

# Supplemental Tables

**Table 1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location and year: 1992–2007**

Year	Total student, staff, and nonstudent school-associated violent deaths <sup>1</sup>	Homicides of youth ages 5–18		Suicides of youth ages 5–18	
		Homicides at school <sup>2</sup>	Total homicides <sup>3</sup>	Suicides at school <sup>2</sup>	Total suicides <sup>4</sup>
1992–93	57	34	2,689	6	1,680
1993–94	48	29	2,879	7	1,723
1994–95	48	28	2,654	7	1,767
1995–96	53	32	2,512	6	1,725
1996–97	48	28	2,189	1	1,633
1997–98	57	34	2,056	6	1,626
1998–99	47	33	1,762	4	1,597
1999–2000	37	13	1,537	8	1,415
2000–01	32	14	1,466	4	1,493
2001–02	38	16	1,468	6	1,400
2002–03	35	18	1,515	9	1,331
2003–04	41	22	1,437	4	1,285
2004–05	51	22	1,535	7	1,471
2005–06	41	19	1,646	3	1,408
2006–07 <sup>5</sup>	55	27	—	8	—

— Not available.

<sup>1</sup> School-associated violent deaths include a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2007.

<sup>2</sup> Youth ages 5–18 from July 1, 1992, through June 30, 2007.

<sup>3</sup> Youth ages 5–18 from July 1, 1992, through June 30, 2006.

<sup>4</sup> Youth ages 5–18 in the calendar year from 1992 to 2005.

<sup>5</sup> 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 and total school-associated violent deaths 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Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (July 2008); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury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 1992–93 through 2005–06 school years are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (May 2008).

**Table 1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: 1992–2007**

Year	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths
1992–93	57	47	10	0	0
1993–94	48	38	10	0	0
1994–95	48	39	8	0	1
1995–96	53	46	6	1	0
1996–97	48	45	2	1	0
1997–98	57	47	9	1	0
1998–99	47	38	6	2	1
1999–2000	37	25	11	0	1
2000–01	32	26	5	1	0
2001–02	38	27	9	1	1
2002–03	35	25	10	0	0
2003–04	41	34	6	1	0
2004–05	51	40	9	2	0
2005–06	41	34	6	1	0
2006–07 <sup>1</sup>	55	40	12	2	1

<sup>1</sup> Data are preliminary and subject to change.

NOTE: School-associated violent deaths include a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2007. Estimates were revised and may differ from previously published data.

SOURCE: 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).

**Table 2.1. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location, type of crime and year: 1992–2006**

Year	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent <sup>1</sup>	Total	Theft	Violent	Serious violent <sup>1</sup>
<b>At school</b>								
1992	3,409,200	2,260,500	1,148,600	245,400	144	95	48	10
1993	3,795,200	2,357,000	1,438,200	306,700	155	96	59	12
1994	3,795,500	2,371,500	1,424,000	322,400	150	94	56	13
1995	3,467,900	2,177,900	1,290,000	222,500	135	85	50	9
1996	3,163,000	2,028,700	1,134,400	225,400	121	78	43	9
1997	2,721,200	1,666,000	1,055,200	201,800	102	63	40	8
1998	2,715,600	1,562,300	1,153,200	252,700	101	58	43	9
1999	2,489,700	1,605,500	884,100	185,600	92	59	33	7
2000	1,946,400	1,246,600	699,800	128,400	72	46	26	5
2001	2,001,300	1,237,600	763,700	160,900	73	45	28	6
2002	1,753,600	1,095,000	658,600	88,100	64	40	24	3
2003	1,930,100	1,191,400	738,700	154,200	73	45	28	6
2004	1,445,800	863,000	582,800	107,400	55	33	22	4
2005	1,487,900	858,400	629,500	137,300	56	32	24	5
2006	1,676,400	909,500	767,000	173,600	63	34	29	6
<b>Away from school</b>								
1992	3,286,800	1,607,600	1,679,200	750,200	138	68	71	32
1993	3,419,700	1,691,800	1,728,000	849,500	139	69	70	35
1994	3,258,100	1,521,700	1,736,400	832,700	129	60	69	33
1995	3,058,300	1,561,800	1,496,500	599,000	119	61	58	23
1996	3,050,600	1,622,900	1,427,700	670,600	117	62	55	26
1997	3,107,300	1,551,600	1,555,800	635,900	117	58	59	24
1998	2,534,500	1,236,400	1,298,100	550,200	95	46	48	21
1999	2,106,600	1,048,200	1,058,300	476,400	78	39	39	18
2000	2,011,800	1,091,000	920,800	373,100	74	40	34	14
2001	1,670,500	912,900	757,500	290,300	61	33	28	11
2002	1,510,400	790,100	720,300	309,200	55	29	26	11
2003	1,592,600	746,200	846,400	325,000	60	28	32	12
2004	1,262,200	706,400	555,800	228,600	48	27	21	9
2005	1,228,400	603,400	625,000	267,600	46	23	24	10
2006	1,312,000	659,400	652,600	284,100	49	25	24	11

<sup>1</sup> Serious violent crimes are also included in violent crimes.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2006.

