

Indicators of School Crime and Safety: 2008



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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in other countries.

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

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Executive Summary

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

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

This report is the eleventh in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals. Sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and

School Survey on Crime and Safety, both sponsored by NCES. The most recent data collection for each indicator varied by survey, from 2003–04 to 2007. Each data source has an independent sample design, data collection method, and questionnaire design or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level. In 2005 and 2007, the final response rate for students ages 12–18 for the School Crime Supplement (60 percent),¹ fell below NCES statistical standards; therefore, interpret the 2005 and 2007 data from *Indicators 3, 8, 10, 11, 17, 18, and 21* with caution. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

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

¹ Analysis of unit nonresponse found evidence that for some demographic groups, there may be a response bias in that the nonrespondents have different characteristics than those who responded. Weighting adjustments, which corrected for differential response rates, should have reduced the problem. Therefore, while the results are valid, in interpreting the data from *Indicators 3, 8, 10, 11, 17, 18, and 21*, a reader should understand that these estimates may have larger and unmeasured sources of survey error than other estimates.

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Key Findings

In the 2006–07 school year, an estimated 55.5 million students were enrolled in prekindergarten through grade 12 (U.S. Department of Education 2008). Preliminary data show that among youth ages 5–18, there were 35 school-associated violent deaths² from July 1, 2006, through June 30, 2007 (27 homicides and 8 suicides) (*Indicator 1*). In 2006, among students ages 12–18, there were about 1.7 million victims of nonfatal crimes at school,³ including 909,500 thefts⁴ and 767,000 violent crimes⁵ (simple assault and serious violent crime⁶) (*Indicator 2*). During the 2005–06 school year, 86 percent of public schools reported that at least one violent crime, theft, or other crime occurred at their school (*Indicator 6*). In 2007, 8 percent of students in grades 9–12 reported being threatened or injured with a weapon in the previous 12 months, and 22 percent reported that illegal drugs were made available to them on school property (*Indicators 4 and 9*). The following section presents key findings from each section of the report.

Violent Deaths

- » From July 1, 2006, through June 30, 2007, there were 27 homicides and 8 suicides of school-age youth (ages 5–18) at school (*Indicator 1*), or about 1 homicide or suicide of a school-age youth at school per 1.6 million students enrolled during the 2006–07 school year.

Nonfatal Student and Teacher Victimization

- » In 2006, students ages 12–18 were victims of about 1.7 million nonfatal crimes at school, including thefts⁴ and violent crimes⁵ (*Indicator 2*).

² School-associated violent death is defined as “a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States.” Victims of school-associated violent deaths included students, staff members, and others who are not students.

³ See appendix B for a detailed definition of “at school.”

⁴ Theft includes purse snatching, pick pocketing, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

⁵ Violent crimes include serious violent crimes and simple assault.

⁶ Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

- » More students ages 12–18 were victims of theft at school than away from school in 2006 (*Indicator 2*). In 2006, 34 thefts per 1,000 students occurred at school compared to 25 thefts per 1,000 students that occurred away from school.⁴
- » In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 3 percent reported theft,⁴ and 2 percent reported violent victimization⁵ (*Indicator 3*). Less than half of a percent of students reported serious violent victimization.⁶
- » In 2007, 10 percent of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the past year, compared to 5 percent of female students (*Indicator 4*).
- » Higher percentages of Black students (10 percent) and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property than White students (7 percent) and American Indian/Alaska Native students (6 percent) (*Indicator 4*).
- » In the 2003–04 school year, a greater percentage of teachers in city schools reported being threatened with injury or physically attacked than teachers in suburban, town, or rural schools (*Indicator 5*). In city schools, 10 percent of teachers were threatened with injury by students, compared to 6 percent of teachers in suburban schools, 5 percent of teachers in town schools, and 5 percent of teachers in rural schools.
- » A greater percentage of secondary school teachers (8 percent) reported being threatened with injury by a student than elementary school teachers (6 percent) (*Indicator 5*). However, a greater percentage of elementary school teachers (4 percent) reported having been physically attacked than secondary school teachers (2 percent).
- » A greater percentage of public than private school teachers reported being threatened with injury (7 vs. 2 percent) or physically attacked (4 vs. 2 percent) by students in school (*Indicator 5*). Among teachers in city schools, generally, there were at least five times as many public school teachers as private school teachers who reported being threatened with injury (12 vs. 2 percent), and at least four times as many public school

teachers as private school teachers who reported being physically attacked (5 vs. 1 percent).

School Environment

- » In 2005–06, 86 percent of public schools reported one or more serious violent incidents,⁷ violent incidents,⁸ thefts of items valued at \$10 or greater, or other crimes had occurred at their school, amounting to an estimated 2.2 million crimes (*Indicator 6*). This figure translates into a rate of 46 crimes per 1,000 students enrolled in 2005–06.
- » There was a range in the number of crimes reported by schools in 2005–06. For example, 46 percent of schools experienced 20 or more violent incidents, compared to 1 percent of schools that experienced 1 or 2 such incidents and 22 percent of schools that reported zero incidents (*Indicator 6*).
- » In 2005–06, 24 percent of public schools reported that student bullying was a daily or weekly problem (*Indicator 7*). With regard to other discipline problems occurring at least once a week, 18 percent of public school principals reported student acts of disrespect for teachers, 9 percent reported student verbal abuse of teachers, 3 percent reported daily or weekly occurrences of racial/ethnic tensions among students, and 2 percent reported widespread disorder in classrooms. With regard to other discipline problems occurring at least once per school year, 17 percent of principals reported undesirable gang activities and 4 percent reported undesirable cult or extremist activities during 2005–06.
- » In 2005–06, a higher percentage of middle schools than primary schools reported various types of discipline problems (*Indicator 7*). Also, a higher percentage of middle schools than high schools reported daily or weekly occurrences of student bullying and student sexual harassment of other students.
- » In 2007, 23 percent of students ages 12–18 reported that there were gangs at their schools (*Indicator 8*). Overall, a smaller percentage of White students (16 percent) and Asian students (17 percent) reported a gang presence at school than Black students (38 percent) and Hispanic students (36 percent).
- » In 2007, 22 percent of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the past 12 months (*Indicator 9*).
- » Ten percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (35 percent) reported seeing hate-related graffiti at school in 2007 (*Indicator 10*).
- » In 2007, 32 percent of students ages 12–18 reported having been bullied at school during the school year (*Indicator 11*). Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent of students said they were tried to make do things they did not want to do or that their property was destroyed on purpose.
- » In 2003–04, 35 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 31 percent reported that student tardiness and class cutting interfered with their teaching (*Indicator 12*). Seventy-two percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 88 percent reported that the principal enforced the school rules.
- » A higher percentage of elementary school teachers than secondary school teachers agreed that school rules were enforced by teachers in their school, even for students not in their class (*Indicator 12*). In 2003–04, 79 percent of elementary teachers reported that school rules were enforced by other teachers, compared to 56 percent of secondary teachers.

⁷ Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Serious violent incidents are a subset of violent incidents.

⁸ Violent incidents include serious violent incidents plus physical attacks or fights without a weapon and threats of physical attacks without a weapon. Serious violent incidents are a subset of violent incidents.

Fights, Weapons, and Illegal Substances

- » In 2007, 36 percent of students in grades 9–12 reported they had been in a fight anywhere, and 12 percent said they had been in a fight on school property during the preceding 12 months (*Indicator 13*). In the same year, 44 percent of males said they had been in a fight anywhere, compared to 27 percent of females, and 16 percent of males said they had been in a fight on school property, compared to 9 percent of females.
- » Eighteen percent of students in grades 9–12 in 2007 reported they had carried a weapon⁹ anywhere, and 6 percent reported they had carried a weapon on school property during the previous 30 days (*Indicator 14*). There were at least three times as many males as females who reported carrying a weapon—either anywhere or on school property—in all survey years. In 2007, for example, 9 percent of males carried a weapon on school property, compared to 3 percent of females, and 29 percent of males carried a weapon anywhere, compared to 7 percent of females.
- » In 2007, 45 percent of students in grades 9–12 reported having consumed at least one drink of alcohol anywhere, and 4 percent reported having consumed at least one drink on school property during the previous 30 days (*Indicator 15*).
- » Twenty percent of students in grades 9–12 in 2007 reported using marijuana anywhere during the past 30 days, and 4 percent reported using marijuana on school property during this period (*Indicator 16*).

Fear and Avoidance

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

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

Discipline, Safety, and Security Measures

- » Forty-eight percent of public schools reported taking at least one serious disciplinary action against a student—including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools—for specific offenses during the 2005–06 school year (*Indicator 19*). Of those serious disciplinary actions, 74 percent were suspensions for 5 days or more, 5 percent were expulsions, and 20 percent were transfers to specialized schools.
- » In the 2005–06 school year, 5 percent of public schools reported performing drug testing on athletes and 3 percent reported doing so for students in other extracurricular activities (*Indicator 20*). A higher percentage of public high schools than middle or primary schools reported performing drug tests on students: 13 percent of high schools reported performing drug tests on athletes, compared to 7 percent of middle schools and 1 percent of primary schools.
- » The majority of students ages 12–18 reported that their school had a student code of conduct (96 percent) and a requirement that visitors sign in (94 percent) in 2007 (*Indicator 21*). Metal detectors were the least commonly observed security measure. Ten percent of students reported the use of metal detectors at their school.

⁹ Such as a gun, knife, or club.

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Foreword

Indicators of School Crime and Safety: 2008 provides the most recent national indicators on school crime and safety. The information presented in this report is intended to serve as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

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

The 2008 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from a study of violent deaths in

schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES.

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

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Introduction

Introduction

Our nation's schools should be safe havens for teaching and learning free of crime and violence. Even though a smaller percentage of students are victims of a serious violent crime at school¹ than away from school (*Indicators 1 and 2*), any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Henry 2000). For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties (Crick and Bigbee 1998; Crick and Grotpeter 1996; Nansel et al. 2001; Prinstein, Boergers, and Vernberg 2001; Storch et al. 2003), victimized children are more prone to truancy (Ringwalt, Ennett, and Johnson 2003), poor academic performance (Wei and Williams 2004; MacMillan and Hagan 2004), dropping out of school (Beauvais et al. 1996; MacMillan and Hagan 2004), and violent behaviors (Nansel et al. 2003). For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether (Karcher 2002; Smith and Smith 2006).

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

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2008 is the eleventh in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an

array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2008 is organized into sections that delineate specific concerns to readers, starting with a description of the most serious violent crimes. The sections cover Violent Deaths; Nonfatal Student and Teacher Victimization; School Environment; Fights, Weapons, and Illegal Substances; Fear and Avoidance; and Discipline, Safety, and Security Measures. Each section contains a set of indicators that, taken together, aim to describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.² Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A glossary of terms and a reference section appear at the end of the report. Standard errors for the estimate tables are available online.

This year's report contains updated data for 15 indicators: violent deaths (*Indicator 1*), nonfatal student victimization (*Indicator 2*), the prevalence of victimization at school (*Indicator 3*), threats and injuries with weapons on school property (*Indicator 4*), students' reports of gangs at school (*Indicator 8*), students' reports of drug availability on school property (*Indicator 9*), students' reports of being called hate-related words and seeing hate-related graffiti (*Indicator 10*), bullying at school and cyberbullying anywhere (*Indicator 11*), physical fights on school property and anywhere (*Indicator 13*), students carrying weapons on school property and anywhere (*Indicator 14*), students' use of alcohol on school property and anywhere (*Indicator 15*), students' use of marijuana on school property and anywhere (*Indicator 16*), students' perceptions of personal safety at school and away from school (*Indicator 17*), students' reports of avoiding school activities or specific places in school (*Indicator 18*), and students' reports of safety and security measures observed at school (*Indicator 21*). In addition, two new tables on violent and other crime incidents at school and those reported to the police by the number of incidents have been added to *Indicator 6*.

² Data in this report are not adjusted to reflect the number of hours that youths spend on school property versus the number of hours they spend elsewhere.

¹ See appendix B for a detailed definition of "at school."

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

Data

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

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on select security and safety measures used in schools. *Indicator 20* uses data collected from a survey of principals about safety and security practices used in their schools during the 2005–06 school year. *Indicator 21*, however, uses data collected from 12- through 18-year-olds residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2007, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent crime at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of crime, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Figure A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that

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

Data trends are discussed in this report when possible. Where trends are not discussed, either the data are not available in earlier surveys or the wording of the survey question changed from year to year, eliminating the ability to discuss any trend. For example, in *Indicator 11*, which reports on bullying using data from the School Crime Supplement survey, the 2007 questionnaire was revised to include information on cyber-bullying. Due to this change, the text of this indicator is no longer presenting trend information. For *Indicator 2*, due to changes in survey methodology in the 2006 National Crime Victimization Survey that mainly affected rural areas, national-level estimates were not comparable to estimates based on data from previous years. For *Indicators 3, 8, 10, 17, and 18*, due to changes in survey methodology in the 2007 School Crime Supplement data file that mainly affected rural areas, estimates for urbanicity were suppressed on the data file. For more information on the National Crime Victimization Survey and School Crime Supplement, please see appendix A.

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. Throughout this report, in cases where the standard error was at least 30 percent of the

associated estimate, the estimates were noted with a “!” symbol (interpret data with caution). In cases where the standard error was greater than 50 percent of the associated estimate, the estimate was suppressed. See appendix A for more information.

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student’s *t* statistic, which tests the difference between two sample estimates. Linear trend tests were used when differences among percentages were examined relative to interval categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students who reported using drugs increased (or

decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables.

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

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

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

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

¹ Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.

² In 2007, the reference period was the school year. In all other survey years, the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.

³ Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire.

Violent Deaths

| | |
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| Violent Deaths at School and Away From School | 6 |
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| Figure 1.2 | 7 |

Indicator 1

Violent Deaths at School and Away From School

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

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. From July 1, 2006, through June 30, 2007, there were 55 school-associated violent deaths in elementary and secondary schools in the United States (tables 1.1 and 1.2).³ In this indicator, a school-associated violent death is defined as “a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States.” Victims of school-associated violent deaths include students, staff members, and others who are not students. School-associated violent deaths include violent deaths that occurred while the victim was on the way to or returning from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. At-school and away-from-school homicide and suicide data were drawn from a number of sources. Data for school-associated violent deaths for the 2006–07 school year are preliminary. Data for total suicides are available for 2005 and total homicides are available for 2005–06.⁴

The most recent data available for the total number of homicides of school-age youth are from the 2005–06 school year (figure 1.1 and table 1.1), during which there were 1,646 homicides. In the 2005 calendar

year, there were 1,408 suicides of school-age youth. From July 1, 2006, through June 30, 2007, there were 27 homicides and 8 suicides of school-age youth (ages 5–18) at school (figure 1.2 and table 1.1). In each year during the period 1992–93 to 2005–06, there were generally at least 50 times as many murders of youth away from school than at school and generally at least 140 times as many suicides of youth away from school than at school.⁴ During the 2006–07 school year, there were approximately one homicide or suicide of a school-age youth at school per 1.6 million students enrolled.⁵

Between July 1, 1992, and June 30, 1999, no consistent pattern of increase or decrease was observed in the number of homicides at school (figure 1.2 and table 1.1). During this period, between 28 and 34 homicides of school-age youth occurred at school in each school year. The number of homicides of school-age youth at school was lower during the 1999–2000 school year than during the 1998–1999 school year (13 vs. 33 homicides). The number of homicides of school-age youth at school increased from 14 to 22 between the 2000–01 and 2003–04 school years, and then declined to 19 by the 2005–06 school year. In 2006–07, the number of homicides of school-age youth was 27. The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years even though the absolute number of homicides of school-age youth at school varied to some degree across the years. Between the 1992–93 and 2006–07 school years, from 1 to 9 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides.

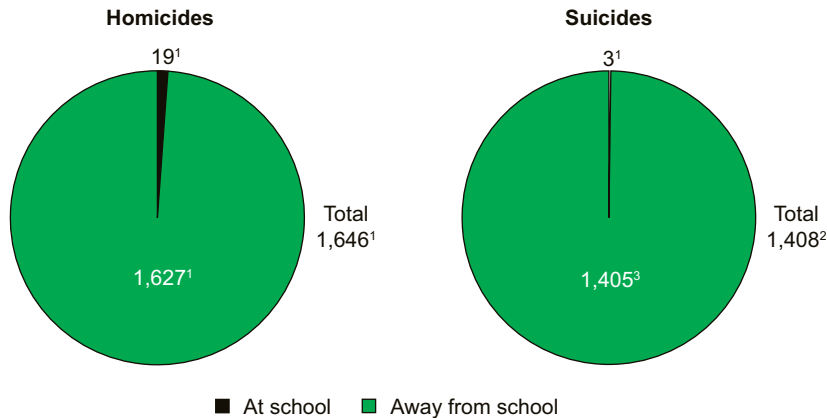
³ Between July 1, 2006, and June 30, 2007, there were 55 student, staff, and nonstudent school-associated violent deaths, including 40 homicides, 12 suicides, 2 legal interventions, and 1 unintentional firearm-related death (table 1.2).

⁴ Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing violent deaths at school to total violent deaths. Data for total suicides (2006) and total homicides (2006–2007) are not yet available.

⁵ The total number of students enrolled in prekindergarten through 12th grade during the 2006–07 school year was 55,394,000 (U.S. Department of Education 2009).

This indicator has been updated to include 2006–07 data. For more information: Tables 1.1 and 1.2 and Centers for Disease Control and Prevention (2008a).

Figure 1.1. Number of homicides and suicides of youth ages 5–18, by location: 2005–06



¹ Youth ages 5–18 from July 1, 2005, through June 30, 2006.

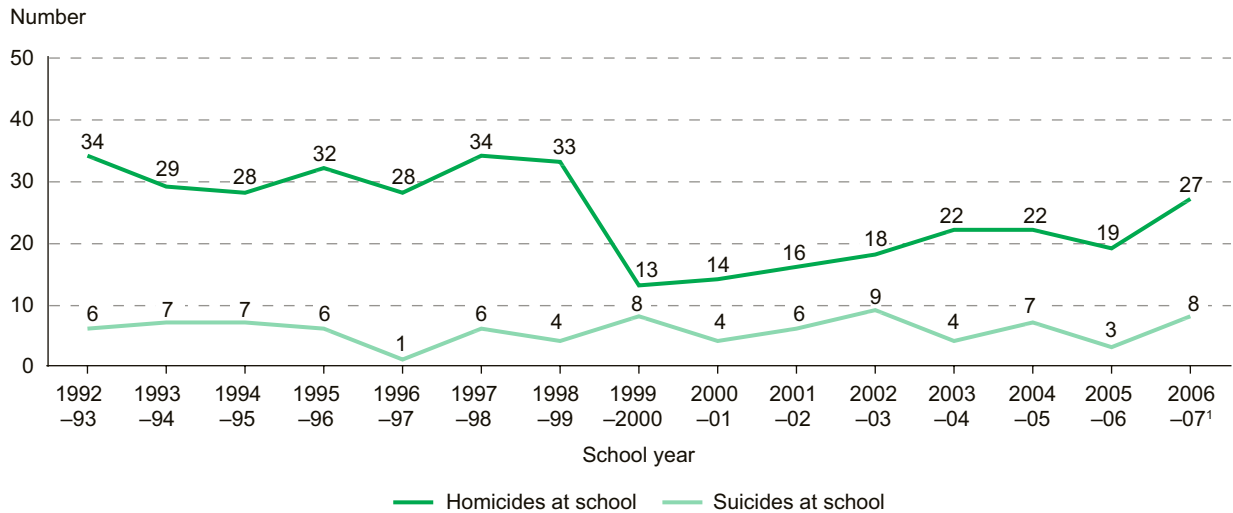
² Youth ages 5–18 in the 2005 calendar year.

³ This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.

NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Due to missing data for suicides and homicides for the 2006–07 school year, this figure contains data for the 2005–06 school year. Estimates were revised and may differ from previously published data.

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), 2005–06 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2008); 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) 1999–2005, retrieved July 2008 from <http://www.cdc.gov/ncipc/wisqars>; and data on total homicides of youth ages 5–18 for the 2005–06 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (May 2008).

