics
U.S. Department of Justice
810 7th Street NW
Washington, DC 20531
Telephone: (202) 307-5889
E-mail: katrina.baum@usdoj.gov
Internet: <http://www.ojp.usdoj.gov/bjs>

School Crime Supplement (SCS)

Created as a supplement to the NCVS and codesigned by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey was conducted in 1989, 1995, 1999, 2001, 2003, and 2005 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, and 2005 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The survey was designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels so that they can make informed decisions concerning crime in schools. The SCS asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on a school bus, or on the way to or from school. Additional questions not included in the NCVS were also added to the SCS, such as those concerning preventive measures used by the school, students' participation in after school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and

alcohol in school, as well as attitudinal questions relating to fear of victimization and avoidance behavior at school.

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

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

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

Second, the SCS questions pertaining to fear and avoidance were changed for the 2001 SCS survey. In 1995, 1999, 2003, and 2005, students were asked if they were fearful or avoidant because they thought someone would “attack or harm” them. In 2001, students were asked if they were fearful or avoidant because they thought someone would “attack or threaten to attack” them. In the 1999 and 2001 SCS, students were asked to exclude times they were at school or going to or from school in the question about fear away from school. In 2003 and 2005, when asked about fear away from school, students were asked to exclude times they were at school; however, in these years the definition of “at school” included going to and from school. These changes should be considered when making comparisons across survey years.

Third, the SCS question pertaining to gangs changed beginning with the 2001 SCS. The introduction and definition of gangs as well as the placement of the item in the questionnaire changed in the 2001 SCS. Because of these changes, the reader should be cautioned not to compare results from 2001 onwards (presented in this report) with estimates of gang presence in 1995 and 1999 (presented in previous editions of this report).

In 2005, the SCS instrument was modified again. In this year, the SCS question(s) pertaining to bullying changed. In 1999, 2001, and 2003, students were asked a single bullying question. The 2005 SCS included a series of questions about bullying. Because of substantive changes in questionnaire wording, comparisons between the 2005 SCS bullying indicator and all other survey years should be made with caution.

Total victimization is a combination of violent victimization and theft. If the student reported an incident of either violent or theft victimization or both, he or she is counted as having experienced “total” victimization. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts.

A total of 9,728 students participated in the 1995 SCS, 8,398 in 1999, 8,374 in 2001, 7,152 in 2003, and 6,297 in 2005. In the 2005 SCS, the household completion rate was 91 percent. In the 1995, 1999, 2001 and 2003 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, and 92 percent, respectively; and the student completion rates were 78 percent, 78 percent, 77 percent, and 70 percent, respectively. For the 2005 SCS, the student completion rate was 62 percent.

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

Due to the low unit response rate in 2005, a unit nonresponse bias analysis was commissioned. There are two types of nonresponse: unit and item nonresponse. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to NCVS, the unit completion rate for SCS reflects both the household interview completion rate and the student interview completion rate.

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and

can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. Furthermore, imputation, a common recourse to nonresponse, can lead to the risk of underestimating the sampling error if imputed data are treated as though they were observed data.

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

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

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

Youth Risk Behavior Survey (YRBS)

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

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

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

Schools with substantial numbers of Black and Hispanic students were sampled at relatively higher rates than all other schools. The final stage of sampling consisted of randomly selecting within each chosen school at each grade 9–12 one or two intact classes of a required subject, such as English or social studies. All students in selected classes were eligible to participate. Approximately 16,300, 10,900, 16,300, 15,300, 13,600, 15,200, and 13,900 students participated in the 1993, 1995, 1997, 1999, 2001, 2003, and 2005 surveys, respectively.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, and 67 percent for the 2005 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections. Where YRBS data are presented, accurate national population projections are provided from the *Digest of Education Statistics, 2002 and 2005* (U.S. Department of Education 2003, 2006).

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

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientific

cally selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and do not have appropriate documentation are not weighted and are not included in this report.

In 2005, a total of 40 states and 21 districts had weighted data. In sites with weighted data, the student sample sizes for the state and local YRBS ranged from 942 to 9,708. School response rates ranged from 72 to 100 percent, student response rates ranged from 61 to 93 percent, and overall response rates ranged from 60 to 85 percent.