**Table 2.2. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students at school, by type of crime and selected student and school characteristics: 2006**

Student or school characteristic	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent <sup>1</sup>	Total	Theft	Violent	Serious violent <sup>1</sup>
<b>At school</b>								
Total	1,676,400	909,500	767,000	173,600	63	34	29	6
Sex								
Male	910,900	475,600	435,300	88,700	66	35	32	6
Female	765,500	433,900	331,600	84,900	59	33	25	7
Age								
12–14	826,400	393,000	433,400	104,600	67	32	35	8
15–18	850,100	516,500	333,600	69,000	59	36	23	5
Race/ethnicity <sup>2</sup>								
White	955,800	530,300	425,500	84,800	60	33	27	5
Black	266,300	134,100	132,200	33,500 !	65	33	32	8 !
Hispanic	267,400	140,300	127,100	38,000 !	56	29	26	8 !
Other	186,900	104,700	82,100	‡	100	56	44	‡
Household income								
Less than \$15,000	161,100	74,800	86,300	‡	77	36	41	‡
\$15,000–29,999	270,500	99,600	170,900	25,500 !	88	32	56	8 !
\$30,000–49,999	372,200	201,800	170,400	39,200 !	81	44	37	9 !
\$50,000–74,999	223,300	128,200	95,100	32,100 !	55	31	23	8 !
\$75,000 or more	360,600	254,200	106,400	‡	50	35	15	‡

! Interpret data with caution. Estimate based on 10 or fewer sample cases.

‡ Reporting standards not met.

<sup>1</sup> Serious violent crimes are also included in violent crimes.

<sup>2</sup> Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100. Due to changes in survey methodology in 2006 that mainly affected rural areas, national-level estimates were not comparable to estimates based on NCVS data from previous years. For more information, please see appendix A. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

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

**Table 2.3. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students away from school, by type of crime and selected student and school characteristics: 2006**

Student or school characteristic	Number of crimes				Rate of crimes per 1,000 students			
	Total	Theft	Violent	Serious violent <sup>1</sup>	Total	Theft	Violent	Serious violent <sup>1</sup>
<b>Away from school</b>								
Total	1,312,000	659,400	652,600	284,100	49	25	24	11
Sex								
Male	665,500	356,300	309,300	136,900	49	26	23	10
Female	646,500	303,200	343,300	147,200	50	23	26	11
Age								
12–14	424,300	233,600	190,700	82,900	34	19	15	7
15–18	887,700	425,800	461,800	201,300	62	30	32	14
Race/ethnicity <sup>2</sup>								
White	751,600	382,800	368,800	171,200	47	24	23	11
Black	255,400	116,700	138,600	68,200	62	28	34	17
Hispanic	222,900	116,500	106,400	31,900 !	46	24	22	7 !
Other	82,100	43,400 !	38,700 !	‡	44	23	21 !	‡
Household income								
Less than \$15,000	192,300	83,400	108,800	40,300 !	92	40	52	19 !
\$15,000–29,999	218,700	106,400	112,300	37,300 !	71	35	36	12 !
\$30,000–49,999	245,200	92,100	153,100	53,400	54	20	33	12
\$50,000–74,999	205,900	118,400	87,400	40,100 !	50	29	21	10 !
\$75,000 or more	236,700	160,600	76,000	45,000	33	22	11	6 !

! Interpret data with caution. Estimate based on 10 or fewer sample cases.

‡ Reporting standards not met.

<sup>1</sup> Serious violent crimes are also included in violent crimes.

<sup>2</sup> Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. Detail may not sum to totals because of rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100. Due to changes in survey methodology in 2006 that mainly affected rural areas, national-level estimates were not comparable to estimates based on NCVS data from previous years. For more information, please see appendix A. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A.

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

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

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

See notes at end of table.



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

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

— Not available.

# Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Serious violent crimes are also included in violent crimes.

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

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

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

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

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

— Not available.

! Interpret data with caution.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

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

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

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

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

— Not available.

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

Estimates were revised and may differ from previously published data.

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

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

Teacher or school characteristic	1993–94		1999–2000	
	Percent	Number	Percent	Number
	Total	Total	Total	Total
Total	11.7	342,100	8.8	305,200
Sex				
Male	14.7	115,900	11.0	95,200
Female	10.6	226,200	8.1	210,000
Race/ethnicity <sup>1</sup>				
White	11.5	295,100	8.6	252,600
Black	12.0	23,800	11.6	28,300
Hispanic	13.2	15,900	9.1	17,200
Other	13.5	7,300	8.4	7,100
Instructional level <sup>2</sup>				
Elementary	8.7	134,500	8.0	148,300
Secondary	15.0	207,500	9.9	157,000
Sector				
Public <sup>3</sup>	12.8	326,300	9.6	287,700
Private	4.2	15,700	3.9	17,500

  

Teacher or school characteristic	2003–04									
	Percent					Number				
	Total	City	Suburban	Town	Rural	Total	City	Suburban	Town	Rural
Total	6.8	10.0	6.0	5.4	4.7	253,100	109,800	78,100	27,500	37,700
Sex										
Male	8.5	13.8	6.9	6.5	5.4	78,500	36,700	22,200	8,700	11,000
Female	6.3	8.8	5.7	5.0	4.5	174,500	73,100	55,900	18,800	26,700
Race/ethnicity <sup>1</sup>										
White	6.4	10.0	5.6	5.4	4.4	199,000	80,000	61,700	24,600	32,800
Black	11.8	13.2	12.6	6.5	7.7	32,500	19,400	9,200	1,500	2,300 !
Hispanic	5.6	5.9	5.3	3.5 !	8.2 !	12,500	6,100	4,200	900 !	1,300 !
Other	8.7	10.0	8.8	4.3	7.9	9,100	4,400	2,900	500	1,300
Instructional level <sup>2</sup>										
Elementary	5.8	8.1	5.3	4.6	3.9	113,700	49,000	37,100	12,400	15,200
Secondary	8.0	12.4	6.8	6.2	5.5	139,400	60,800	40,900	15,100	22,600
Sector										
Public <sup>3</sup>	7.5	11.6	6.6	5.6	4.8	242,500	106,100	74,000	26,600	35,700
Private	2.3	2.0	2.3	‡	3.2 !	10,600	3,700	4,000	900 !	2,000 !

! Interpret data with caution.

‡ Reporting standards not met.

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

<sup>2</sup> 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.

<sup>3</sup> The public sector includes public, public charter, and Bureau of Indian Affairs school teachers.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher 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.

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

Teacher or school characteristic	1993–94		1999–2000	
	Percent	Number	Percent	Number
	Total	Total	Total	Total
Total	4.1	120,000	3.9	134,700
Sex				
Male	3.9	30,800	3.6	30,600
Female	4.2	89,200	4.0	104,100
Race/ethnicity <sup>1</sup>				
White	4.0	103,400	3.8	111,600
Black	3.9	7,700	4.8	11,600
Hispanic	5.1	6,200	4.6	8,800
Other	5.1	2,800	3.2	2,700
Instructional level <sup>2</sup>				
Elementary	4.9	76,200	5.5	102,100
Secondary	3.2	43,800	2.1	32,600
Sector				
Public <sup>3</sup>	4.4	111,300	4.2	125,100
Private	2.3	8,700	2.1	9,600

  

Teacher or school characteristic	2003–04									
	Percent					Number				
	Total	City	Suburban	Town	Rural	Total	City	Suburban	Town	Rural
Total	3.4	4.8	3.2	3.0	2.2	127,500	52,800	41,900	15,100	17,700
Sex										
Male	2.6	4.7	1.9	1.7	1.4	23,600	12,600	6,000	2,300	2,700
Female	3.7	4.8	3.7	3.4	2.5	104,000	40,300	35,900	12,900	14,900
Race/ethnicity <sup>1</sup>										
White	3.2	4.6	3.0	3.1	2.1	100,500	37,300	33,500	14,100	15,600
Black	5.5	6.7	4.5	‡	4.6 !	15,100	9,900	3,300	‡	1,400 !
Hispanic	3.1	2.8 !	4.4 !	‡	2.0 !	7,000	2,900 !	3,500 !	‡	300 !
Other	4.8	6.5 !	4.8 !	2.3 !	1.9 !	5,000	2,800 !	1,600 !	300 !	300 !
Instructional level <sup>2</sup>										
Elementary	4.5	5.5	4.3	4.2	3.4	88,100	33,300	30,400	11,200	13,200
Secondary	2.3	4.0	1.9	1.6	1.1	39,500	19,500	11,500	3,900	4,500
Sector										
Public <sup>3</sup>	3.7	5.5	3.5	3.0	2.2	120,000	50,600	38,700	14,200	16,500
Private	1.6	1.2 !	1.8	2.3 !	1.9 !	7,500	2,200 !	3,200	900 !	1,200 !