Figure 1.2. Number of homicides and suicides of youth ages 5–18 at school: 1992–2007



¹ 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. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 1992–2007 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2008).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away

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| Figure 2.1 | 11 |
| Figure 2.2 | 11 |

Indicator 3

Prevalence of Victimization at School.....

| | |
|------------------|----|
| Figure 3.1 | 13 |
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Indicator 4

Threats and Injuries With Weapons on School

| | |
|------------------|----|
| Property..... | 14 |
| Figure 4.1 | 15 |
| Figure 4.2 | 15 |

Indicator 5

Teachers Threatened With Injury or Physically

| | |
|----------------------------|----|
| Attacked by Students | 16 |
| Figure 5.1 | 17 |
| Figure 5.2 | 17 |

Indicator 2

Incidence of Victimization at School and Away From School

In 2006, the rate for serious violent crime was lower at school than away from school, while the rate for theft was higher at school than away from school. There was no measurable difference between the victimization rates for violent crime at school and away from school.

Theft and violence both at school and while going to and from school can lead to a disruptive and threatening environment, physical injury, emotional stress, and can be an obstacle to student achievement (MacMillan and Hagan 2004; Elliot, Hamburg, and Williams 1998). In 2006, data from the National Crime Victimization Survey⁶ showed that students ages 12–18 were victims of about 1.7 million nonfatal crimes (theft⁷ plus violent crime⁸) while they were at school⁹ and about 1.3 million nonfatal crimes while they were away from school in 2006 (table 2.1).^{10,11} These figures represent total crime victimization rates of 63 crimes per 1,000 students at school, and 49 crimes per 1,000 students away from school (table 2.1).

In 2006, students were victims of 909,500 crimes of theft at school and 659,400 crimes of theft away from school. This translates into 34 thefts per

1,000 students at school, compared to 25 thefts per 1,000 students away from school. There was no measurable difference between the victimization rates for violent crime at school and away from school. At school there were 29 violent crimes per 1,000 students. Away from school, there were 24 violent crimes per 1,000 students. The rate for serious violent crime¹² was lower at school than away from school in 2006. Students age 12–18 were victims of 6 serious violent crimes per 1,000 students at school, compared to 11 serious violent crimes per 1,000 students away from school.

The victimization rates for students ages 12–18 varied according to certain student characteristics in 2006. A greater rate of older students (ages 15–18) than younger students (ages 12–14) were victims of crime away from school (figures 2.1 and 2.2 and tables 2.2 and 2.3). No measurable difference was found by age when it came to victimization at school.

Students living in households with incomes of \$75,000 or more had a lower rate of total crime victimization at school than students living in households with incomes of \$49,999 or less. They also had a lower rate of total crime victimization away from school than students living in households with incomes of \$74,999 or less. Though there was generally no measurable difference between students living in households with different income levels when it came to rates of theft at or away from school, significant differences were seen when looking at violent crime experienced at or away from school. Students living in households with incomes of \$75,000 or more had a lower rate of violent crime victimization at school and away from school than students living in households with incomes of \$49,999 or less.

⁶ Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

⁷ 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.

⁸ Violent crimes include serious violent crimes and simple assault.

⁹ “At school” includes inside the school building, on school property, or on the way to or from school.

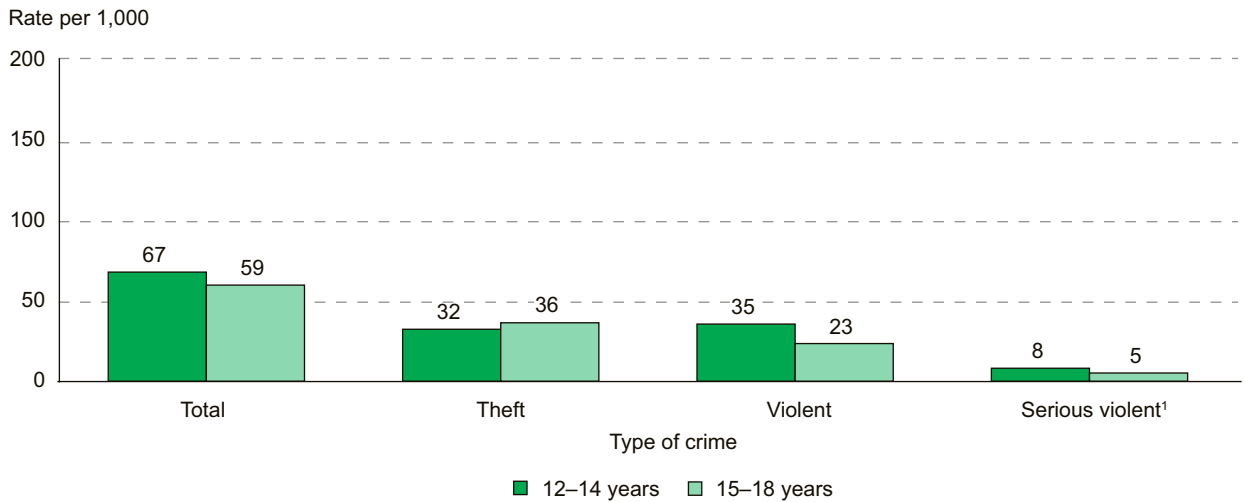
¹⁰ Due to changes in survey methodology in 2006 that mainly affected rural areas, 2006 estimates are not comparable to estimates based on NCVS data from previous years. For more information, please see appendix A.

¹¹ “Students” refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

¹² Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2006 data. For more information: Tables 2.1, 2.2, and 2.3; Eaton et al. (2007); and MacMillan and Hagan (2004).

Figure 2.1. Rate of student-reported nonfatal crimes against students ages 12–18 at school per 1,000 students, by age and type of crime: 2006

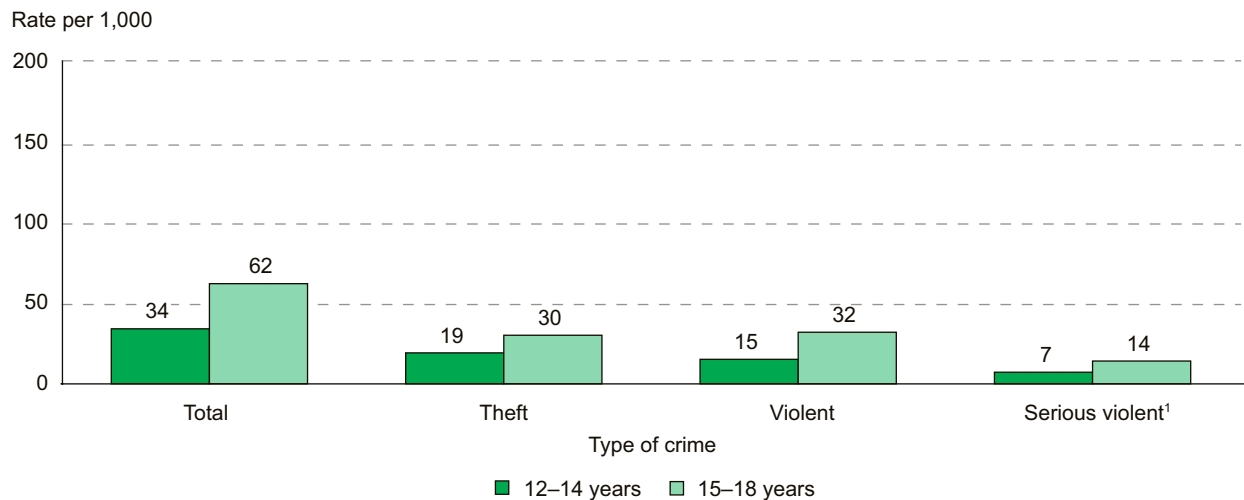


¹ Serious violent crimes are also included in violent crimes.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2006.

Figure 2.2. Rate of student-reported nonfatal crimes against students ages 12–18 away from school per 1,000 students, by age and type of crime: 2006



¹ Serious violent crimes are also included in violent crimes.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2006.

Indicator 3

Prevalence of Victimization at School

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

Theft is the most frequent type of nonfatal victimization in the United States (U.S. Department of Justice 2007). Data from the School Crime Supplement^{13,14} show the percentage of students ages 12–18 who reported criminal victimization at school¹⁵ during the previous 6 months. In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 3 percent of students reported theft,¹⁶ 2 percent reported violent victimization¹⁷ (figure 3.1 and table 3.1), and less than half of a percent reported serious violent victimization.¹⁸

In 2007, the prevalence of victimization varied somewhat according to student characteristics. For all types of victimization, no measurable differences

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

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

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

¹³ In 2005 and 2007, the unit response rate for the SCS survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

¹⁴ Although *Indicators 2 and 3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

¹⁵ “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

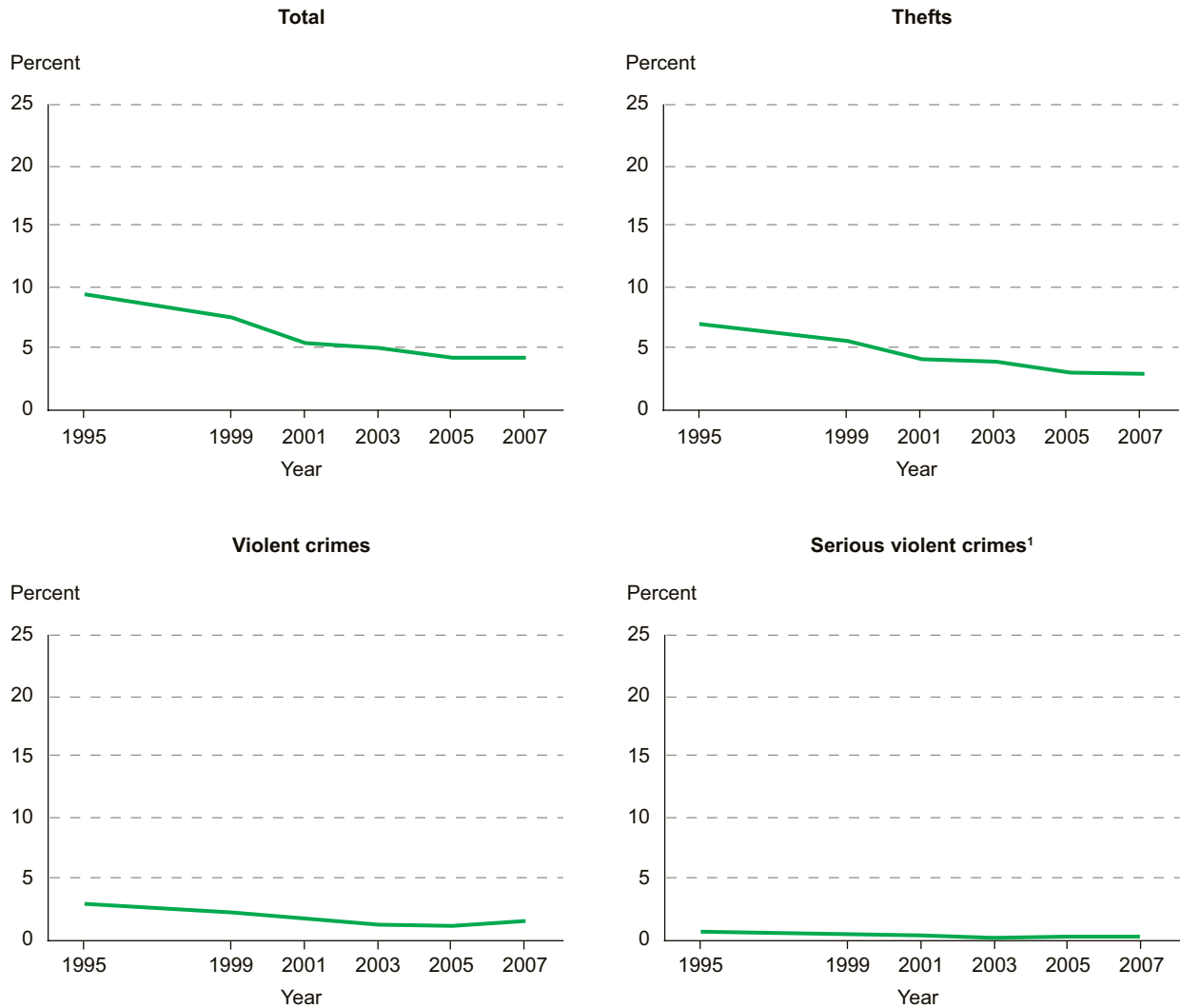
¹⁶ Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

¹⁷ Violent victimization includes serious violent crimes and simple assault.

¹⁸ Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2007 data. For more information: Tables 3.1 and Bauer et al. (2008).

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



¹ Serious violent crimes are also included in violent crimes.

NOTE: Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Estimates were revised and may differ from previously published data.

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

Indicator 4

Threats and Injuries With Weapons on School Property

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

Every year, some students are threatened or injured with a weapon while they are on school property.¹⁹ The percentage of students victimized in this way provides an important measure of how safe our schools are, and how school safety has changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2007, 8 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). From 1993 through 2007, the percentage of students who were threatened or injured with a weapon fluctuated between 7 and 9 percent.

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

¹⁹ “On school property” was not defined for survey respondents.

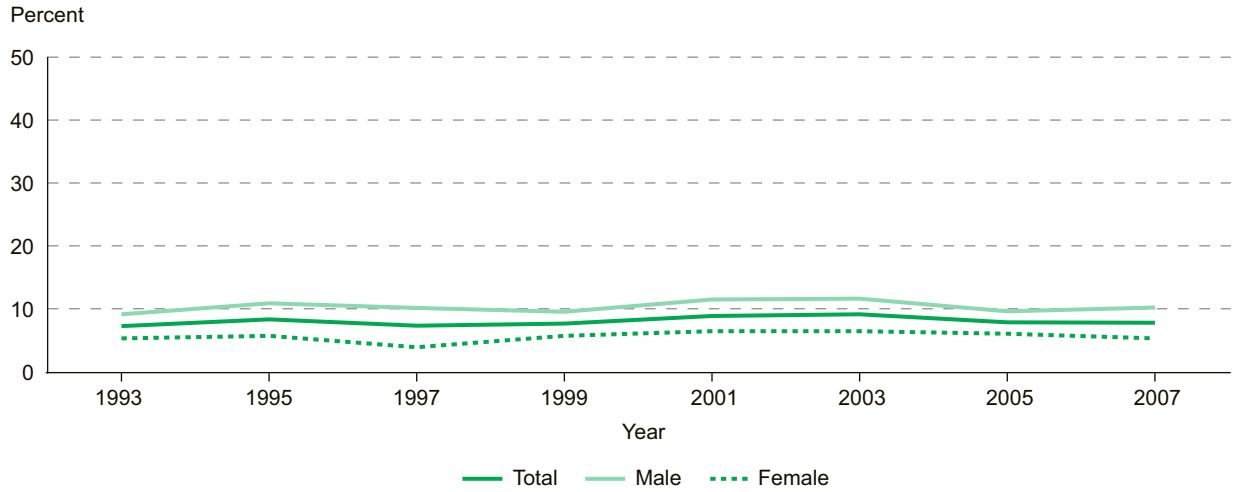
For example, in 2007, 9 percent of 9th-graders and 8 percent of 10th-graders reported that they were threatened or injured with a weapon on school property, compared with 7 percent of 11th-graders and 6 percent of 12th-graders.

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

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

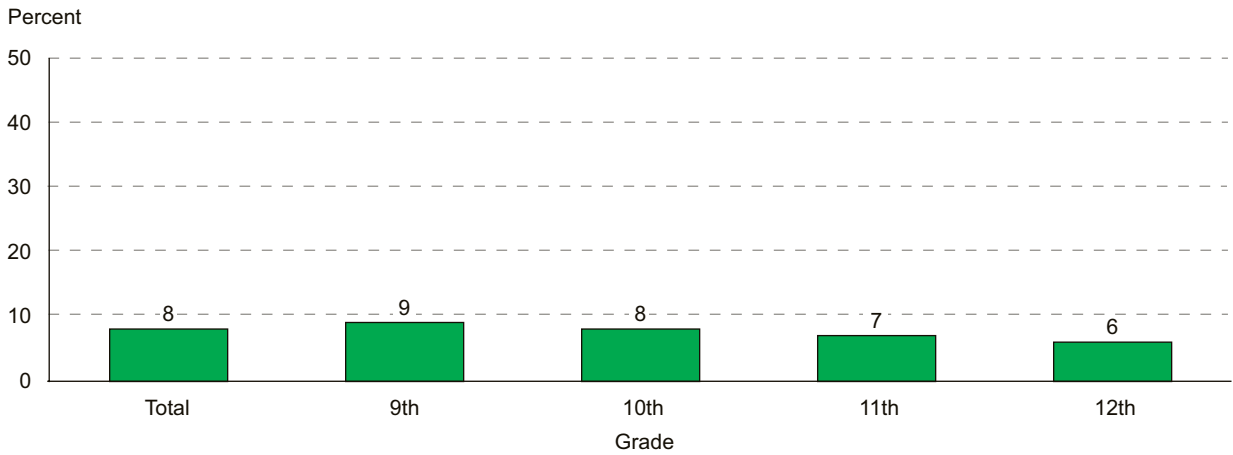
This indicator has been updated to include 2007 data. For more information: Tables 4.1 and 4.2 and Centers for Disease Control and Prevention (2008b).

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



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

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



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

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

In the 2003–04 school year, a greater percentage of public school teachers in city schools than their peers in suburban, town, or rural schools reported being threatened with injury or physically attacked.

Students are not the only victims of intimidation or violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student from their school in the previous 12 months. A smaller percentage of teachers, 7 percent, were threatened with injury by a student from their school in the 2003–04 school year than in 1993–94 and 1999–2000 school years, 12 and 9 percent respectively (figure 5.1 and table 5.1). A smaller percentage of teachers reported being physically attacked in 2003–04, 3 percent, than in 1993–94, 4 percent (table 5.2).

A greater percentage of teachers in city schools reported being threatened with injury or physically attacked in 2003–04 than teachers in suburban, town, or rural schools (figure 5.2 and tables 5.1 and 5.2). For example, in 2003–04, 10 percent of teachers in city schools were threatened with injury by students, compared to 6 percent of teachers in suburban schools, 5 percent of teachers in town schools, and 5 percent of teachers in rural schools. Five percent of teachers in city schools were physically attacked by students, compared to 3 percent of teachers in suburban schools, 3 percent of teachers in town schools, and 2 percent of teachers in rural schools. A greater percentage of teachers in suburban schools reported being threatened with injury or physically attacked than teachers in rural schools.

In the 2003–04 school year, teachers' reports of being threatened or physically attacked by students varied according to the level of their school. A greater

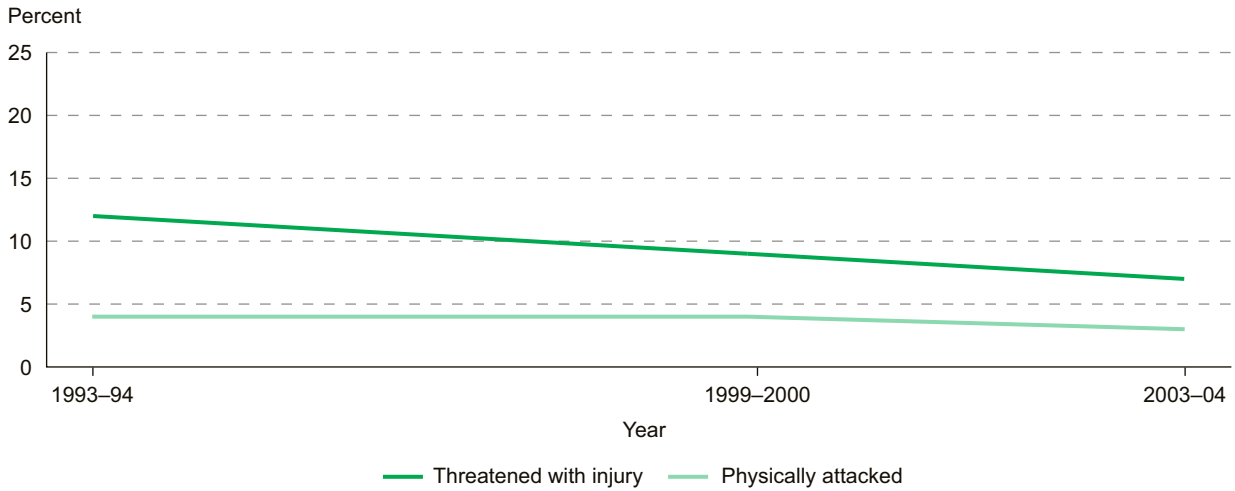
percentage of secondary school teachers, 8 percent, reported being threatened with injury by a student than elementary school teachers, 6 percent (table 5.1). However, a greater percentage of elementary school teachers, 4 percent, reported having been physically attacked than secondary school teachers, 2 percent (table 5.2). Generally, a greater percentage of elementary and secondary teachers in city schools reported being threatened with injury or physically attacked than elementary or secondary teachers in suburban, town, or rural schools (figure 5.2). For example, in the 2003–04 school year, 12 percent of secondary teachers in city schools reported being threatened with injury compared to 7 percent of secondary suburban school teachers, and 6 percent of town and rural secondary school teachers.