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

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

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

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

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

In the 2005 national survey, race/ethnicity was computed from two questions: 1) “Are you Hispanic or Latino?” (response options were “yes” and “no”), and 2) “What is your

race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was set to missing for students who did not answer the first question (176 cases) or for students who answered "no" to the first question but did not answer the second question (48 cases).

The questions used in 1999, 2001, 2003, and 2005 result in the possibility of respondents marking more than one category. While more accurately reflecting respondents' racial and ethnic identity, the new item cannot be directly compared to responses to the old item. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to the race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. CDC is examining the effect of using a two-question format to assess race/ethnicity in the 2005 national YRBS.

For additional information about the YRBS, contact:

Laura Kann
Division of Adolescent and School Health
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
Mailstop K-33
4770 Buford Highway NE
Atlanta, GA 30341-3717
Telephone: (770) 488-6181
E-mail: lk1@cdc.gov
Internet: <http://www.cdc.gov/yrbbs>

Schools and Staffing Survey (SASS)

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

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

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

This report focuses on responses from teachers. The overall weighted response rate for public school teachers in 1993–94 was 88 percent. In 1999–2000, the overall weighted response rates were 77 percent for public school teachers, and 86 and 72 percent for BIA and public charter school teachers, respectively (which are included with public school teachers for this report). In 2003–2004, the overall weighted response rates were 76 percent for public school teachers and 86 percent for BIA-funded school teachers (who are included with public school teachers). For private school teachers, the overall weighted response rates were 80 percent, 67 percent, and 70 percent in 1993–94, 1999–2000, and 2003–04, respectively. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS, contact:

Kerry Gruber
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7349
E-mail: kerry.gruber@ed.gov
Internet: <http://nces.ed.gov/surveys/sass>

School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) was conducted by NCES in the winter and spring of the 2003–04 school year. SSOCS focuses on incidents of specific crimes and offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public primary, middle, high, and combined schools in the 50 states and the District of Columbia. Special education, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the 2004 SSOCS was constructed from the public school universe file created for the 2003–04 Schools and Staffing Survey (SASS) from the 2001–02 NCES Common Core of Data (CCD) Public School Universe File. The CCD is an annual national database of all public K–12 schools and school districts. Certain types of schools were excluded from the CCD Public School Universe File in order to meet the sampling needs of SASS, including those in the outlying U.S. territories,² overseas Department of Defense schools, newly closed schools, home schools, and schools with high grades of kindergarten or lower. Additional schools were then excluded from the SASS frame to meet the sampling needs of SSOCS, including; local education agencies that appear to be schools, special education, vocational, or alternative schools, department of defense schools, Bureau of Indian Affairs schools, ungraded schools, and “intermediate units”³ in California and Pennsylvania. The sample was stratified by instructional level, type of locale (e.g., city, urban fringe, etc.), and enrollment size. Within the primary strata, schools were also sorted by geographic region and by percentage of minority enrollment. The sample was then allocated to the primary strata in rough proportion to the square root of the total sum of individual enrollments of schools within the stratum. A total of 3,743 schools were selected for the study. In March 2004, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,772 schools completed the survey. The weighted overall response rate was 77.2 percent, and weighted item nonresponse rates ranged from 0–33.3 percent. A nonresponse bias analysis was conducted on the nine items with weighted item

² “U.S. outlying areas” include the following: America Samoa, Guam, Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

³ These are generally schools specializing in special education, alternative education, or juvenile halls.

nonresponse rates above 15 percent, and minimal bias was detected. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2003–04 school year. For information on the 1999–2000 iteration, see *Indicators of School Crime and Safety: 2005*. For more information about the School Survey on Crime and Safety, contact:

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

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the “true” responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replica-

tion (BRR) method was used to estimate most of the statistics and their standard errors in this report. Figure A.3 lists the various methods used to compute standard errors for different datasets.

Standard error calculation for data from the National Crime Victimization Survey and the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The formulas used to compute the adjusted standard errors associated with percentages or population counts can be found in figure A.3.