! Interpret data with caution.

‡ Reporting standards not met.

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

<sup>2</sup> 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.

<sup>3</sup> The public sector includes public, public charter, and Bureau of Indian Affairs school teachers.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher 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.

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

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

! Interpret data with caution.

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

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

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

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

† Interpret data with caution.

‡ Reporting standards not met.

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

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

**Table 6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000, 2003–04, and 2005–06**

Type of crime	Experienced various types of crime			Number of incidents	Rate per 1,000 students
	1999–2000	2003–04	2005–06		
	Percent of schools	Percent of schools	Percent of schools		
Total	86.4	88.5	85.7	2,191,000	45.8
Violent incidents	71.4	81.4	77.7	1,489,400	31.2
Physical attack or fight without a weapon	63.7	76.7	74.3	897,700	18.8
Threat of physical attack without a weapon	52.2	53.0	52.2	532,600	11.1
Serious violent incidents	19.7	18.3	17.1	59,100	1.2
Rape or attempted rape	0.7	0.8	0.3	300	#
Sexual battery other than rape	2.5	3.0	2.8	4,200	0.1
Physical attack or fight with a weapon	5.2	4.0	3.0	7,000	0.1
Threat of physical attack with a weapon	11.1	8.6	8.8	24,800	0.5
Robbery with a weapon	0.5 !	0.6	0.4	600 !	#
Robbery without a weapon	5.3	6.3	6.4	22,100	0.5
Theft <sup>1</sup>	45.6	46.0	46.0	242,700	5.1
Other incidents	72.7	64.0	68.2	458,900	9.6
Possession of a firearm/explosive device	5.5	6.1	7.2	12,300	0.3
Possession of a knife or sharp object <sup>2</sup>	42.6	15.9	42.8	90,000	1.9
Distribution of illegal drugs	12.3	12.9	—	—	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	—	—
Distribution, possession, or use of illegal drugs	—	—	25.9	117,000	2.4
Distribution, possession, or use of alcohol	—	—	16.2	46,800	1.0
Sexual harassment	36.3	—	—	—	—
Vandalism	51.4	51.4	50.5	192,800	4.0

See notes at end of table.



**Table 6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000, 2003–04, and 2005–06—Continued**

Type of crime	Reported various types of crime to police			Number of incidents	Rate per 1,000 students
	1999–2000	2003–04	2005–06		
Total	62.5	65.2	60.9	763,000	16.0
Violent incidents	36.0	43.6	37.7	353,600	7.4
Physical attack or fight without a weapon	25.8	35.6	29.2	205,400	4.3
Threat of physical attack without a weapon	18.9	21.0	19.7	116,500	2.4
Serious violent incidents	14.8	13.3	12.6	31,700	0.7
Rape or attempted rape	0.6	0.8	0.3	300	#
Sexual battery other than rape	2.3	2.6	2.6	3,800	0.1
Physical attack or fight with a weapon	3.9	2.8	2.2	3,600	0.1
Threat of physical attack with a weapon	8.5	6.0	5.9	9,800	0.2
Robbery with a weapon	0.3 !	0.6	0.4	600 !	#
Robbery without a weapon	3.4	4.2	4.9	13,600	0.3
Theft <sup>1</sup>	28.5	30.5	27.9	119,400	2.5
Other incidents	52.0	50.0	50.6	290,000	6.1
Possession of a firearm/explosive device	4.5	4.9	5.5	10,100	0.2
Possession of a knife or sharp object <sup>2</sup>	23.0	12.1	25.0	54,500	1.1
Distribution of illegal drugs	11.4	12.4	—	—	—
Possession or use of alcohol or illegal drugs	22.2	26.0	—	—	—
Distribution, possession, or use of illegal drugs	—	—	22.8	100,500	2.1
Distribution, possession, or use of alcohol	—	—	11.6	33,600	0.7
Sexual harassment	14.7	—	—	—	—
Vandalism	32.7	34.3	31.9	91,400	1.9

— Not available.