A greater percentage of public than private school teachers reported being threatened with injury (7 vs. 2 percent) or physically attacked (4 vs. 2 percent) by students in school (tables 5.1 and 5.2). Among teachers in city schools, generally, there were at least five times as many public school teachers as private school teachers who reported being threatened with injury (12 vs. 2 percent) and at least four times as many public school teachers as private school teachers who reported being physically attacked (5 vs. 1 percent).

Public school teachers' reports of being threatened with injury or physically attacked varied among states. In 2003–04, the percentage of public school teachers who reported being threatened in the previous 12 months ranged from 4 to 18 percent (table 5.3), and the percentage who were physically attacked ranged from 1 to 7 percent (table 5.4).

This indicator repeats information from the 2007 Indicators of School Crime and Safety report. For more information: Tables 5.1, 5.2, 5.3, and 5.4, appendix B for definitions of school levels and urbanicity codes, and Strizek et al. (2006).

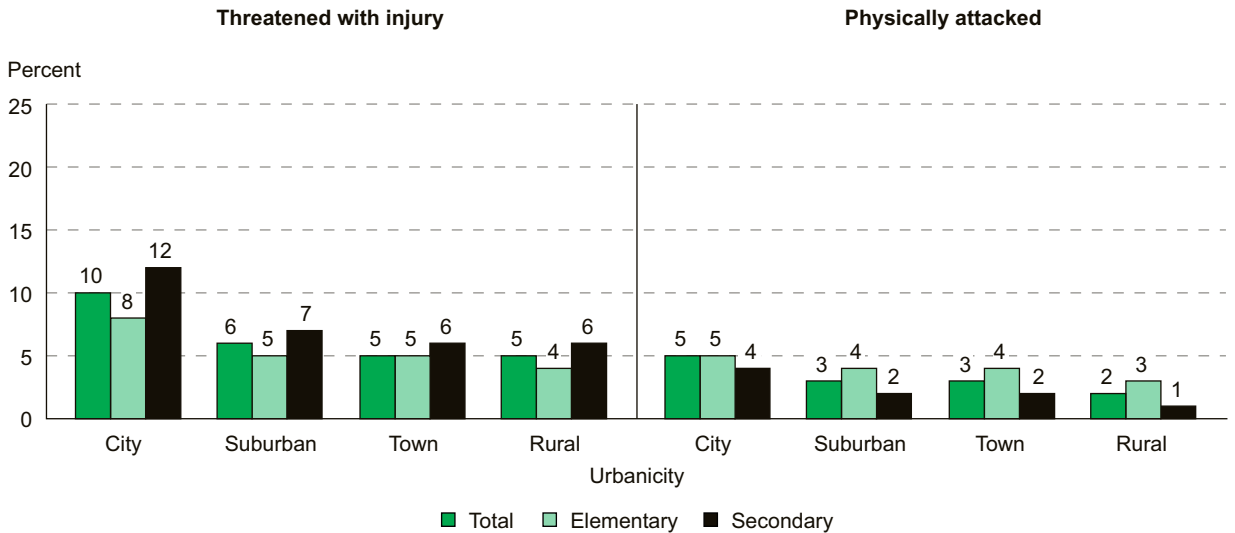
Figure 5.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Various school years, 1993–94, 1999–2000, and 2003–04



NOTE: Teachers who taught only prekindergarten students are excluded.

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

Figure 5.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and instructional level: School year 2003–04



NOTE: Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition. Teachers who taught only prekindergarten students are excluded. The public sector includes public, public charter, and Bureau of Indian Affairs school teachers. Population size for teachers is 3,704,000 in 2003–04.

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

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School Environment

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Indicator 6

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

In 2005–06, 78 percent of public schools experienced one or more violent incidents of crime, 17 percent experienced one or more serious violent incidents, 46 percent experienced one or more thefts, and 68 percent experienced another type of crime.

This indicator presents the percentage of public schools that experienced one or more specified crimes, the total number of these crimes reported by schools, and the rate of crimes per 1,000 students. These data are also presented for the crimes that were reported to the police. In the School Survey on Crime and Safety, public school principals were asked to provide the number of serious violent incidents,²⁰ violent incidents,²¹ thefts of items valued at \$10 or greater without personal confrontation, and other incidents²² that occurred at their school,²³ as well

as the number of these incidents reported to the police. During the 2005–06 school year, 86 percent of public schools reported that one or more incidents of these crimes had taken place, amounting to an estimated 2.2 million crimes (figure 6.1 and table 6.1). This figure translates into a rate of 46 crimes per 1,000 students enrolled in 2005–06. During the same year, 61 percent of schools reported an incident of one of the specified crimes to the police, amounting to about 763,000 crimes—or 16 crimes per 1,000 students enrolled.

²⁰ Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

²¹ Violent incidents include serious violent incidents plus physical attacks or fights without a weapon and threats of physical attacks without a weapon.

²² Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

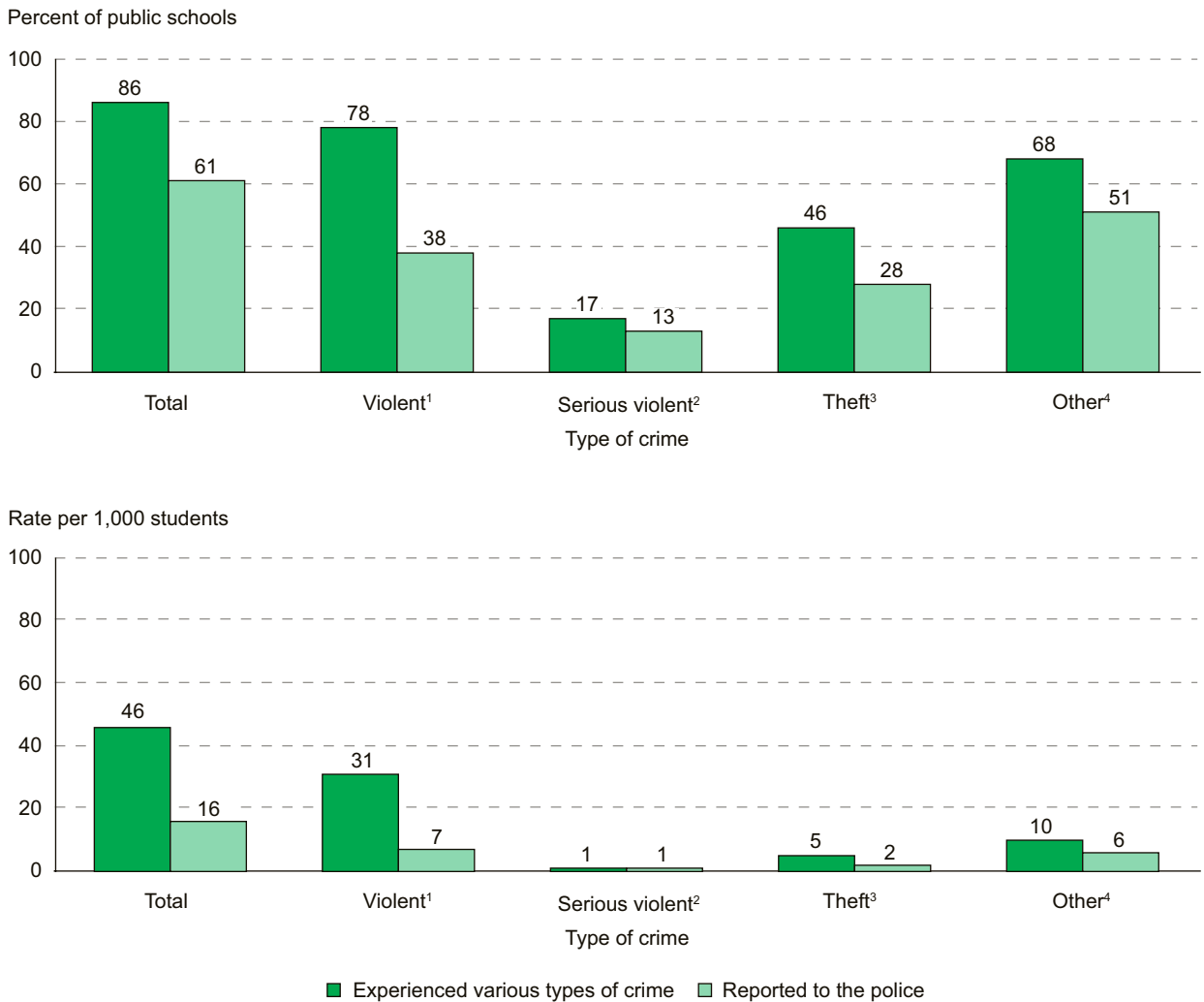
²³ “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

In 2005–06, 78 percent of schools experienced one or more violent incidents of crime, 17 percent experienced one or more serious violent incidents, 46 percent experienced one or more thefts, and 68 percent experienced one or more other incidents. Thirty-eight percent of public schools reported at least one violent incident to police, 13 percent reported at least one serious violent incident to police, 28 percent reported at least one theft to police, and 51 percent reported one or more of the other incidents to police.

(Indicator 6 continued on page 22.)

This indicator has been modified. For more information: Tables 6.1, 6.2, 6.3, 6.4, and 6.5; appendix B for definitions of school levels and urbanicity; and Nolle, Guerino, and Dinkes (2007).

Figure 6.1. Percentage of public schools experiencing and reporting to the police incidents of crime and the rate per 1,000 students, by type of crime: School year 2005–06



¹ Violent incidents include serious violent incidents plus physical attacks or fights without a weapon and threats of physical attacks without a weapon.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

The percentage of public schools with incidents of crime was lower in 2005–06 than in 2003–04. In 2003–04, 89 percent of schools experienced crimes, compared to 86 percent of schools in 2005–06 (figure 6.3 and table 6.1). The percentage of schools with crimes in 2005–06 was not measurably different from the percentage of schools with crimes in 1999–2000. The percentage of public schools that reported crimes to the police followed a similar pattern. In 1999–2000, 62 percent of schools reported crimes to the police; in 2003–04, 65 percent of schools reported crimes to the police; and, in 2005–06, 61 percent of schools did so.

There was a range in the number of crimes reported by schools in 2005–06. For example, 46 percent of schools experienced 20 or more violent incidents compared to 1 percent that experienced 1 or 2 such incidents and 22 percent that reported zero incidents (figure 6.2 and table 6.4). Although 83 percent of schools reported zero incidents of serious violent crime, about 2 percent experienced 1 serious violent incident, 4 percent experienced 2 serious violent incidents, 6 percent experienced 3 to 5 serious violent incidents, 2 percent experienced 6 to 9 serious violent incidents, and 3 percent experienced 10 or more such incidents (figure 6.2 and table 6.5). Similarly, there also was a substantial range in the number of incidents reported to the police. For

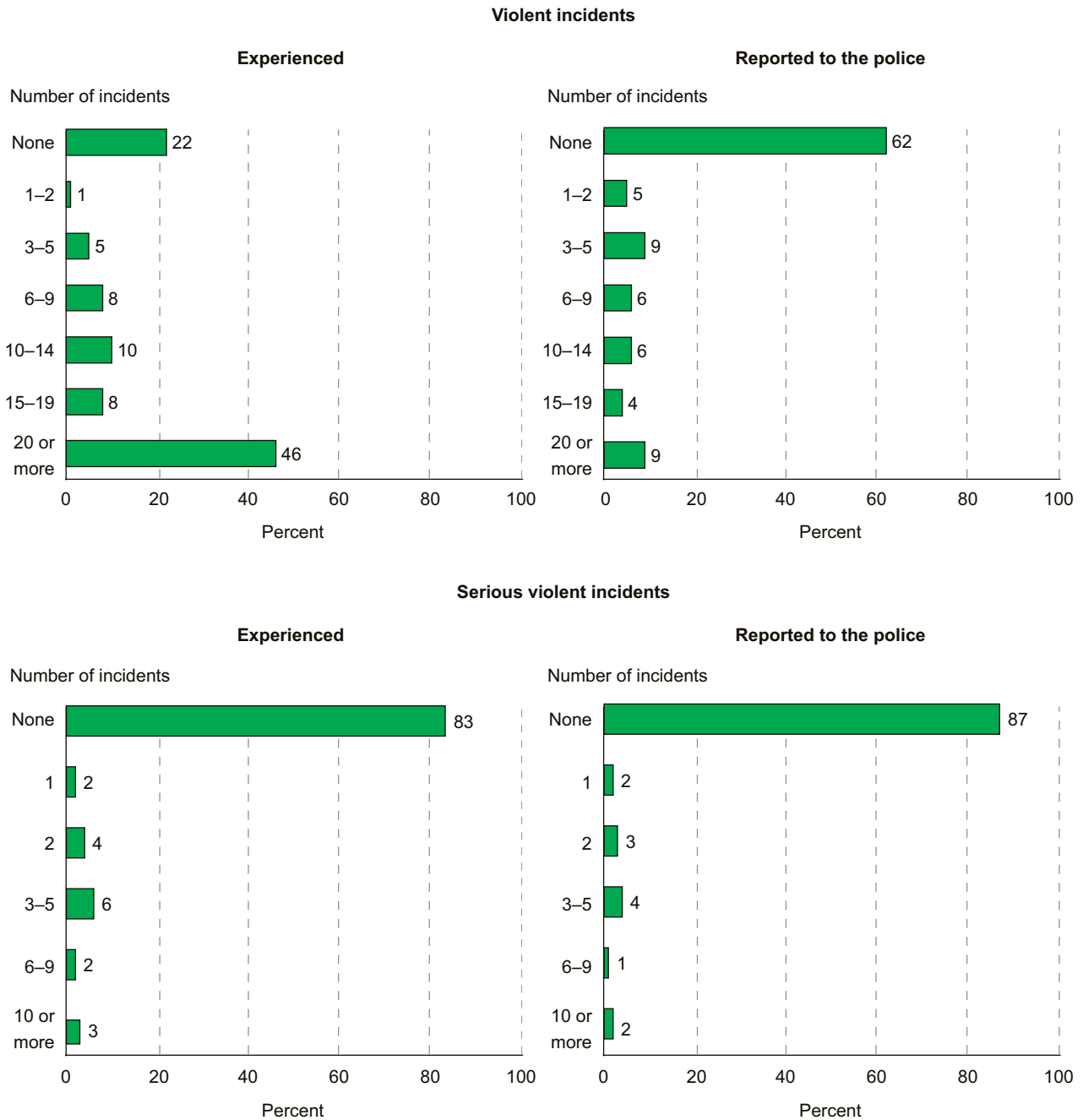
example, 62 percent of schools reported zero incidents of violent crime to the police compared to 5 percent that reported 1 or 2 violent incidents and 9 percent that reported 20 or more such incidents (figure 6.2 and table 6.4).

The percentage of schools that experienced violent crime also varied by school characteristic and number of incidents. A larger percentage of city schools (53 percent) reported 20 or more violent incidents than urban fringe schools (42 percent) and rural schools (43 percent). There was no measurable difference in the percentage of city schools and town schools that experienced 20 or more violent incidents in 2005–06.

As the percentage of students eligible for free or reduced-price lunch increased, so did the percentage of schools reporting experiencing 20 or more violent incidents. In 2005–06, 55 percent of schools where more than 50 percent of the students were eligible for free or reduced-price lunch experienced 20 or more violent incidents compared to 29 percent of schools where 20 percent or less of the students were eligible for free or reduced-price lunch. The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

(Indicator 6 continued on page 24.)

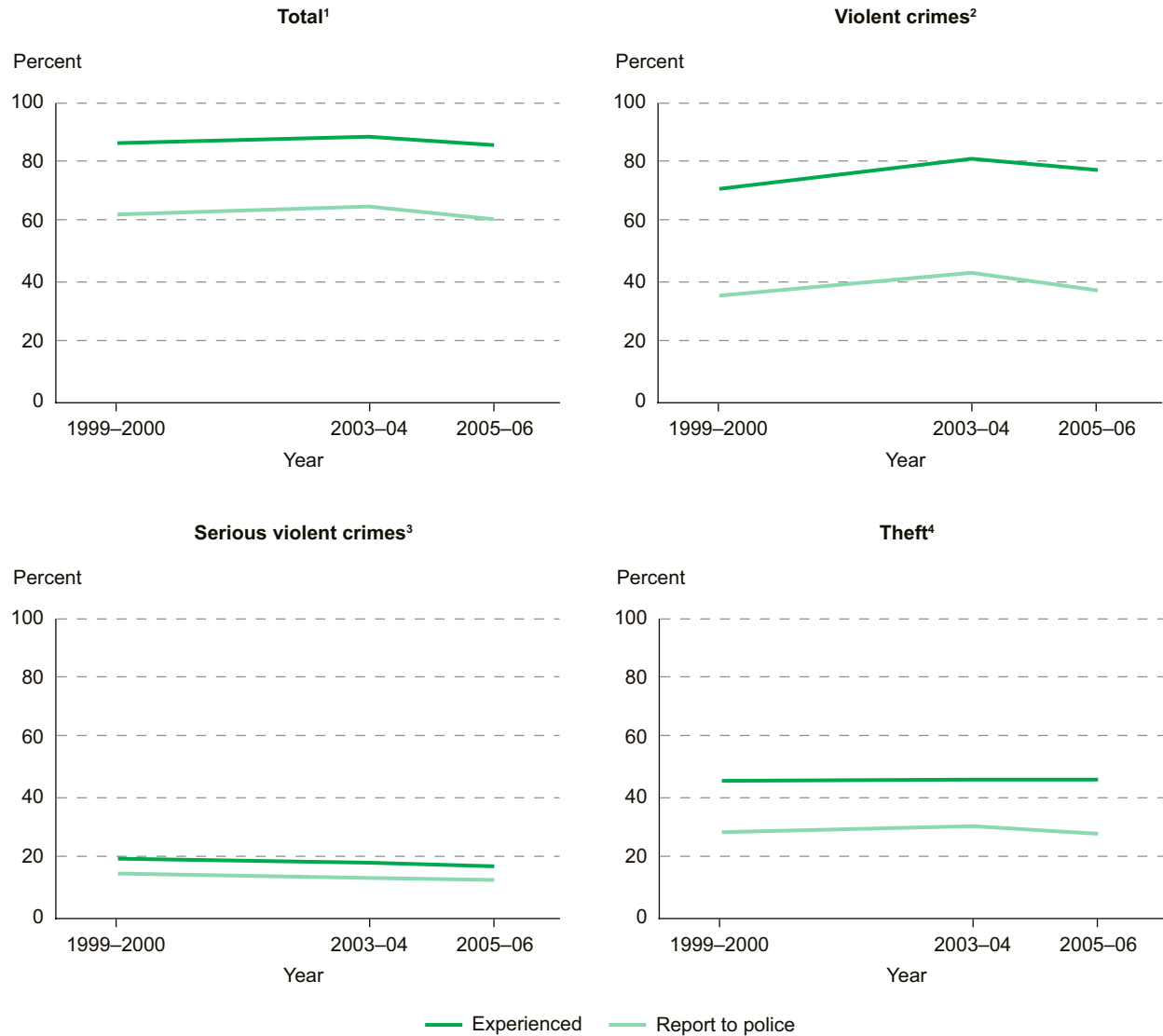
Figure 6.2. Percentage of public schools experiencing and reporting to the police violent and serious violent incidents of crime, by the number of incidents: School year 2005–06



NOTE: Violent incidents include serious violent incidents plus physical attacks or fights without a weapon and threats of physical attacks without a weapon. Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Figure 6.3. Percentage of public schools experiencing and reporting to the police incidents of crime, by type of crime: Various school years, 1999–2000, 2003–04, and 2005–06



¹ Total incidents include violent incidents, thefts, and other incidents such as possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.