The coefficient of variation (C_v) represents the ratio of the standard error to the mean. As an attribute of a distribution, the C_v is an important measure of the reliability and accuracy of an estimate. In this report, the C_v was calculated for all estimates, and in cases where the C_v was at least 30 percent the estimates were noted with a ! symbol (interpret data with caution). In cases where the C_v was greater than 50 percent, the estimate was determined not to meet reporting standards and was suppressed.

STATISTICAL PROCEDURES

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was the student's t statistic, which tests the difference between two sample estimates, for example, between males and females. The formula used to compute the t statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance term (i.e., $2 * se_1 * se_2$) must be added to the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 + 2 * se_1 * se_2}} \quad (2)$$

Once the t value was computed, it was compared with the published tables of values at certain critical levels, called alpha levels. For this report, an alpha value of .05 was used, which has a t value of 1.96. If the t value was larger than 1.96, then the difference between the two estimates is statistically significant at the 95 percent level.

A linear trend test was used when differences among percentages were examined relative to ordered categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (b) and its corresponding standard error (se). The ratio of these two (b/se) is the test statistic t . If t is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

Some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition the total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05. Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Figure A.1. Descriptions of data sources and samples used in the report

Data source	Target population	Year of survey	Response rate (%)	Sample size
School-Associated Violent Deaths Surveillance Study (CDC)	Population of school-associated violent deaths in the United States between July 1, 1992, and June 30, 2005. Data collected from two sources: a school official and a police official.	1992–ongoing	78 (Schools) ¹	N/A
Supplementary Homicide Reports (FBI)	Population of criminal homicides in the United States from January 1976–December 2004.	1992–2004	91	N/A
Web-based Injury Statistics Query and Reporting System™ Fatal (CDC)	Death certificate data reported to the National Center for Health Statistics.	1992–2003	100	N/A
National Crime Victimization Survey (BJS)	A nationally representative sample of individuals 12 years of age and older living in households and group quarters.	1992–2004 (Annual) 2004	78	About 74,300
School Crime Supplement (BJS/NCES)	A nationally representative sample of students ages 12–18 enrolled in public and private schools during the 6 months prior to the interview.	1995 1999 2001 2003 2005	74 ² 73 ² 72 ² 64 ² 56 ²	9,700 8,400 8,400 7,200 6,300
National Youth Risk Behavior Survey (CDC)	A nationally representative sample of students enrolled in grades 9–12 in public and private schools at the time of the survey.	1993 1995 1997 1999 2001 2003 2005	70 ² 60 ² 69 ² 66 ² 63 ² 67 ² 67 ²	16,300 10,900 16,300 15,300 13,600 15,200 13,900
State Youth Risk Behavior Survey (CDC)	Representative samples of students in grades 9–12 in each state. All except a few state samples include only public schools.	2003 2005	60–90 ² 61–93 ²	1,000– 9,300 900– 9,700

NOTE: See notes at end of figure.

Figure A.1. Descriptions of data sources and samples used in the report—Continued

Data source	Target population	Year of survey	Response rate (%)	Sample size
Schools and Staffing Survey (Teacher Survey) (NCES)	A nationally representative sample of public and private school teachers from grades K–12.	1993–1994	88 (Public) ³	57,000
			80 (Private) ³	11,500
		1999–2000	77 (Public) ³	56,300
			67 (Private) ³	10,800
			86 (BIA) ³	500
			72 (Public Charter) ³	4,400
		2003–2004	76 (Public) ³	52,500
			70 (Private) ³	10,000
86 (BIA) ³	700			
School Survey on Crime and Safety (NCES)	A nationally representative sample of regular public elementary, middle, and secondary schools.	1999–2000	70 ²	2,300
		2003–2004	77 ²	2,800

¹ The interviews conducted on cases between July 1, 1994, and June 30, 1999 achieved a response rate of 97 percent for police officials and 78 percent for school officials. Data for subsequent study years are preliminary and subject to change.

² Unweighted response rate.

³ Overall weighted response rate.

NOTE: Sample sizes are rounded to the nearest 100.