² Violent incidents include serious violent incidents plus physical attacks or fights without a weapon and threats of physical attacks without a weapon.

³ Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

⁴ Theft/larceny includes taking things worth over \$10 without personal confrontation. Please see appendix B for a more detailed definition.

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

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

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Indicator 7

Discipline Problems Reported by Public Schools

Between 1999–2000 and 2005–06, the percentage of principals reporting student bullying as a frequently occurring discipline problem declined from 29 to 24 percent and student verbal abuse of teachers declined from 13 to 9 percent.

The existence of discipline problems in a school may contribute to an environment that facilitates school violence and crime. In the School Survey on Crime and Safety, school principals were asked how often certain disciplinary problems happen in their schools.²⁴ This indicator examines the daily or weekly occurrence of student racial tensions, bullying, sexual harassment of other students, verbal abuse of teachers, widespread classroom disorder, and acts of disrespect for teachers in public schools. It also looks at occurrences of undesirable gang and cult activities, and due to the severe nature of these incidents, presents all reports of gang and cult activities during the school year.

Twenty-four percent of public schools reported that bullying occurred among students on a daily or weekly basis and 18 percent reported that student acts of disrespect for teachers took place on a daily or weekly basis during the 2005–06 school year (figure 7.1 and table 7.1). With regard to other frequently occurring discipline problems in public schools (those occurring at least once a week), 9 percent of principals reported student verbal abuse of teachers, 3 percent reported student sexual harassment of other students, 3 percent reported student racial/ethnic tensions, and 2 percent reported widespread disorder in classrooms. Seventeen percent of public schools reported that undesirable gang activities and 4 percent reported that undesirable cult or extremist activities had happened at all during 2005–06. The percentage of principals reporting that student bullying and student verbal abuse of teachers occurred at least once a week declined between

1999–2000 and 2005–06 (table 7.1). During this period, the percentage of principals reporting student bullying as a frequently occurring discipline problem declined from 29 to 24 percent and student verbal abuse of teachers declined from 13 to 9 percent.

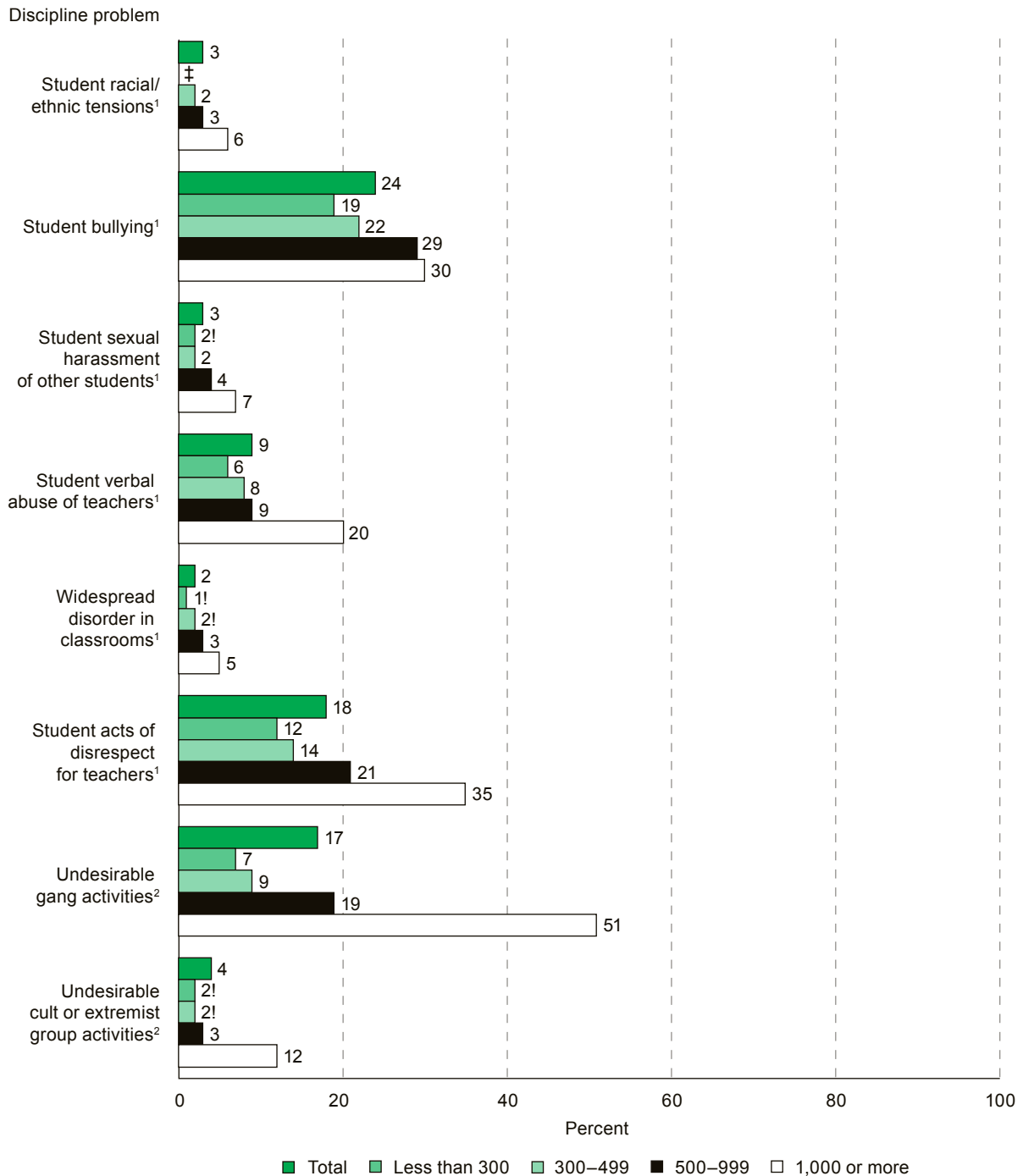
Discipline problems reported by public schools varied by school characteristics in 2005–06. In general, the percentage of principals reporting discipline problems was higher in large schools than in small schools (figure 7.1 and table 7.2). For example, 35 percent of principals at schools with 1,000 or more students reported that student acts of disrespect for teachers occurred at least once a week, whereas 12 percent at schools with less than 300 students reported this discipline problem. Also, in 2005–06, a higher percentage of middle schools than primary schools reported various types of discipline problems. Also, a higher percentage of middle schools than high schools reported daily or weekly occurrences of student bullying and student sexual harassment of other students.

In 2005–06, the percentage of schools reporting the discipline problems of widespread disorder in the classroom, student acts of disrespect for teachers, student verbal abuse of teachers, and undesirable gang activities was generally smaller for schools where 20 percent or fewer of the students were eligible for free or reduced-price lunch than for schools where more than 50 percent of the students were eligible (table 7.2). For example, 14 percent of schools where more than 50 percent of the students were eligible for free or reduced-price lunch reported the daily or weekly occurrence of student verbal abuse of teachers compared to 3 percent of schools where 20 percent or fewer of the students were eligible. The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

²⁴ “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

This indicator repeats information from the 2007 Indicators of School Crime and Safety report. For more information: Tables 7.1 and 7.2; appendix B for definitions of school levels; and Nolle, Guerino, and Dinkes (2007).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by school enrollment size: School year 2005–06



! Interpret data with caution.

‡ Reporting standards not met.

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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 83,200 public schools. Estimates were revised and may differ from previously published data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Indicator 8

Students' Reports of Gangs at School

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

Gangs are organized groups often involved in drugs, weapons trafficking, and violence. Gangs at school can be disruptive to the school environment because their presence may incite fear among students and increase the level of school violence (Laub and Lauritsen 1998). In the School Crime Supplement²⁵ to the National Crime Victimization Survey, students ages 12–18 were asked if gangs were present at their school.²⁶

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

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

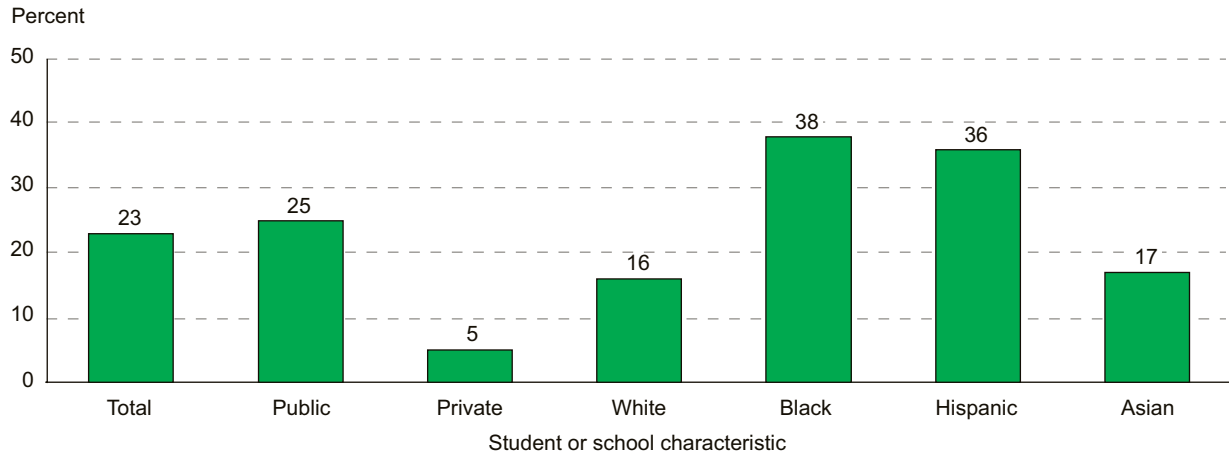
The total percentage of students who reported the presence of gangs at school was higher in 2005 (24 percent) than in 2003 (21 percent); however there was no measurable change in the percentage of students who reported the presence of gangs at school between the two most recent survey years (2005 and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

²⁵ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.

²⁶ “At school” includes the school building, on school property, on a school bus, or going to and from school.

This indicator has been updated to include 2007 data. For more information: Table 8.1 and Bauer et al. (2008).

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

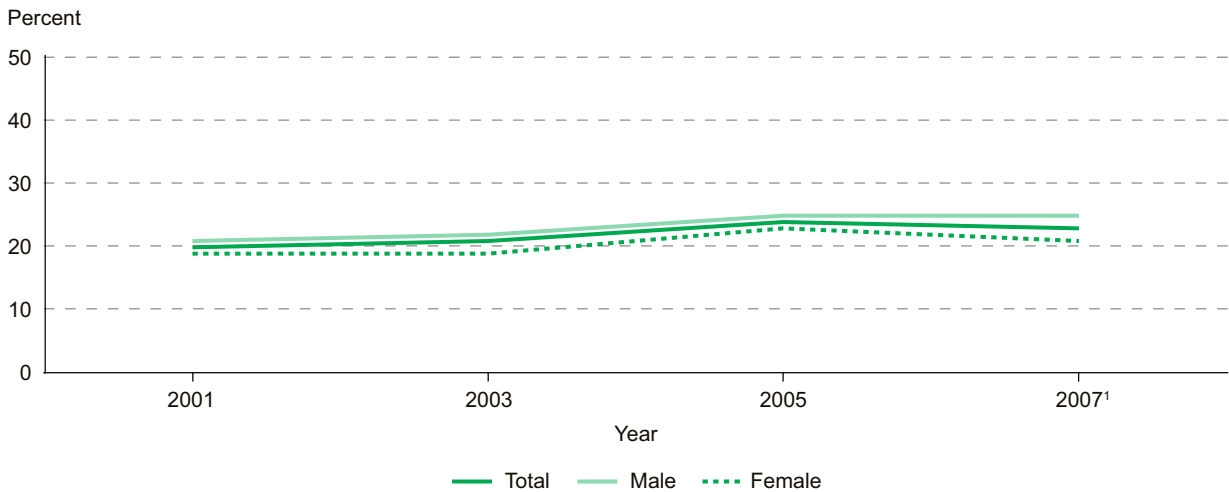


‡ Reporting standards not met.

NOTE: Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race. 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 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

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

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



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

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2007.

Indicator 9

Students' Reports of Drug Availability on School Property

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

The availability of drugs on school property has a disruptive and corrupting influence on the school environment (Nolin et al. 1997). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.²⁷ The percentage of students in grades 9–12 who reported that drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but subsequently decreased (to 25 percent in 2005 and 22 percent in 2007) (table 9.1 and figure 9.1). The percentage of students in grades 9–12 who reported that drugs were made available to them on school property was lower in 2007 than it was in 2005 (22 vs. 25 percent).

Reports of the availability of drugs on school property varied by student characteristics. A higher percentage of males than females reported that drugs were offered, sold, or given to them on school property in each survey year from 1993 to 2007 (figure 9.1 and table 9.1). For example, in 2007, 26 percent of males reported that drugs were available, compared with 19 percent of females. Some differences in the percentages of students reporting that drugs were offered, sold, or given to them on school property also appeared by grade. In 2007, the percentage of

10th-grade students (25 percent) who reported that drugs were made available to them was higher than the percentage for either 9th- or 12th-grade students (21 and 20 percent, respectively), but not measurably different from that of 11th-grade students.

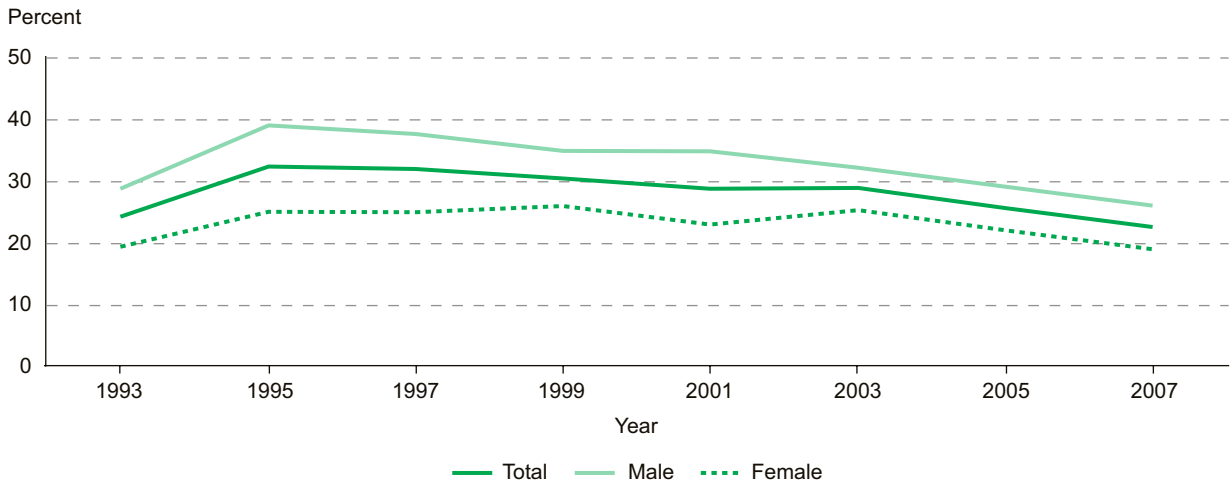
The percentages of students who reported having illegal drugs offered, sold, or given to them on school property differed across racial/ethnic groups (figure 9.2 and table 9.1). Specifically, in 2007, higher percentages of Hispanic and Pacific Islander/Native Hawaiian students than Black, White, and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

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

²⁷ “On school property” was not defined for survey respondents.

This indicator has been updated to include 2007 data. For more information: Tables 9.1 and 9.2 and Centers for Disease Control and Prevention (2008b).

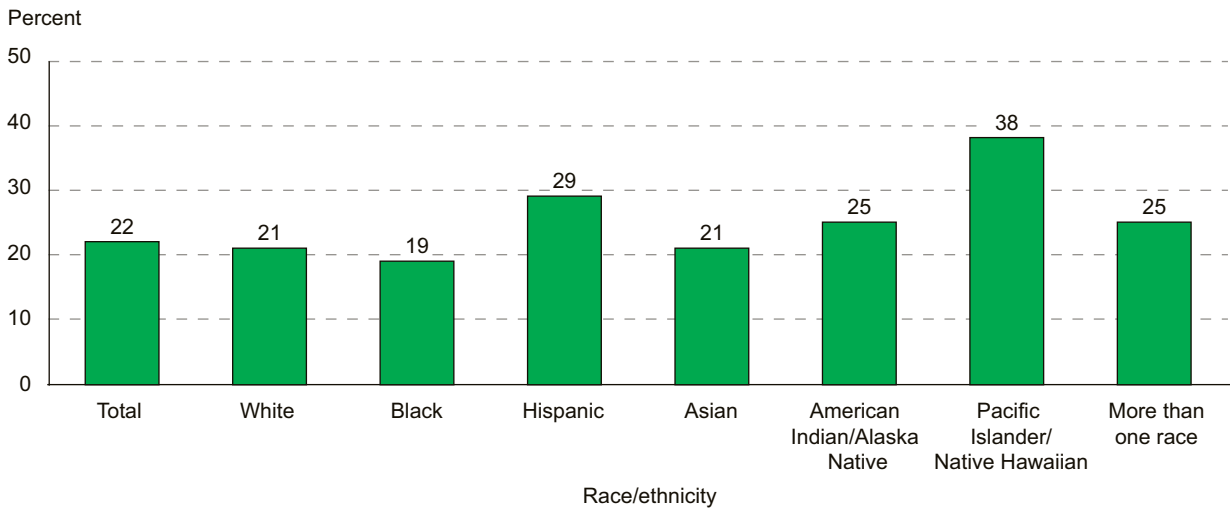
Figure 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2007



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

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

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



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.

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

Indicator 10

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

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

In the 2007 School Crime Supplement²⁸ to the National Crime Victimization Survey, students ages 12–18 were asked if someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation at school.²⁹ Students were also asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building. With regard to hate-related words, students were asked to specify the characteristic to which the word was directed.³⁰ In 2007, 10 percent of students ages 12–18 reported that someone at school had used hate-related words against them during the school year (figure 10.1 and table 10.1). Thirty-five percent of students reported seeing hate-related graffiti at school during the school year.

In 2007, students' experiences of being called specific types of hate-related words and seeing hate-related graffiti differed according to student and school characteristics. For example, a smaller percentage of 12th-graders (6 percent) reported

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

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

(Indicator 10 continued on page 34.)