Figure A.2. Wording of survey questions used to construct indicators

Chapter, Indicator, and Survey	Questions	Response categories
Nonfatal Student Victimization		
<i>Indicator 2. Incidence of Victimization at School and Away From School</i>		
National Crime Victimization Survey ¹ (Screen Questionnaire)	<p>I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months. That is, since (date). Was something belonging to you stolen, such as:</p> <ul style="list-style-type: none"> Things that you carry, like luggage, a wallet, purse, briefcase, book Clothing, jewelry, or calculator Bicycle or sports equipment Or did anyone attempt to steal anything belonging to you? <p>(Other than any incidents already mentioned,) since (date) were you attacked or threatened or did you have something stolen from you</p> <ul style="list-style-type: none"> At work or school Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places? <p>(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (exclude telephone threats):</p> <ul style="list-style-type: none"> With any weapon, for instance, a gun or knife With anything like a baseball bat, frying pan, scissors, or stick By something thrown, such as a rock or bottle Include any grabbing, punching, or choking Any rape, attempted rape, or other type of sexual attack Any face to face threats Or any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime. <p>People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you or were you attacked or threatened by (exclude telephone threats):</p> <ul style="list-style-type: none"> Someone at work or school? <p>Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) have you been forced or coerced to engage in unwanted sexual activity by:</p> <ul style="list-style-type: none"> Someone you didn't know before A casual acquaintance Or someone you know well? 	<p>Yes/No; if yes, what happened? If yes, how many times?</p> <p>Yes/No; if yes, what happened? If yes, how many times?</p> <p>Yes/No; if yes, what happened? If yes, how many times?</p> <p>Yes/No; if yes, what happened? If yes, how many times?</p> <p>Yes/No; if yes, what happened? If yes, how many times?</p>

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
National Crime Victimization Survey ¹ (Incident Report)	Where did this incident happen?	In own home or lodging/Near own home/At, in, or near a friend's/relative's/neighbor's home/ Commercial places/Parking lots/ garages/School/Open areas, on street or public transportation/Other
	What were you doing when this incident (happened/started)?	Working or on duty/On the way to or from work/On the way to or from school/On the way to or from other place/Shopping, errands/Attending school/Leisure activity away from home/Sleeping/Other activities at home/Other
Indicator 3. Prevalence of Victimization at School		
School Crime Supplement ¹	Derived from NCVS Screen Questionnaire and Incident Report (see information for Indicator 2).	
Indicator 4. Threats and Injuries With Weapons on School Property		
Youth Risk Behavior Survey	During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/10–11 times/12 or more times
Nonfatal Teacher Victimization		
Indicator 5. Teachers Threatened With Injury or Attacked by Students		
Schools and Staffing Survey ¹	Has a student from this school threatened to injure you in the past 12 months?	Yes/No
	Has a student from this school physically attacked you in the past 12 months?	Yes/No

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
School Environment		
<i>Indicator 6. Violent and Other Incidents at Public Schools and Those Reported to the Police</i>		
School Survey on Crime and Safety ¹	<p>Please provide the number of incidents your school recorded during the 2003–2004 school year for the offenses listed below.</p> <ul style="list-style-type: none"> Rape or attempted rape Sexual battery other than rape (include threatened rape) Robbery (taking things by force) with a weapon Robbery (taking things by force) without a weapon Physical attack or fight with a weapon Physical attack or fight without a weapon Threats of physical attack with a weapon Threats of physical attack without a weapon Theft/larceny (taking things over \$10 without personal confrontation) Possession of firearm/explosive device Possession of knife or sharp object with intent to harm Distribution of illegal drugs Possession or use of alcohol or illegal drugs Vandalism 	Total number of recorded incidents/ Number reported to police or other law enforcement
<i>Indicator 7. Discipline Problems Reported by Public Schools</i>		
School Survey on Crime and Safety ¹	<p>To the best of your knowledge, how often did the following types of problems occur at your school?</p> <ul style="list-style-type: none"> Student racial tensions Student bullying Student verbal abuse of teachers Widespread disorder in classrooms Student acts of disrespect for teachers Gang activities Cult or extremist group activities 	Happens daily/Happens at least once a week/Happens at least once a month/Happens on occasion/Never happens
<i>Indicator 8. Students' Reports of Gangs at School</i>		
School Crime Supplement ¹	Are there any gangs at your school?	Yes/No/Don't know
<i>Indicator 9. Students' Reports of Drug Availability on School Property</i>		
Youth Risk Behavior Survey	During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?	Yes/No

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
<i>Indicator 10. Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti</i>		
School Crime Supplement ¹	During the last 6 months, has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.	Yes/No
	Were any of the hate-related words related to....	Yes/No/Don't know
	Your race?	
	Your religion?	
	Your ethnic background or national origin (for example people of Hispanic origin)?	
	Any disability (by this I mean physical, mental, or developmental disabilities) you may have?	
	Your gender?	
	Your sexual orientation?	
	During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	Yes/No
<i>Indicator 11. Bullying at School</i>		
School Crime Supplement ¹	Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During the last 6 months, has any other student bullied you? That is, has another student...	Made fun of you, called you names, or insulted you/Spread rumors about you/Threatened you with harm/ Pushed you, shoved you, tripped you, or spit on you/Tried to make you do things you did not want to do, for example, give them money or other things/Excluded you from activities on purpose/Destroyed your property on purpose/None of the above
	During the last 6 months, how often did (this thing/these things) happen to you?	Once or twice in the last 6 months/ Once or twice a month/Once or twice a week/Almost every day/ Don't know

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
	Did (this event/these events) occur ...	In the school building (for example in a classroom, hallway, or gymnasium)/Outside on school grounds/On a school bus/Somewhere else
	What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?	None/Bruises or swelling/Cuts, scratches, or scrapes/Black eye/Bloody nose/Teeth chipped or knocked out/Broken bones/Internal injuries/Knocked unconscious/Other
Fights, Weapons, and Illegal Substances		
<i>Indicator 12. Physical Fights on School Property and Anywhere</i>		
Youth Risk Behavior Survey	During the past 12 months, how many times were you in a physical fight?	0 times/1 time/2 or 3 times/4 or 5 times/6 or 7 times/8 or 9 times/10 or 11 times/12 or more times
	During the past 12 months, how many times were you in a physical fight on school property?	0 times/1 time/2 or 3 times/4 or 5 times/6 or 7 times/8 or 9 times/10 or 11 times/12 or more times
<i>Indicator 13. Students Carrying Weapons on School Property and Anywhere</i>		
Youth Risk Behavior Survey	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?	0 days/1 day/2 or 3 days/4 or 5 days/6 or more days
	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days/1 day/2 or 3 days/4 or 5 days/6 or more days
<i>Indicator 14. Students' Use of Alcohol on School Property and Anywhere</i>		
Youth Risk Behavior Survey	During the past 30 days, on how many days did you have at least one drink of alcohol?	0 days/1 or 2 days/3 to 5 days/6 to 9 days/10 to 19 days/20 to 29 days/all 30 days
	During the past 30 days, on how many days did you have at least one drink of alcohol on school property?	0 days/1 or 2 days/3 to 5 days/6 to 9 days/10 to 19 days/20 to 29 days/all 30 days

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
<i>Indicator 15. Students' Use of Marijuana on School Property and Anywhere</i>		
Youth Risk Behavior Survey	During the past 30 days, how many times did you use marijuana?	0 times/1 or 2 times/3 to 9 times/ 10 to 19 times/20 to 39 times/40 or more times
	During the past 30 days, how many times did you use marijuana on school property?	0 times/1 or 2 times/3 to 9 times/ 10 to 19 times/20 to 39 times/40 or more times
Fear and Avoidance		
<i>Indicator 16. Students' Perceptions of Personal Safety at School and Away From School</i>		
School Crime Supplement ¹	How often are you afraid that someone will attack or harm you at school?	Never/Almost never/Sometimes/ Most of the time
	How often are you afraid that someone will attack or harm you on the way to and from school?	Never/Almost never/Sometimes/ Most of the time
	Besides the times you are at school, how often are you afraid that someone will attack or harm you?	Never/Almost never/Sometimes/ Most of the time
<i>Indicator 17. Students' Reports of Avoiding School Activities or Specific Places in School</i>		
School Crime Supplement ¹	During the last 6 months, that is, since _____, 1st, 2004, did you stay away from any of the following places because you thought someone might attack or harm you there? The entrance into the school Any hallways or stairs in school Parts of the school cafeteria Any school restrooms Other places inside the school building	Yes/No
	Did you avoid any extra-curricular activities at your school because you thought someone might attack or harm you?	Yes/No
	Did you avoid any classes because you thought someone might attack or harm you?	Yes/No
	Did you stay home from school because you thought someone might attack or harm you at school, or going to or from school?	Yes/No