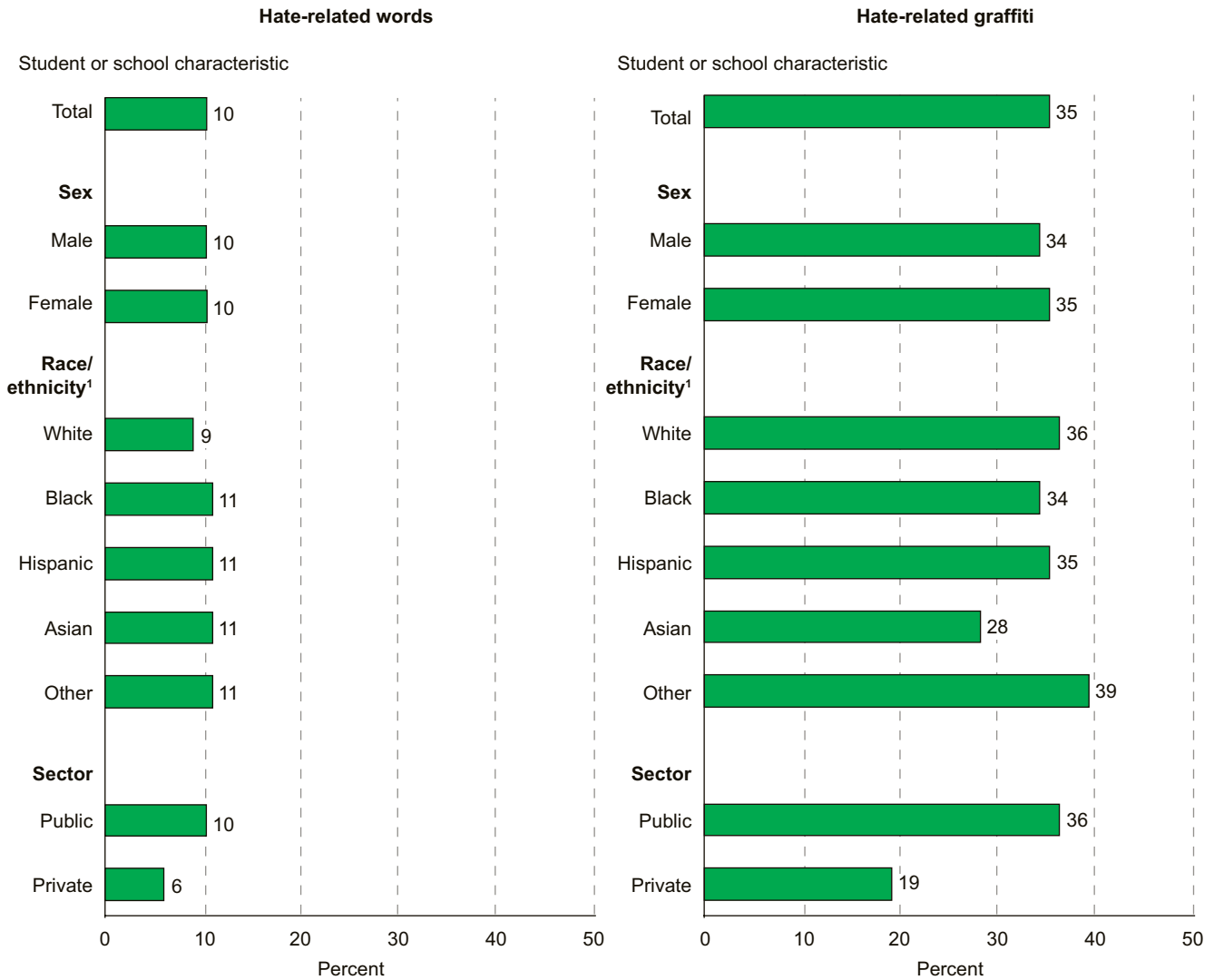
²⁸ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.

²⁹ "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

³⁰ "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

This indicator has been updated to include 2007 data. For more information: Tables 10.1 and 10.2 and Bauer et al. (2008).

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



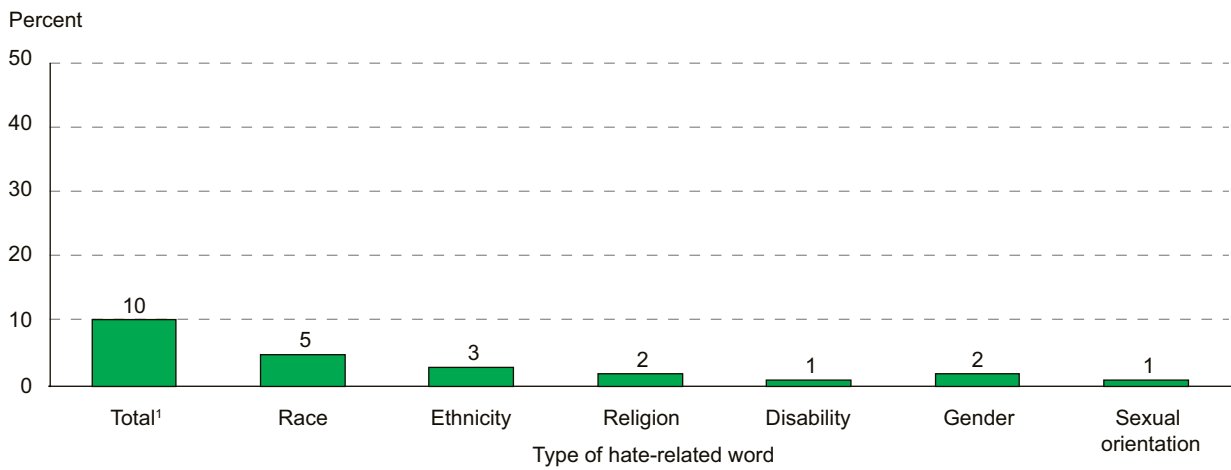
¹ Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race. NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

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

Students' experiences of being targets of specific types of hate-related words in 2007 differed according to their sex and race/ethnicity (table 10.2). A greater percentage of female students than male students (3 vs. 1 percent) reported being called a gender-related hate word. However, a greater percentage of male students than female students reported

being called hate-related words relating to race and ethnicity. Five percent of male students compared to 4 percent of female students reported being targets of a hate-related word regarding race and 4 percent of male students compared to 2 percent of female students reported being targets of a hate-related word regarding ethnicity. A smaller percentage of White students (3 percent) reported being called race-related hate words than Black students (7 percent), Hispanic students (6 percent), Asian students (11 percent), and students from other race/ethnicities (8 percent). Smaller percentages of both White students and Black students (2 percent each) reported hate-related words regarding their ethnicity than Hispanic and Asian students (7 percent each).

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



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

NOTE: “At school” includes the school building, on school property, on a school bus, and going to and from school. Hate-related refers to derogatory terms used by others in reference to students’ personal characteristics. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

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

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

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

Both bullying and being bullied at school are associated with key violence-related behaviors, including carrying weapons, fighting, and sustaining injuries from fighting (Nansel et al. 2003). In the 2007 School Crime Supplement³¹ to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied at school during the school year.³²

In 2007, about 32 percent of students reported having been bullied at school during the school year (figure 11.1 and table 11.1).³³ Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent each said that someone tried to make them do things they did not want to do and that their property was destroyed on purpose (figure 11.2 and table 11.1).

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

table 11.3). Thirty-six percent of students who were bullied notified a teacher or another adult at school about the event(s).

In 2007, about 4 percent of students reported having been cyber-bullied³⁴ anywhere (on or off school property) during the school year (figure 11.1 and table 11.1). Two percent of students said that they had experienced cyber-bullying that consisted of another student posting hurtful information about them on the Internet; and 2 percent of students reported unwanted contact, including being threatened or insulted, via instant messaging by another student during the school year (figure 11.2 and table 11.1).

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

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

³¹ In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

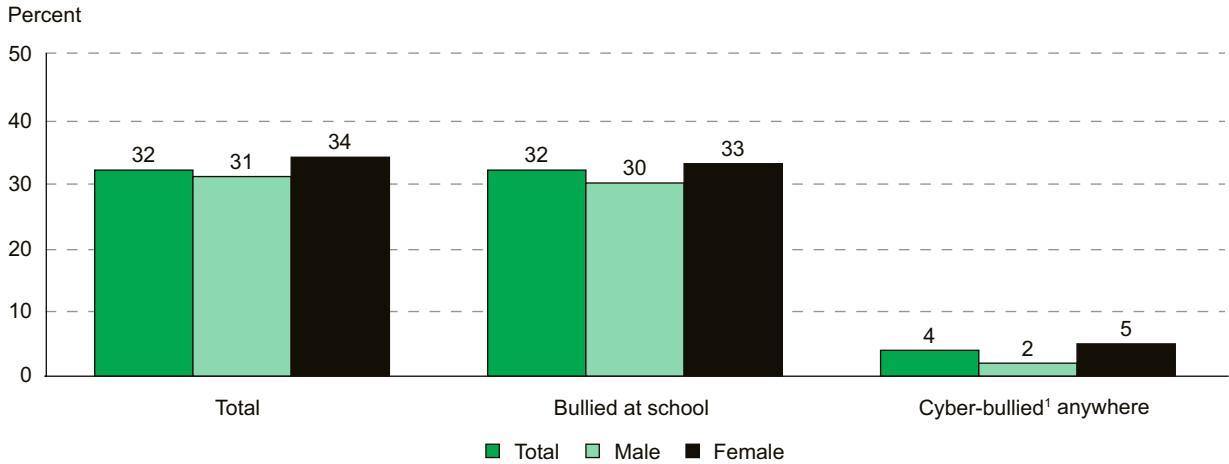
³² “At school” includes the school building, on school property, on a school bus, or going to and from school.

³³ Bullying includes being made fun of; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things did not want to do; excluded; and having property destroyed on purpose.

³⁴ Cyber-bullying includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS) messaging. The latter category did not meet statistical standards to be reported separately.

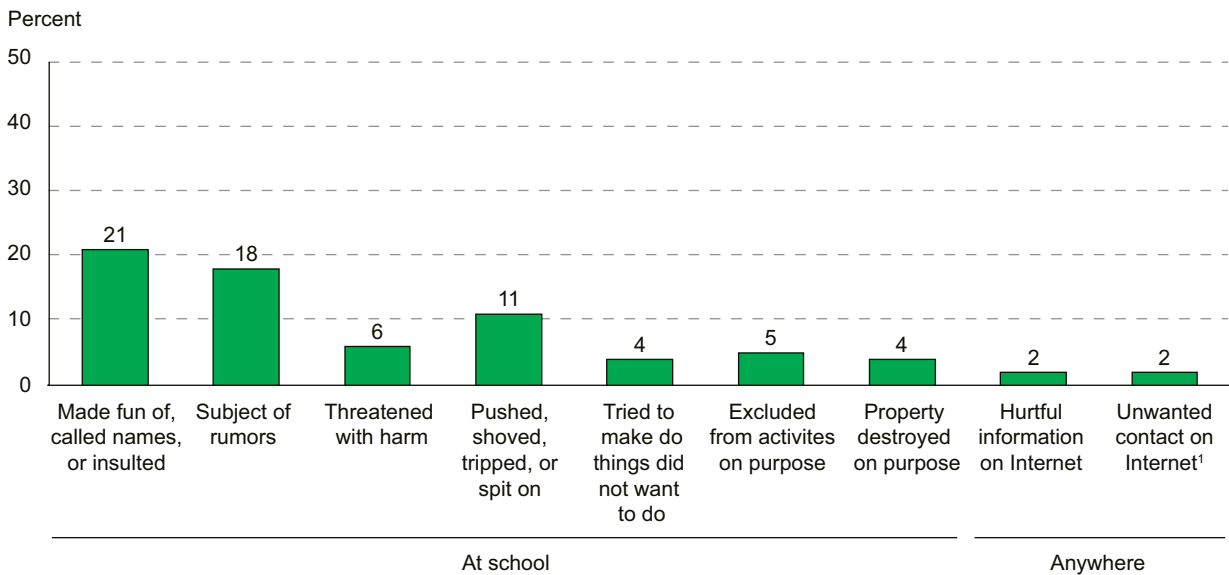
This indicator has been updated to include 2007 data. For more information: Tables 11.1, 11.2, and 11.3 and DeVoe and Kaffenberger (2005).

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



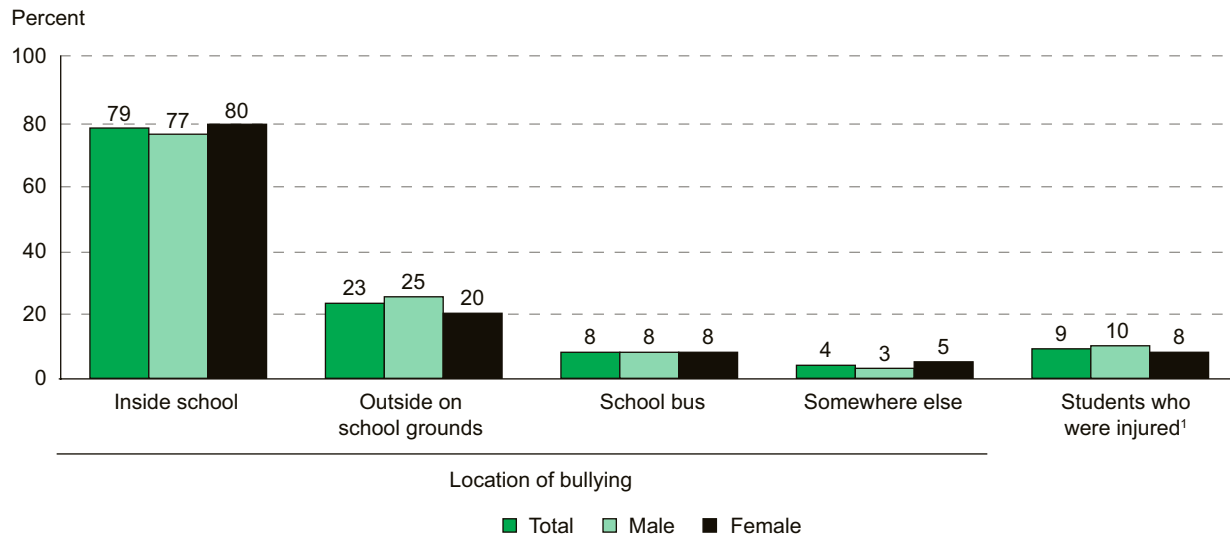
¹ Cyber-bullied includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS)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

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



¹ This was defined as another student making "unwanted contact, for example, threatened or insulted [the respondent] via instant messaging."
 NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2007, the unit response rate for this survey did not meet NCES statistical standards. For more information, please see appendix A.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

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

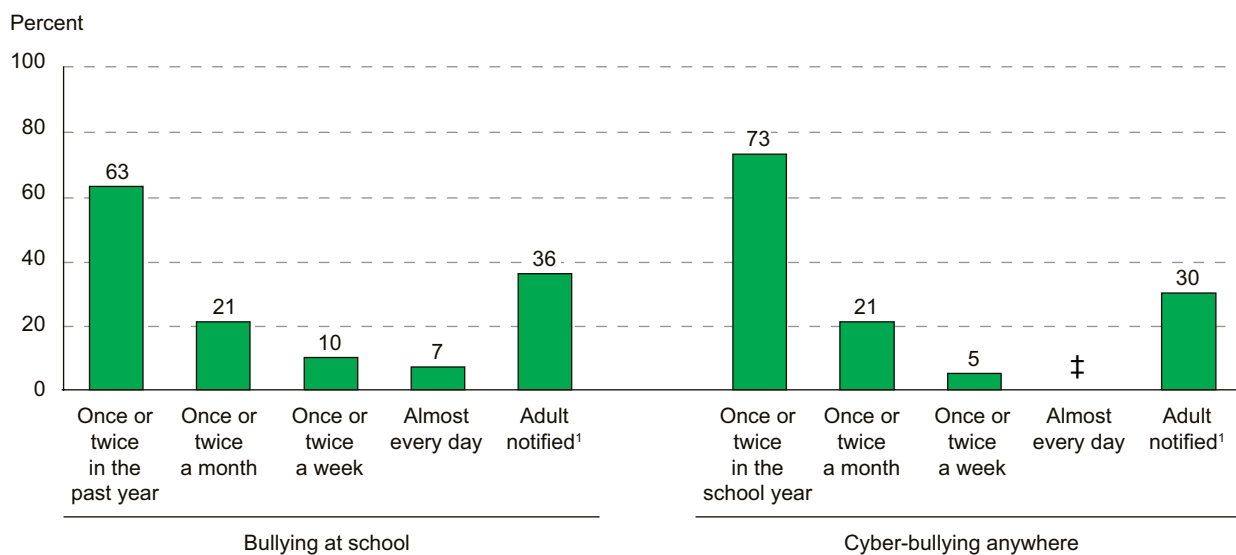


¹ Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or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

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

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

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



‡ Reporting standards not met.

¹ Teacher or other adult at school notified.

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

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

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Indicator 12

Teachers' Reports on School Conditions

The percentage of teachers who reported that student misbehavior, class cutting, and tardiness interfered with their teaching varied by teacher and school characteristics. A higher percentage of teachers in city schools than in suburban, rural, or town schools reported that misbehavior and student tardiness interfered with their teaching in 2003–04.

Classroom disruptions are associated with lower student achievement for the offending student as well as for that student's classmates (Lannie and McCurdy 2007). In the Schools and Staffing Survey, public and private school teachers were asked if student misbehavior and student tardiness and class cutting interfered with their teaching. In 2003–04, 35 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 31 percent reported that student tardiness and class cutting interfered with their teaching (table 12.1). Teachers were also asked if school rules were enforced by other teachers at their school, even for students not in their classes, or by the principal. Seventy-two percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules and 88 percent reported that the principal enforced the school rules in 2003–04 (figure 12.1 and table 12.2).

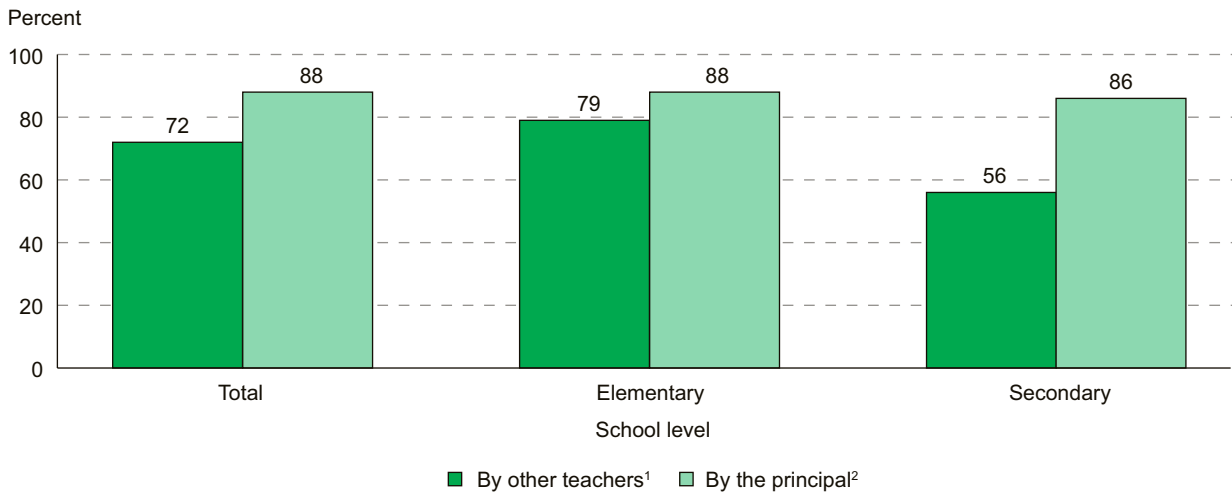
The percentage of teachers who reported that student misbehavior, class cutting, and tardiness interfered with their teaching varied by teacher and school characteristics. In 2003–04, a higher percentage of teachers in city schools than in suburban, town, or rural schools reported that misbehavior and student tardiness interfered with their teaching (table 12.1). For example, 42 percent of teachers in city schools reported that student misbehavior in their school interfered with their teaching, compared to 33 percent of suburban teachers, 34 percent of town teachers, and 31 percent of rural teachers. Between 1987–88 and 2003–04, a larger percentage of public

school teachers than private school teachers reported that student misbehavior and tardiness interfered with their teaching (figure 12.2 and table 12.1). In 2003–04, about 37 percent of public school teachers reported that student misbehavior interfered with their teaching, compared to 21 percent of private school teachers. In 2003–04, a higher percentage of secondary school teachers than elementary school teachers agreed that student misbehavior, student tardiness, and class cutting interfered with their teaching (table 12.1). In 2003–04, for example, 40 percent of secondary school teachers reported that student misbehavior interfered with their teaching, compared to 34 percent of elementary teachers.