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
<p>Discipline, Safety, and Security Measures</p>		
<p><i>Indicator 18. Serious Disciplinary Actions Taken by Public Schools</i></p>		
School Survey on Crime and Safety ¹	<p>During the 2003–2004 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?</p> <ul style="list-style-type: none"> Use/possession of a firearm/explosive device Use/possession of a weapon other than a firearm Distribution, possession, or use of illegal drugs Distribution, possession, or use of alcohol Physical attacks or fights Insubordination 	<p>Total students involved in recorded offenses (regardless of disciplinary action)/Removals with no continuing school services for at least the remainder of the school year/ Transfers to specialized schools for disciplinary reasons/Out-of-school suspensions lasting 5 days or more, but less than the remainder of the school year/Other disciplinary action (e.g., suspension less than 5 days, detention, etc.)</p>
<p><i>Indicator 19. Safety and Security Measures Taken by Public Schools</i></p>		
School Survey on Crime and Safety ¹	<p>During the 2003–2004 school year, was it a practice of your school to do the following?</p> <ul style="list-style-type: none"> Require visitors to sign or check in Control access to school buildings during school hours (e.g., locked or monitored doors) Control access to school grounds during school hours (e.g., locked or monitored gates) Require students to pass through metal detectors each day Require visitors to pass through metal detectors Perform one or more random metal detector checks on students Use one or more random dog sniffs to check for drugs Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs Require clear book bags or ban book bags on school grounds Require students to wear badges or picture IDs Require faculty and staff to wear badges or picture IDs Use one or more security cameras to monitor the school 	<p>Yes/No</p>

NOTE: See notes at end of figure.

Figure A.2. Wording of survey questions used to construct indicators—Continued

Chapter, Indicator, and Survey	Questions	Response categories
<i>Indicator 20. Students' Reports of Safety and Security Measures Observed at School</i>		
School Crime Supplement ¹	<p>Does your school take any measures to make sure students are safe? For example, does the school have:</p> <ul style="list-style-type: none"> Security guards or assigned police officers? Other school staff or other adults supervising the hallway? Metal detectors? Locked entrance or exit doors during the day? A requirement that visitors sign in? Locker checks? A requirement that students wear badges or picture identification? One or more security cameras to monitor the school? A code of student conduct, that is, a set of written rules or guidelines that the school provides you? 	Yes/No/Don't know

¹ Readers should note that this table reflects the most recent version of the NCVS (2004), SSOCS (2004), SASS (2004), and SCS (2005) instruments. Survey items shown here may have changed from past NCVS, SSOCS, and SCS collections. Please see *Indicators of School Crime and Safety: 2005* for previously published survey questions.

² Estimates of teacher victimizations include crimes occurring to teachers at school (location), or at the worksite (location), or while working (activity). For thefts, activity was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2004. U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2005. U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 1993–94, 1999–2000, and 2003–04; "Charter School Questionnaire," 1999–2000; and "Bureau of Indian Affairs Teacher Questionnaire," 1999–2000 and 2003–04. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2005.

Figure A.3. Methods used to calculate standard errors of statistics for different surveys