The percentage of teachers who agreed that school rules were enforced by other teachers varied by teacher and school characteristics. In every survey year, a higher percentage of elementary school teachers than secondary school teachers agreed that school rules were enforced by teachers in their school, even for students not in their class (table 12.2 and figure 12.1). In 2003–04, for example, 79 percent of elementary teachers reported that school rules were enforced by other teachers compared to 56 percent of secondary teachers. Generally, the percentage of teachers who agreed or strongly agreed that school rules were enforced by other teachers was greater in schools with smaller school enrollment (table 12.2). In 2003–04, about 84 percent of teachers in schools with fewer than 200 students agreed that school rules were enforced by other teachers, compared to 56 percent of teachers in schools with 1,000 or more students.

This indicator repeats information from the 2007 Indicators of School Crime and Safety report. For more information: Tables 12.1 and 12.2, appendix B for definitions of school levels and urbanicity codes, and Strizek et al. (2006).

Figure 12.1. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by school level: School year 2003–04



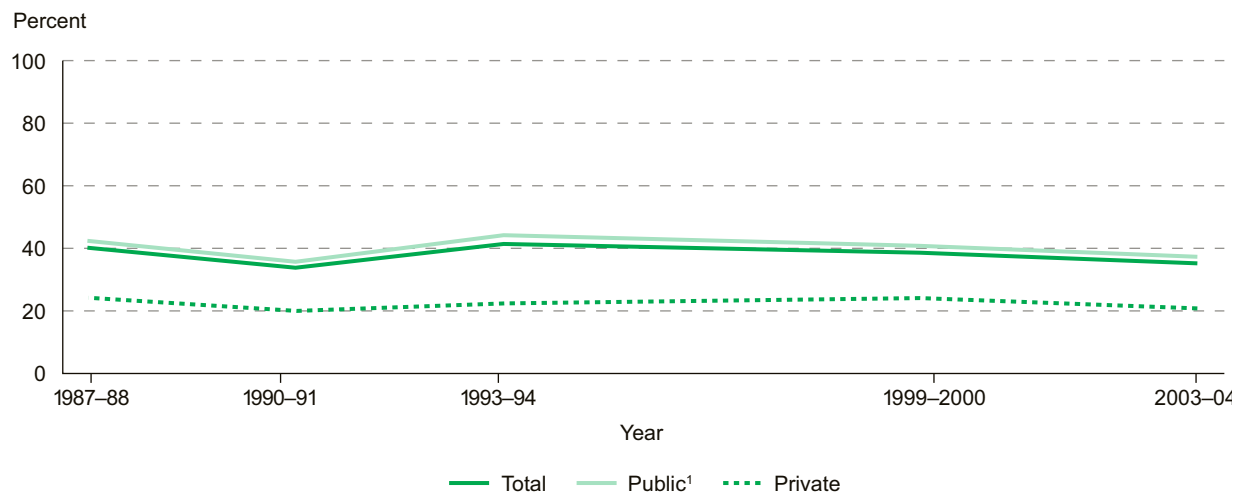
¹ Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."

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

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers is 3,704,000 in 2003–04.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," "Private School Teacher Data File," and "Bureau of Indian Affairs Teacher Data File," 2003–04.

Figure 12.2. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior interfered with their teaching, by sector: Various school years, 1987–88 through 2003–04



¹ The public sector includes public, public charter, and Bureau of Indian Affairs school teachers.

NOTE: Teachers who taught only prekindergarten students are excluded.

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

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Fights, Weapons, and Illegal Substances

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Indicator 13

Physical Fights on School Property and Anywhere

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

Schools where physical fights occur frequently may not be able to maintain a focused learning environment for students. Also, students who participate in fights on school property may have difficulty succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights (referred to as “anywhere” in this indicator) during the preceding 12 months, as well as about their involvement in physical fights on school property.³⁵ Fights occurring anywhere are included as a point of comparison with fights occurring on school property. In 2007, 36 percent of students in grades 9–12 reported having been in a fight anywhere, and 12 percent said they had been in a fight on school property (figure 13.1 and table 13.1). The percentage of students who reported having been in a fight anywhere decreased from 1993 to 2003 (from 42 to 33 percent). From 2003 to 2005, this percentage rose to 36 percent, but no measurable change was seen between 2005 and 2007. The percentage of students who reported having been in a fight on school property declined from 16 percent in 1993 to 12 percent in 2007.

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

³⁵ “On school property” was not defined for survey respondents.

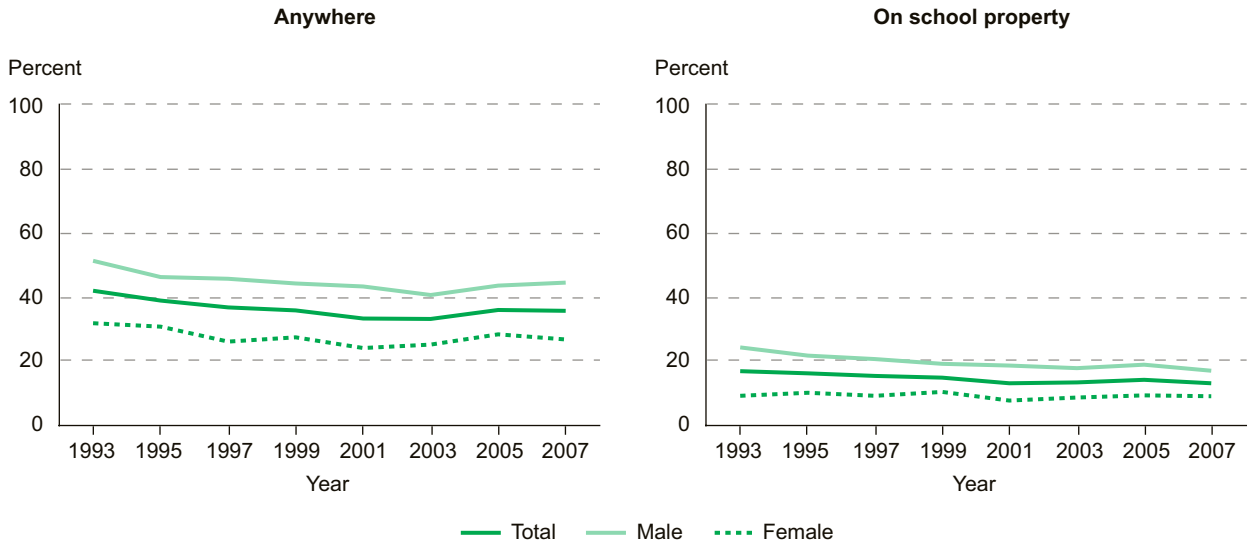
Generally, a higher percentage of students in 9th grade reported having been in fights than students in 11th and 12th grades, both anywhere and on school property (figure 13.2 and table 13.1). For example, in 2007, 41 percent of 9th-graders compared with 35 percent of 11th-graders, and 28 percent of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

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

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

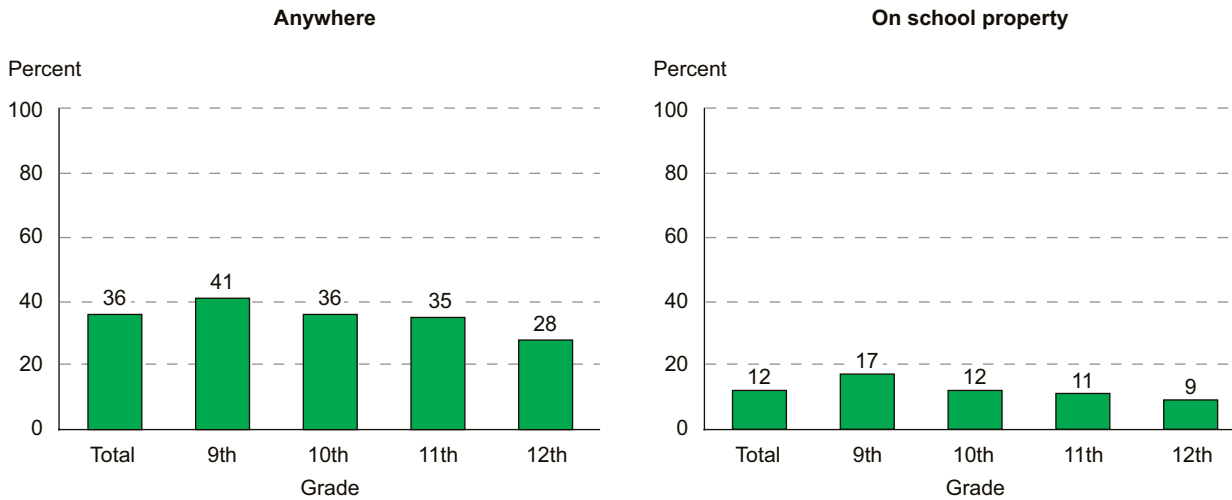
This indicator has been updated to include 2007 data. For more information: Tables 13.1 and 13.2 and Centers for Disease Control and Prevention (2008b).

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



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

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



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

Indicator 14

Students Carrying Weapons on School Property and Anywhere

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

The presence of weapons at school may interfere with teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club (referred to as “anywhere” in this indicator) in the past 30 days as well as if they had carried one of these weapons on school property.³⁶ Weapon carrying anywhere is included as a point of comparison with weapon carrying on school property. In 2007, 18 percent of students in grades 9–12 reported they had carried a weapon anywhere, and 6 percent reported they had carried a weapon on school property (figure 14.1 and table 14.1).

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

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

³⁶ “On school property” was not defined for survey respondents.

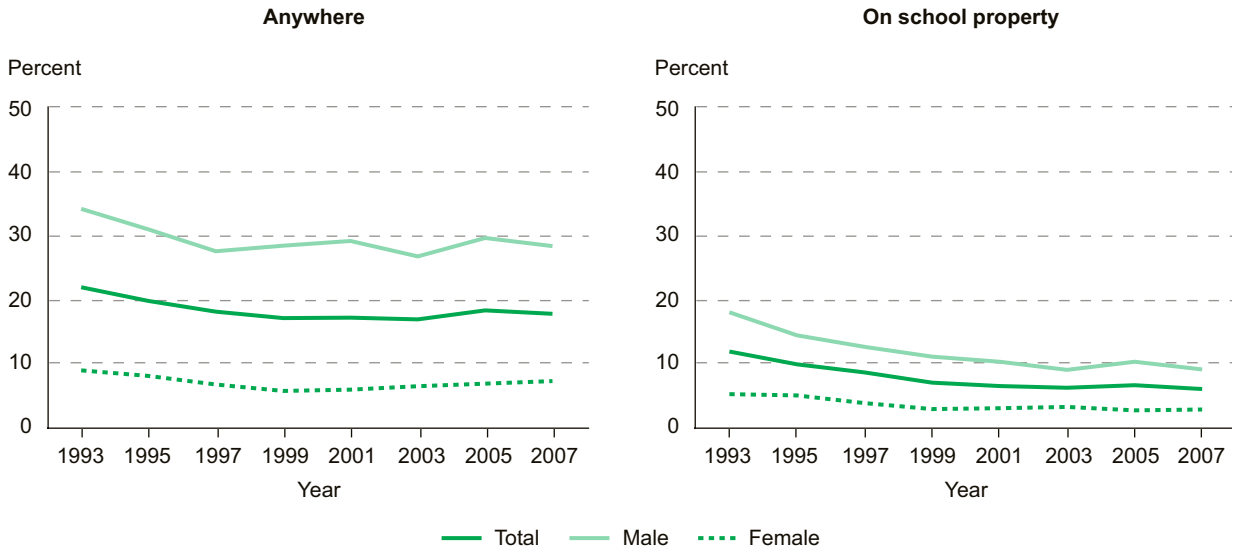
In 2007, few differences were detected based on students’ race/ethnicity in the percentage of students who reported carrying weapons anywhere and on school property. A smaller percentage of Asian students (8 percent) than students from other racial/ethnic groups reported carrying a weapon anywhere, but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

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

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

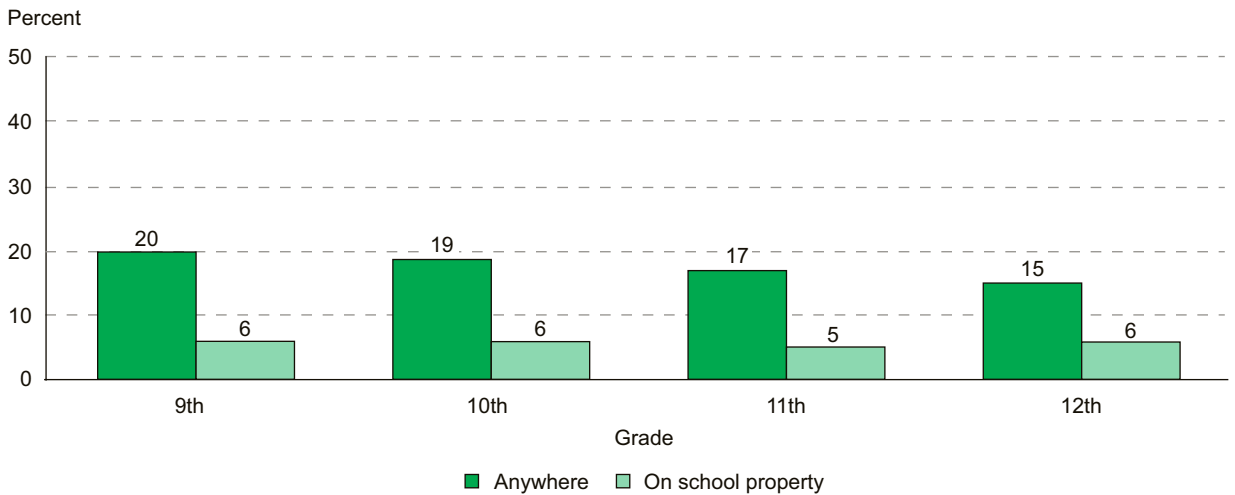
This indicator has been updated to include 2007 data. For more information: Tables 14.1 and 14.2 and Centers for Disease Control and Prevention (2008b).

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



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

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



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

Indicator 15

Students' Use of Alcohol on School Property and Anywhere

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

Students' illegal consumption of alcohol on school property may lead to additional crimes and misbehavior (Kodjo, Auinger, and Ryan 2003). It may also foster a school environment that is harmful to students, teachers, and other staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all (referred to as “anywhere” in this indicator) in the past 30 days and if they had consumed alcohol on school property.³⁷ Alcohol consumption anywhere is included as a point of comparison with alcohol consumption on school property. In 2007, 45 percent of students consumed at least one drink of alcohol anywhere, and 4 percent consumed at least one drink on school property (figure 15.1 and table 15.1).

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

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

³⁷ “On school property” was not defined for survey respondents.

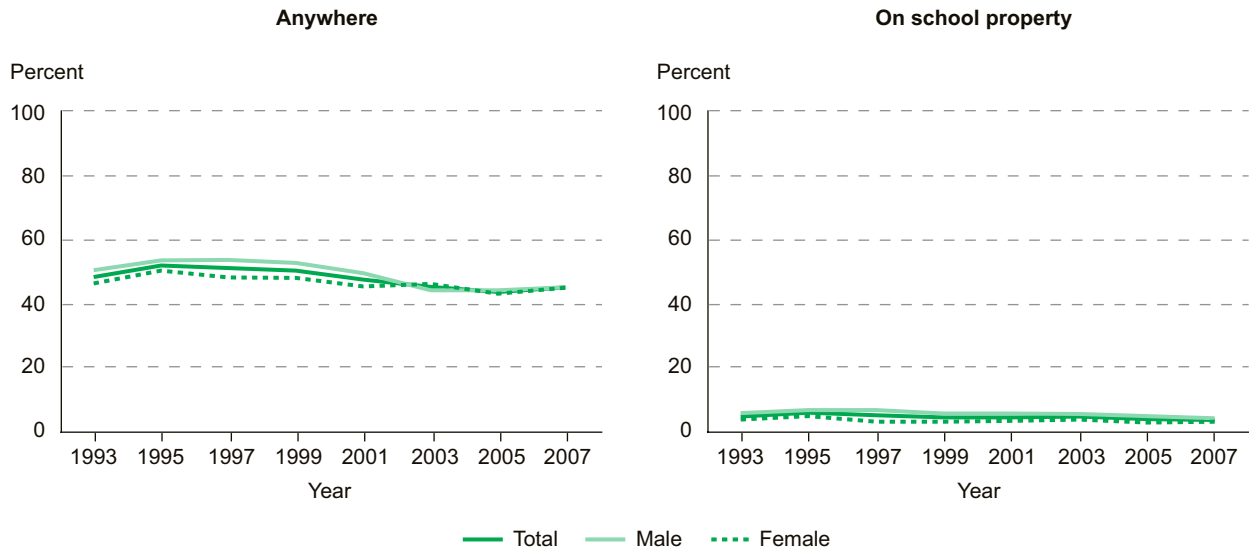
A larger percentage of students in higher grades than in lower grades reported drinking alcohol anywhere in 2007. For example, 55 percent of 12th-graders reported using alcohol, compared to 36 percent of 9th-graders, 42 percent of 10th-graders, and 49 percent of 11th-graders (figure 15.2 and table 15.1).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

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

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

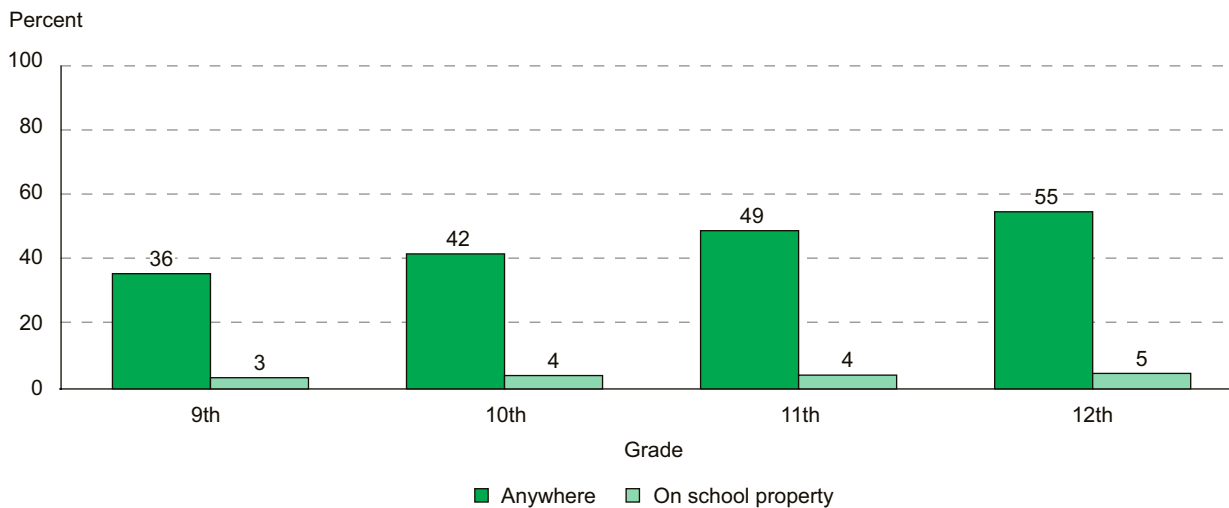
This indicator has been updated to include 2007 data. For more information: Tables 15.1 and 15.2 and Centers for Disease Control and Prevention (2008b).

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



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

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



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

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

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

In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had used marijuana at all (referred to as “anywhere” in this indicator) in the past 30 days as well as whether they had used marijuana on school property.³⁸ In 2007, 20 percent of students in grades 9–12 reported using marijuana anywhere in the past 30 days, while 4 percent reported using marijuana on school property (figure 16.1 and table 16.1).

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

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

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

example, in 2007, 22 percent of males reported using marijuana anywhere in the past 30 days compared to 17 percent of females, and 6 percent of males reported using marijuana on school property compared to 3 percent of females.