Survey	Year	Method of calculation																																																								
National Crime Victimization Survey	1992 to 2004	<p>Standard errors of crime level data and aggregated crime rates per 1,000 persons were calculated using three generalized variance function (gvf) constant parameters (denoted as <i>a</i>, <i>b</i>, and <i>c</i>) and formulas published in the Methodology Section of <i>Criminal Victimization in the United States—Statistical Tables</i> (NCJ184938) on the Bureau of Justice Statistics website: http://www.ojp.usdoj.gov/bjs/abstract/cvusst.htm.</p> <p>The formula used to calculate standard errors (<i>q</i>) of crime level data (<i>x</i>) is:</p> $\sqrt{ax^2 + bx + cx^{3/2}}$ <p>where <i>x</i> is the estimated number of crimes of interest, and <i>a</i>, <i>b</i>, and <i>c</i> are gvf constant parameters.</p> <p>The formula used to calculate standard errors of aggregated crime rates per 1,000 persons (<i>r</i>) is:</p> $\sqrt{br(1000 - r)/y + cr(\sqrt{1000r} - r)/\sqrt{y}}$ <p>where <i>r</i> is the aggregate crime rate (i.e., 1000*total crimes/total population), <i>y</i> is the aggregated base population, and <i>b</i> and <i>c</i> are gvf constant parameters. The three gvf constant parameters associated with the specific years are:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr><td>1992</td><td>-0.00013407</td><td>4,872</td><td>3.858</td></tr> <tr><td>1993</td><td>-0.00007899</td><td>2,870</td><td>2.273</td></tr> <tr><td>1994</td><td>-0.00006269</td><td>2,278</td><td>1.804</td></tr> <tr><td>1995</td><td>-0.00006269</td><td>2,278</td><td>1.804</td></tr> <tr><td>1996</td><td>-0.00006863</td><td>2,494</td><td>1.975</td></tr> <tr><td>1997</td><td>0.00016972</td><td>2,945</td><td>2.010</td></tr> <tr><td>1998</td><td>0.00001297</td><td>2,656</td><td>3.390</td></tr> <tr><td>1999</td><td>-0.00026646</td><td>2,579</td><td>2.826</td></tr> <tr><td>2000</td><td>-0.00011860</td><td>2,829</td><td>2.868</td></tr> <tr><td>2001</td><td>-0.00011330</td><td>2,803</td><td>2.905</td></tr> <tr><td>2002</td><td>-0.00028000</td><td>2,852</td><td>2.701</td></tr> <tr><td>2003</td><td>-0.00029301</td><td>3,059</td><td>2.872</td></tr> <tr><td>2004</td><td>-0.00067069</td><td>2,932</td><td>1.758</td></tr> </tbody> </table>	Year	a	b	c	1992	-0.00013407	4,872	3.858	1993	-0.00007899	2,870	2.273	1994	-0.00006269	2,278	1.804	1995	-0.00006269	2,278	1.804	1996	-0.00006863	2,494	1.975	1997	0.00016972	2,945	2.010	1998	0.00001297	2,656	3.390	1999	-0.00026646	2,579	2.826	2000	-0.00011860	2,829	2.868	2001	-0.00011330	2,803	2.905	2002	-0.00028000	2,852	2.701	2003	-0.00029301	3,059	2.872	2004	-0.00067069	2,932	1.758
Year	a	b	c																																																							
1992	-0.00013407	4,872	3.858																																																							
1993	-0.00007899	2,870	2.273																																																							
1994	-0.00006269	2,278	1.804																																																							
1995	-0.00006269	2,278	1.804																																																							
1996	-0.00006863	2,494	1.975																																																							
1997	0.00016972	2,945	2.010																																																							
1998	0.00001297	2,656	3.390																																																							
1999	-0.00026646	2,579	2.826																																																							
2000	-0.00011860	2,829	2.868																																																							
2001	-0.00011330	2,803	2.905																																																							
2002	-0.00028000	2,852	2.701																																																							
2003	-0.00029301	3,059	2.872																																																							
2004	-0.00067069	2,932	1.758																																																							
School Crime Supplement	1995, 1999, 2001, 2003, and 2005	Standard errors of percentage and population counts were calculated using the Taylor series approximation method using PSU and strata variables.																																																								

Figure A.3. Methods used to calculate standard errors of statistics for different surveys
—Continued

Survey	Year	Method of calculation
Youth Risk Behavior Survey	1993, 1995, 1997, 1999, 2001, 2003, and 2005	Taylor series approximation method using PSU and strata variables available from the dataset.
Schools and Staffing Survey	1993–1994, 1999–2000, and 2003–2004	Balanced repeated replication method using replicate weights available from the dataset.
School Survey on Crime and Safety	1999–2000 and 2003–2004	Jackknife replication method using replicate weights available from the dataset.

GLOSSARY OF TERMS

GENERAL TERMS

Cluster sampling Cluster sampling is a technique in which the sampling of respondents or subjects occurs within clusters or groups. For example, selecting students by sampling schools and the students that attend that school.

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School An education institution consisting of one or more of grades K through 12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample minority students in order to increase the sample sizes of minority students. Minority students would then be more likely than other students to be sampled.

SPECIFIC TERMS USED IN VARIOUS SURVEYS

School-Associated Violent Deaths Surveillance Study

Homicide An act involving a killing of one person by another resulting from interpersonal violence.

School-associated violent death A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

Suicide An act of taking one's own life voluntarily and intentionally.

National Crime Victimization Survey

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

At school (students) Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

Rape Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural A place not located inside the Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Sexual assault A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Suburban A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city. On the data tables, suburban areas are categorized as those portions of metropolitan areas situated "outside central cities."

Theft Completed or attempted theft of property or cash without personal contact.

Urban The largest city (or grouping of cities) in an MSA.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate A measure of the occurrence of victimizations among a specific population group.

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

School Crime Supplement

At school In the school building, on school property, on a school bus, or going to or from school.

Gang Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under “total victimization.”

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey

Illegal drugs Examples of illegal drugs were marijuana, cocaine, inhalants, steroids, or prescription drugs without a doctor’s permission, heroin, and methamphetamines.

On school property On school property is included in the question wording, but was not defined for respondents.

Rural school is located outside a Metropolitan Statistical Area (MSA).

Suburban school is located inside a MSA, but outside the “central city.”

Urban school is located inside a MSA and inside the “central city.”

Weapon Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Schools and Staffing Survey

Central city A large central city (a central city of a Metropolitan Statistical Area [MSA] with population greater than or equal to 400,000, or a population density greater than or equal to 6,000 per square mile) or a midsize central city (a central city of an MSA, but not designated as a large central city).

Elementary school A school in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8.

Elementary school teachers An elementary school teacher is one who, when asked for the grades taught, checked: (1) only “ungraded” and was designated as an elementary teacher on the list of teachers provided by the school; (2) 6th grade or lower or “ungraded,” and no grade higher than 6th; (3) 6th grade or lower and 7th grade or higher,

and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (4) 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (5) 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or (6) 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school. A teacher at a school that has grade 6 or lower or one that is “ungraded” with no grade higher than the 8th.

Rural or small town Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Census Bureau) or a small town (a place not within an Metropolitan Statistical Area, with a population of less than 25,000, but greater than or equal to 2,500, and defined as nonurban by the U.S. Census Bureau).

Secondary school A school in which the lowest grade is greater than or equal to grade 7 and the highest grade is less than or equal to grade 12.

Secondary school teachers A secondary school teacher is one who, when asked for the grades taught, checked: (1) “ungraded” and was designated as a secondary teacher on the list of teachers provided by the school; (2) 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; (3) 9th grade or higher, or 9th grade or higher and “ungraded”; (4) 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; (5) 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or (6) 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Urban fringe or large town Urban fringe of a large or midsize city (a place within an Metropolitan Statistical Area (MSA) of a midsize central city and defined as urban by the U.S. Census Bureau) or a large town (a place not within an MSA but with a population greater or equal to 25,000 and defined as urban by the U.S. Census Bureau).

School Survey on Crime and Safety

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session.

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

- Firearm/explosive device** Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.
- Gang** An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.
- High school** A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.
- Insubordination** A deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.
- Intimidation** To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.
- Middle school** A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.
- Physical attack or fight** An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.
- Primary school** A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.
- Rape** Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.
- Robbery** The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.
- Serious violent incidents** Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.
- Sexual battery** An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.
- Sexual harassment** Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.
- Specialized school** A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

Theft/larceny Taking things over \$10 without personal confrontation. Specifically, the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Urbanicity As collected by the Common Core of Data and appended to the SSOCS data file, city includes large cities and midsize cities, urban fringe includes urban fringe of large and mid-sized cities, town includes large and small towns, and rural includes rural outside a MSA and inside an MSA.

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look alikes if they are used to threaten others.