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

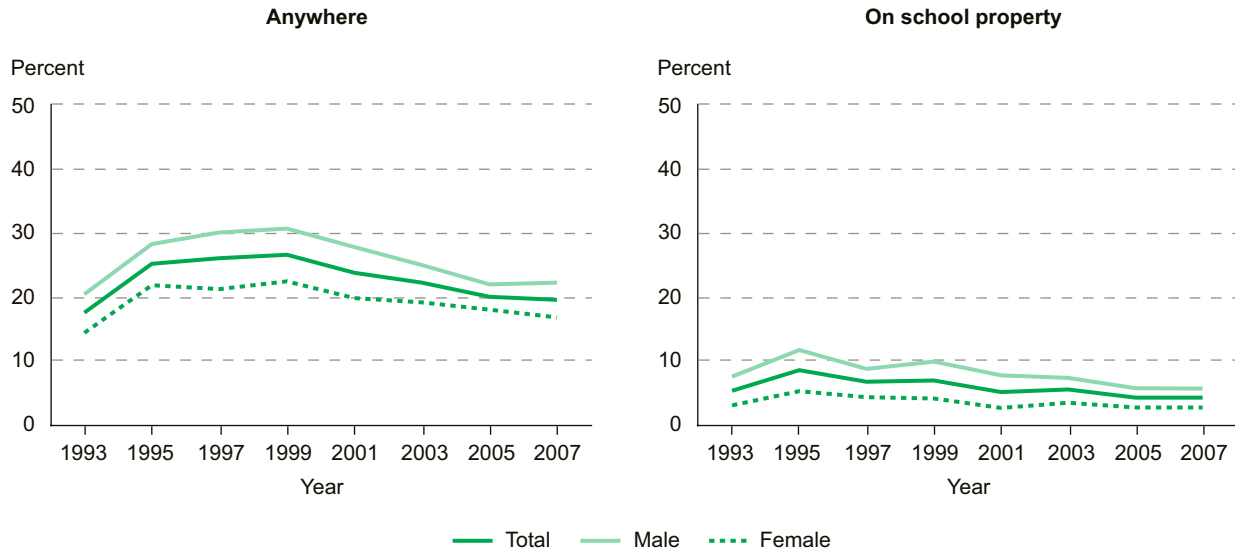
In 2007, a smaller percentage of Asian students (9 percent) than students from other racial/ethnic groups (ranging from 18 to 29 percent) reported using marijuana anywhere. A larger percentage of American Indian/Alaska Native students (27 percent) than White students (20 percent), Hispanic students (18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

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

³⁸ “On school property” was not defined for survey respondents.

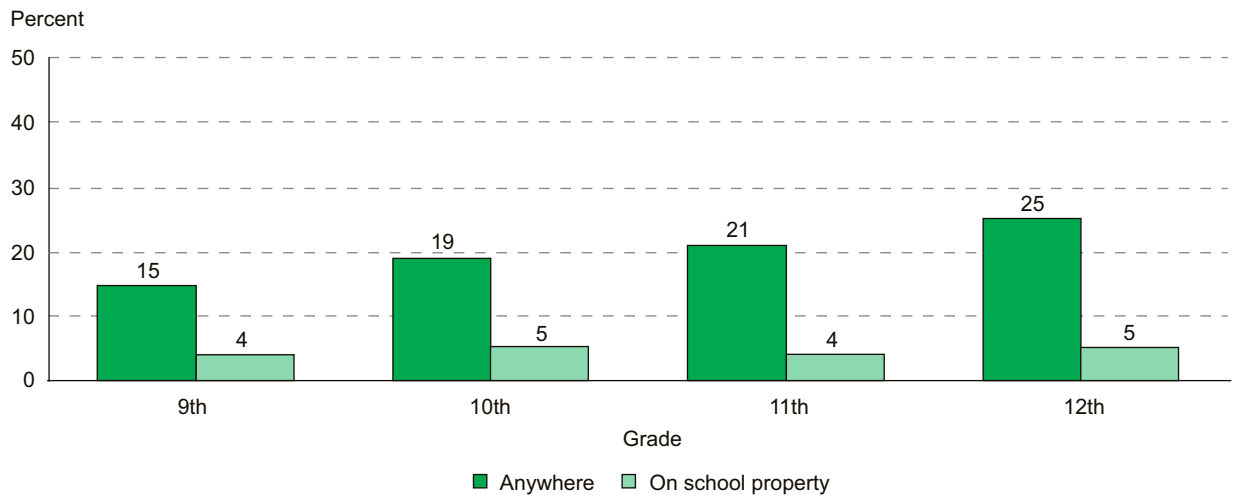
This indicator has been updated to include 2007 data. For more information: Tables 16.1 and 16.2 and Centers for Disease Control and Prevention (2008b).

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



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

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



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

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Fear and Avoidance

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Indicator 17

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

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

School violence can make students fearful and affect their readiness and ability to learn, and concerns about vulnerability to attacks detract from a positive school environment (Scheckner et al. 2002). In the School Crime Supplement³⁹ to the National Crime Victimization Survey, students ages 12–18 were asked how often they had been afraid of attack or harm “at school or on the way to and from school” and “away from school.”⁴⁰ In 2007, a greater percentage of students ages 12–18 reported that they were afraid of attack or harm at school (5 percent) than away from school (3 percent) during the school year (figure 17.1 and table 17.1).

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

Other differences in students' reports on their safety were detected by student and school characteristics in 2007. For example, a higher percentage of 6th-graders

(10 percent) reported being afraid of attack or harm at school than 7th-graders (7 percent), 8th-graders (5 percent), 9th-graders (6 percent), 10th-graders (5 percent), and 11th- and 12th-graders (3 percent each). Away from school, a larger percentage of 6th-graders (6 percent) were afraid of attack or harm than students in the 10th, 11th, or 12th grades (2 to 3 percent).

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

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

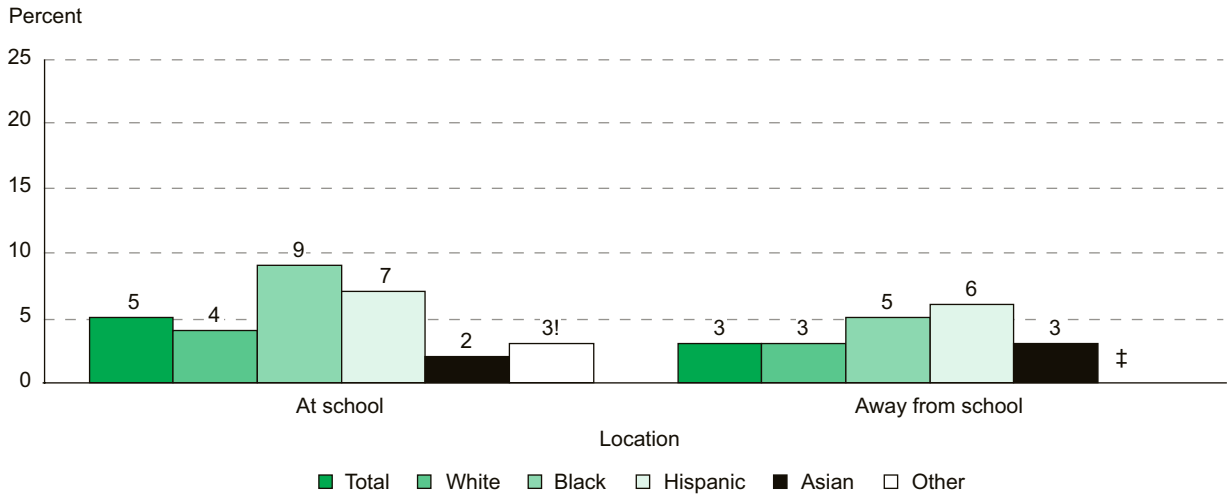
Between 1995 and 2007, the percentage of students who feared attack or harm at school decreased from 12 to 5 percent. Between the two most recent survey years, 2005 and 2007, the percentage of students who feared attack or harm at school was lower in 2007 (5 percent) than in 2005 (6 percent). Away from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

³⁹ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.

⁴⁰ “At school” includes the school building, on school property, on a school bus.

This indicator has been updated to include 2007 data. For more information: Table 17.1 and Bauer et al. (2008).

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



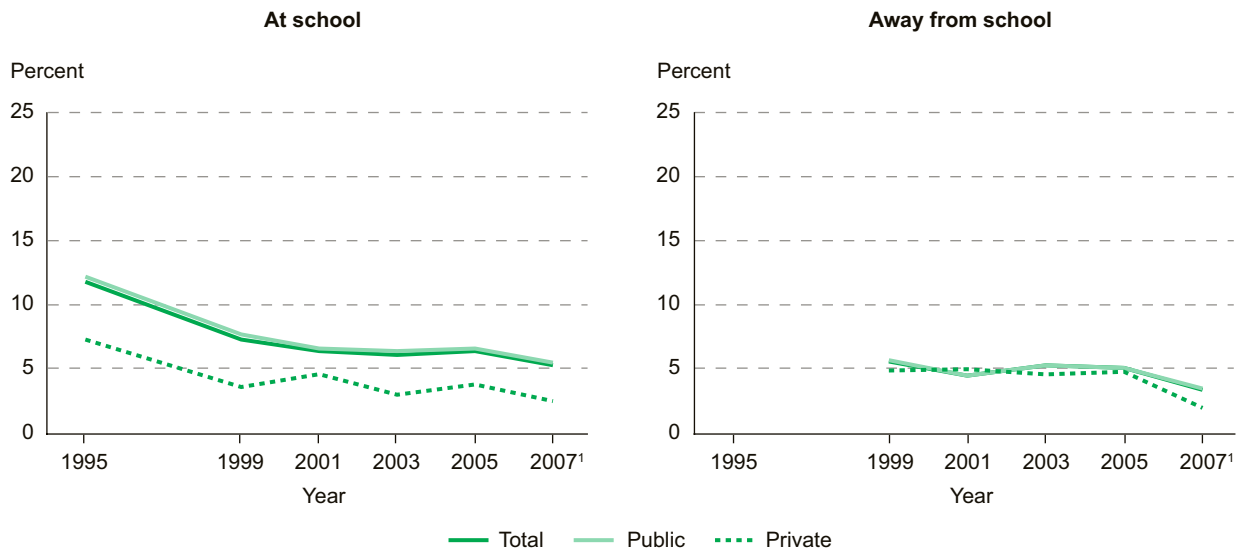
! Interpret data with caution.

‡ Reporting standards not met.

NOTE: Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race. In 2007, the unit response rate for this survey did not meet NCES statistical standards. For more information, please see appendix A.

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

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



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

NOTE: In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards. Fear of attack away from school was not collected in 1995. For more information, please see appendix A.

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

Indicator 18

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

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

School crime may lead students to perceive school as unsafe, and in trying to ensure their own safety, students may begin to skip school activities or avoid certain places in school (Schreck and Miller 2003). The percentage of students who avoid school activities and certain areas in school is a measure of their perception of school safety. In the School Crime Supplement⁴¹ to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided school activities or one or more places in school because they were fearful that someone might attack or harm them.⁴² In 2007, 7 percent of students reported that they had avoided a school activity or one or more places in school during the previous school year because of fear of attack or harm. About 3 percent of students avoided a school activity, and 6 percent avoided one or more places in school⁴³ (figure 18.1 and table 18.1).

While there was no overall pattern of increase or decrease between 1999 and 2007 in the percentage of students who reported that they had avoided a school activity or one or more places in school because they were fearful that someone might attack or

harm them, the percentage of students who reported avoiding an activity or place because of fear of attack or harm was higher in 2007 (7 percent) than in 2005 (6 percent).

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

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

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

(Indicator 18 continued on page 58.)

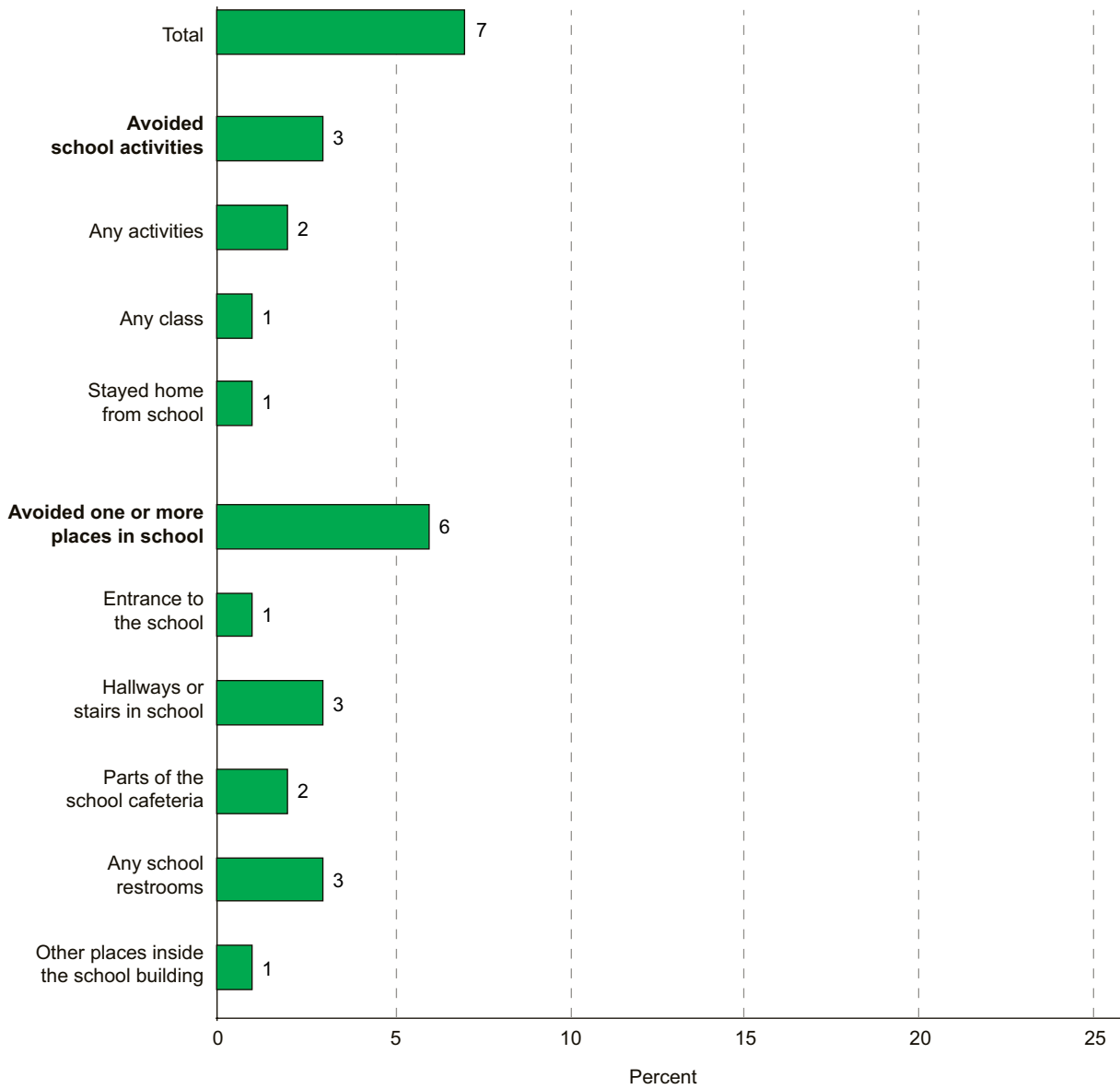
⁴¹ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. In 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 are comparable to previous years. For more information, please see appendix A.

⁴² For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” See appendix A for more information.

⁴³ “Avoided school activities” includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007, the survey wording was changed from “any extracurricular activities” to “any activities.” Please use caution when comparing changes in this item over time. Avoiding one or more places in school includes the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

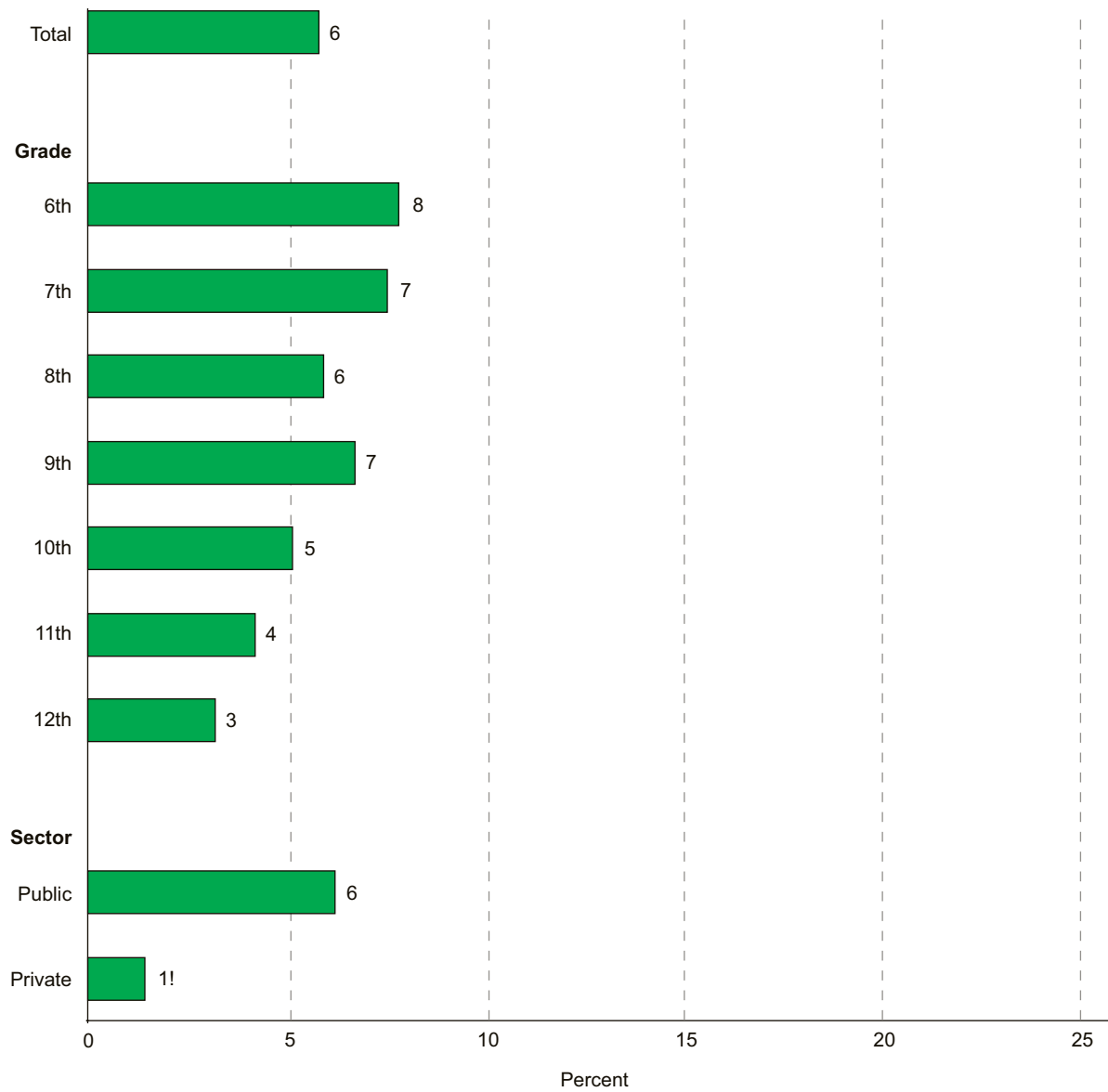
This indicator has been updated to include 2007 data. For more information: Tables 18.1 and 18.2 and Bauer et al. (2008).

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



NOTE: In 2007, the unit response rate for this survey did not meet NCES statistical standards. For more information, please see appendix A.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

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



! Interpret data with caution.

NOTE: In 2007, the unit response rate for this survey did not meet NCES statistical standards. For more information, please see appendix A.

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

Discipline, Safety, and Security Measures

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Indicator 19

Serious Disciplinary Actions Taken by Public Schools

Forty-eight percent of public schools (approximately 39,600 schools) took a serious disciplinary action against a student for specific offenses during the 2005–06 school year. Of those disciplinary actions, 74 percent were suspensions lasting 5 days or more, 5 percent were removals with no services (i.e., expulsions), and 20 percent were transfers to specialized schools.

In the School Survey on Crime and Safety, public school officials were asked to report the number of disciplinary actions their schools took against students for specific offenses.

Forty-eight percent of public schools (approximately 39,600 schools) took at least one serious disciplinary action against a student—including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools—for specific offenses during the 2005–06 school year (table 19.1). The offenses included physical attacks or fights; insubordination; distribution, possession, or use of alcohol; distribution, possession, or use of illegal drugs; use or possession of a weapon other than a firearm or explosive device; and use or possession of a firearm or explosive device. Of the 830,700 serious disciplinary actions taken during the 2005–06 school year, 74 percent were suspensions for 5 days or more, 5 percent were removals with no services, and 20 percent were transfers to specialized schools.

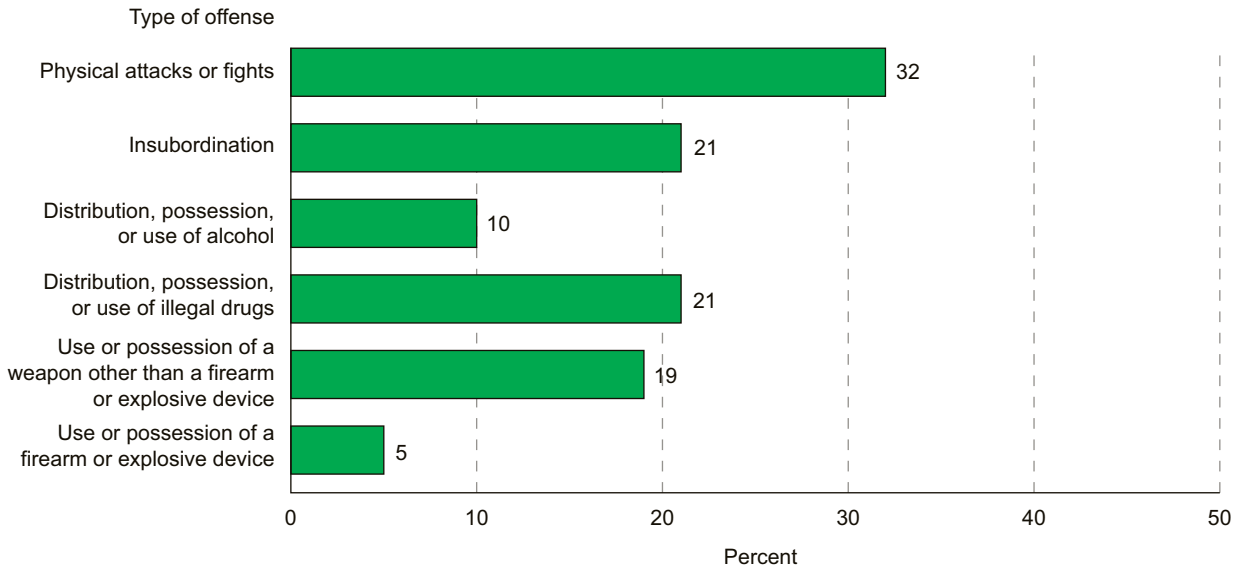
The largest percentage of schools that reported taking a disciplinary action in 2005–06 did so in response to a physical attack or fight: 32 percent of schools

took a serious disciplinary action for physical attacks or fights (figure 19.1 and table 19.1). Of the schools that reported taking a serious disciplinary action, 21 percent took action for insubordination and for distribution, possession, or use of illegal drugs; 19 percent took action as a result of use or possession of a weapon other than a firearm or explosive device; 10 percent did so for distribution, possession, or use of alcohol; and 5 percent did so for use or possession of a firearm or explosive device.

The percentage of schools that took a serious disciplinary action for use or possession of a weapon other than a firearm was higher in 2005–06, 19 percent, than in 2003–04, 17 percent (table 19.2). The percentage of schools that took a serious disciplinary action in response to the other offenses covered in the survey were not measurably different between 2003–04 and 2005–06. The percentage of public schools that took a serious disciplinary action was smaller in 2003–04, 46 percent, than in 1999–2000, 54 percent (figure 19.2 and table 19.2). This pattern held for physical attacks or fights: in 1999–2000, 35 percent of public schools took a serious disciplinary action for a physical attack or fight, compared to 32 percent in 2003–04.

This indicator repeats information from the 2007 Indicators of School Crime and Safety report. For more information: Tables 19.1 and 19.2 and Nolle, Guerino, and Dinkes (2007).

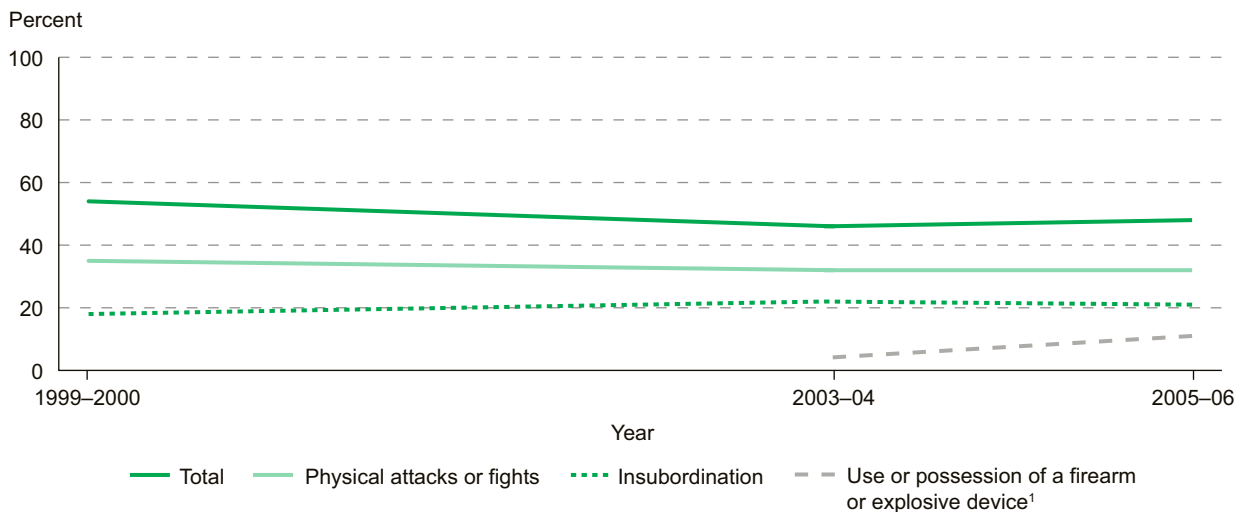
Figure 19.1. Percentage of public schools that took a serious disciplinary action for specific offenses, by type of offense: School year 2005–06



NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 83,200 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Figure 19.2. Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000, 2003–04, and 2005–06



¹ Data not available prior to 2003–04.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

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

Indicator 20

Safety and Security Measures Taken by Public Schools

Between the 1999–2000 and 2005–06 school years, the percentage of schools using one or more security cameras to monitor the school increased from 19 to 43 percent.

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

In the 2005–06 school year, 85 percent of public schools controlled access to school buildings by locking or monitoring doors during school hours, and 41 percent controlled access to school grounds with locked or monitored gates (figure 20.1 and table 20.1). About 48 percent of public schools required faculty and staff to wear badges or picture identification, and 43 percent used one or more security cameras to monitor the school. Five percent of public schools performed drug testing on athletes and 3 percent did so for students in other extracurricular activities. Students were required to wear uniforms in 14 percent of public schools in 2005–06.

The use of security measures varied by school level. Although a lower percentage of primary schools than middle and high schools reported using many

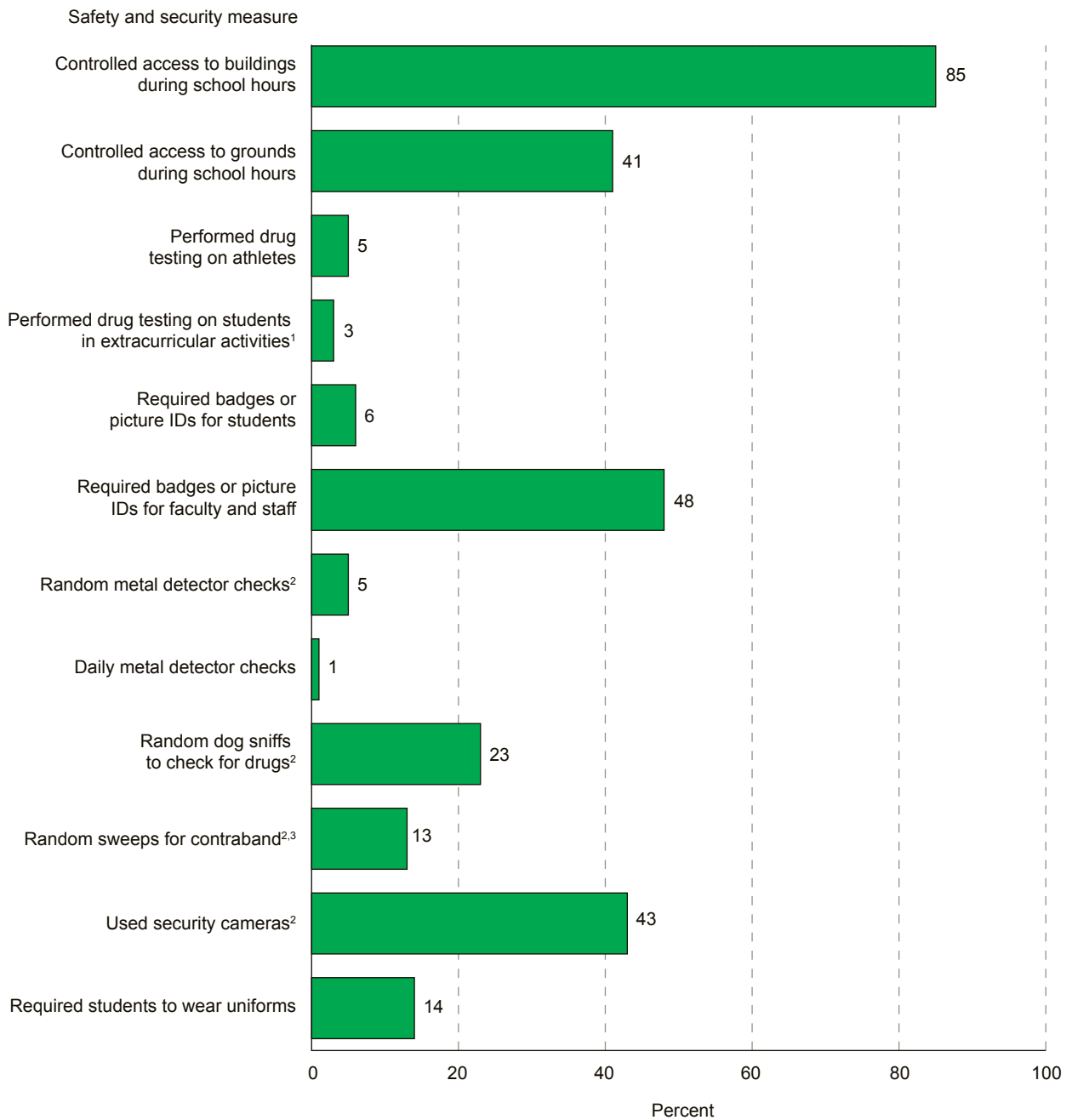
of these measures, a higher percentage of primary schools than middle and high schools controlled access to school buildings and grounds during school hours (table 20.1). In addition, a larger percentage of primary schools than high schools reported requiring students to wear uniforms: 16 percent of primary schools required uniforms in 2005–06, compared to 5 percent of high schools. A higher percentage of public high schools than primary or middle schools reported performing drug tests on student athletes and students in extracurricular activities, random dog sniffs to check for drugs, random sweeps for contraband, and using security cameras. Thirteen percent of high schools reported performing drug tests on athletes, compared to 7 percent of middle schools and 1 percent of primary schools; and 61 percent of high schools performed random dog sniffs to check for drugs, compared to 41 percent and 4 percent of middle and primary schools, respectively.

The percentage of schools using various security measures has changed over time. Between the 1999–2000 and 2005–06 school years, the percentage of schools using one or more security cameras to monitor the school increased from 19 to 43 percent (figure 20.2 and table 20.2). The percentage of public schools providing telephones in most classrooms also increased, from 45 percent in 1999–2000 to 67 percent in 2005–06.

(Indicator 20 continued on page 64.)

This indicator repeats information from the 2007 Indicators of School Crime and Safety report. For more information: Tables 20.1 and 20.2; Appendix B for definitions of school levels and urbanicity; and Nolle, Guerino, and Dinkes (2007).

Figure 20.1. Percentage of public schools that used selected safety and security measures: School year 2005–06



¹ Excludes athletes.

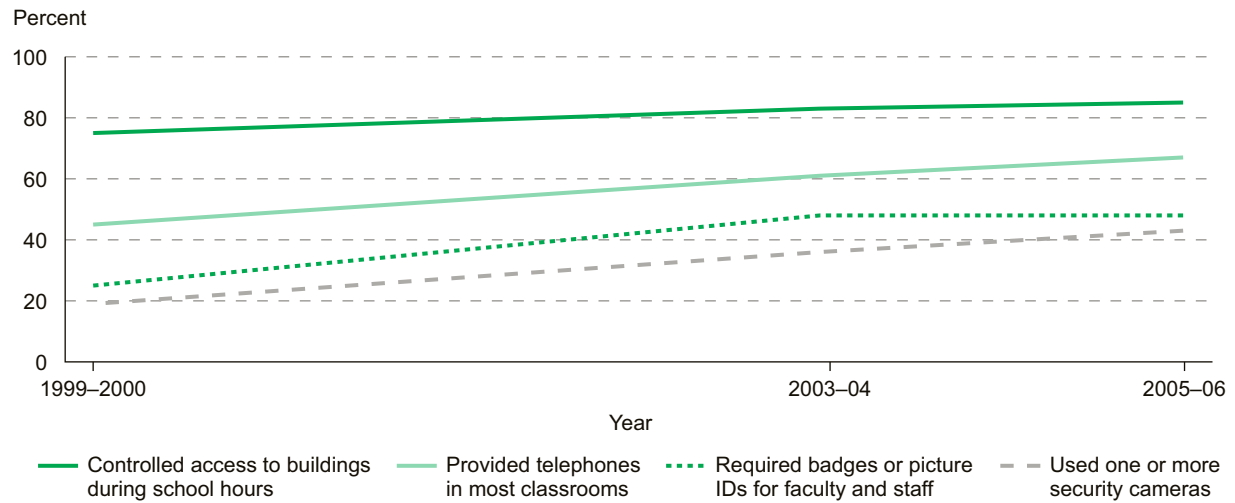
² One or more checks or sweeps.

³ For example, drugs or weapons. Does not include dog sniffs.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Population size is 83,200 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Figure 20.2. Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000, 2003–04, and 2005–06



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

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

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Indicator 21

Students' Reports of Safety and Security Measures Observed at School

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

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. In the School Crime Supplement⁴⁴ to the National Crime Victimization Survey, students ages 12–18 were asked whether their school used certain security measures.⁴⁵ Security measures include metal detectors, locker checks, security cameras, security guards or police officers, adult supervision in hallways, badges or picture identification for students, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2007, nearly all students ages 12–18 observed the use of at least one of the selected security measures at their school (figure 21.1 and table 21.1).

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

identification were required. Metal detectors were the least observed of the selected safety and security measures: 10 percent of students reported the use of metal detectors at their school.

The percentage of students reporting the presence of some of the selected security measures increased between the 2 most recent survey years as well as over longer time periods. For example, a greater percentage of students reported observing the use of one or more security cameras at their school in 2007 (66 percent) than in 2005 (58 percent). Over the longer time period of 2001 through 2007, the percentage of students who reported observing the use of one or more security cameras at their school increased from 39 to 66 percent. Similarly, a greater percentage of students reported locked entrance or exit doors during the day in 2007 (61 percent) than in 2005 (54 percent). Over the longer time period of 1999 through 2007, the percentage of students who reported locked entrance or exit doors during the day increased from 38 to 61 percent.

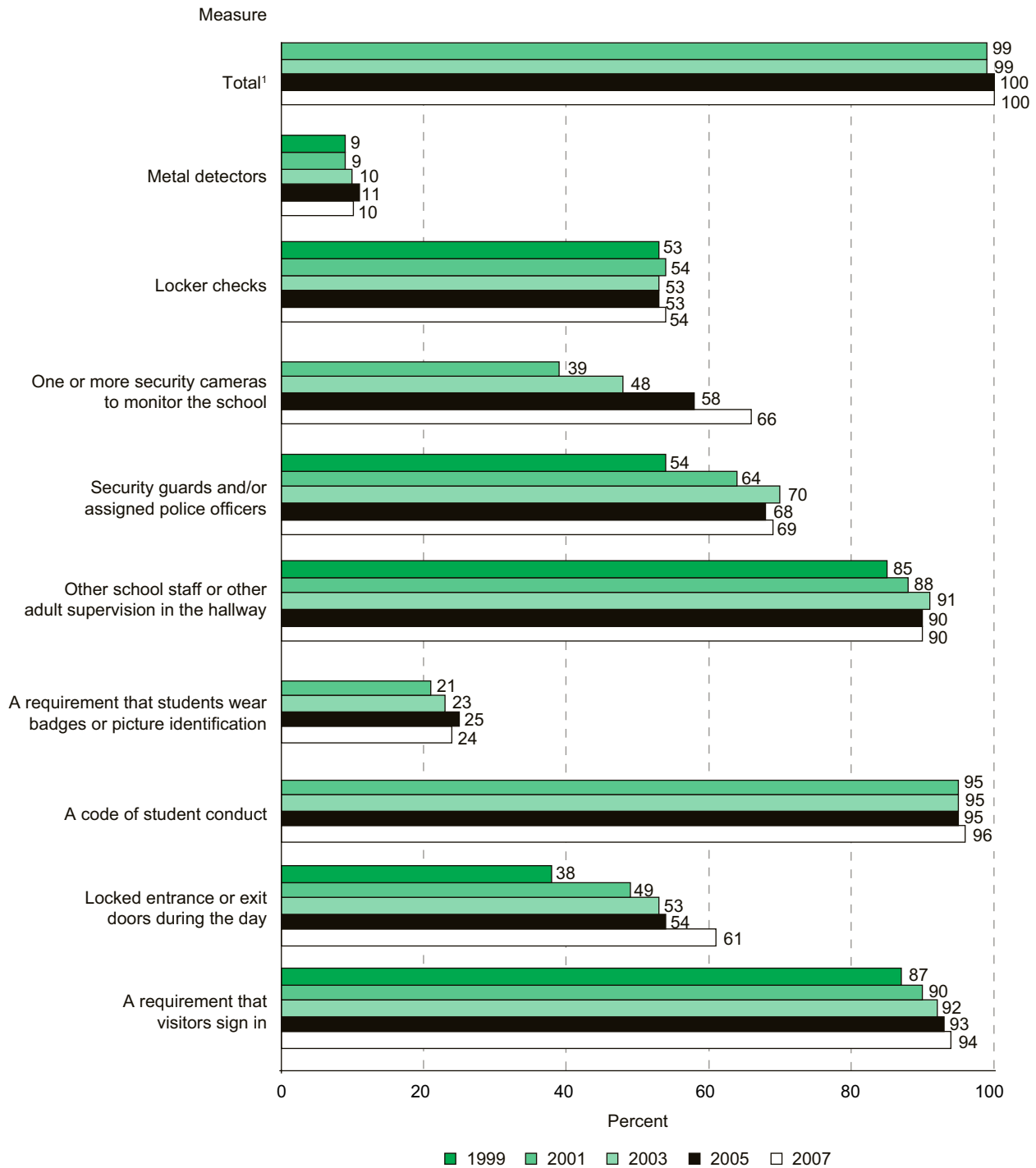
In 2007, about 94 percent of students reported that their school had a requirement that visitors sign in compared to 93 percent of students in 2005. Between 1999 and 2007, the percentage of students who reported a visitor sign-in requirement increased from 87 to 94 percent. No significant differences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

⁴⁴ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

⁴⁵ Readers should note that this indicator relies on student reports of security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See *Indicator 20* for a summary of the use of various security measures as reported by schools.

This indicator has been updated to include 2007 data. For more information: Table 21.1 and Bauer et al. (2008).

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



¹ Data for 1999 are not available.

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

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

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