# Rounds to zero.

! Interpret data with caution.

<sup>1</sup> Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

<sup>2</sup> The questionnaire wording for possession of a knife or sharp object differed between survey administrations. In 1999–2000 and 2005–06, the question asked about possession of a knife or sharp object. In 2003–04, the question referred to possession of a knife or sharp object with intent to harm, and was not comparable to data for 1999–2000 and 2005–06.

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

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

**Table 6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2005–06**

School characteristic	Total number of schools	Violent incidents <sup>1</sup>			Serious violent incidents <sup>2</sup>		
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	83,200	77.7	1,489,400	31.2	17.1	59,100	1.2
School level <sup>5</sup>							
Primary	48,600	67.3	561,700	25.2	11.0	19,300	0.9
Middle	15,500	94.4	522,200	51.6	25.2	18,900	1.9
High school	11,700	95.2	313,500	25.7	31.8	17,500	1.4
Combined	7,400	83.5	92,000	29.2	17.4	3,500	1.1
Enrollment size							
Less than 300	20,800	63.7	148,400	34.5	11.4	12,000	2.8
300–499	23,800	77.3	325,000	34.0	11.7	6,800	0.7
500–999	29,300	82.1	609,700	30.9	19.2	21,100	1.1
1,000 or more	9,300	96.5	406,400	28.6	37.2	19,100	1.3
Urbanicity							
City	21,000	82.3	547,400	38.1	23.9	29,800	2.1
Urban fringe	27,600	78.2	524,700	27.1	15.9	16,800	0.9
Town	8,200	82.2	129,400	31.9	15.2	3,700	0.9
Rural	26,400	72.3	287,900	28.7	13.6	8,800	0.9
Percent minority enrollment <sup>6</sup>							
Less than 5 percent	16,600	71.6	174,000	26.9	13.1	5,700	0.9
5 percent to less than 20 percent	20,600	73.5	269,900	22.9	15.7	11,100	0.9
20 percent to less than 50 percent	18,600	79.7	326,200	28.4	16.6	15,700	1.4
50 percent or more	25,600	82.9	677,500	39.9	21.6	25,700	1.5
Percent of students eligible for free or reduced-price lunch							
20 percent or less	19,200	68.0	209,600	16.4	12.5	7,100	0.6
21–50 percent	27,600	79.7	501,700	30.1	19.2	16,400	1.0
50 percent or more	36,400	81.4	778,100	42.3	18.0	35,600	1.9
Student/teacher ratio <sup>7</sup>							
Less than 12	42,200	73.0	598,300	33.2	14.3	22,100	1.2
12–16	27,000	82.4	550,700	30.8	17.1	23,800	1.3
More than 16	14,000	83.0	340,400	28.6	25.8	13,200	1.1

See notes at end of table.

**Table 6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2005–06—Continued**

School characteristic	Theft <sup>3</sup>			Other incidents <sup>4</sup>		
	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	46.0	242,700	5.1	68.2	458,900	9.6
School level <sup>5</sup>						
Primary	27.8	36,000	1.6	54.8	105,800	4.7
Middle	68.7	79,300	7.8	87.8	120,800	11.9
High school	85.6	105,500	8.7	93.6	192,000	15.7
Combined	54.9	21,900	7.0	75.0	40,400	12.8
Enrollment size						
Less than 300	29.6	‡	‡	53.2	52,800	12.3
300–499	37.2	31,600	3.3	63.4	63,600	6.7
500–999	52.1	89,800	4.5	74.2	151,800	7.7
1,000 or more	85.8	102,800	7.2	95.1	190,700	13.4
Urbanicity						
City	46.8	77,500	5.4	72.7	158,900	11.1
Urban fringe	46.9	89,800	4.6	69.9	162,000	8.4
Town	48.4	23,000	5.7	70.6	38,500	9.5
Rural	43.7	52,300	5.2	62.1	99,500	9.9
Percent minority enrollment <sup>6</sup>						
Less than 5 percent	42.8	31,100	4.8	62.4	55,300	8.6
5 percent to less than 20 percent	43.4	60,900	5.2	63.4	109,200	9.3
20 percent to less than 50 percent	47.9	63,300 !	5.5 !	71.5	109,700	9.6
50 percent or more	48.4	81,900	4.8	71.9	171,600	10.1
Percent of students eligible for free or reduced-price lunch						
20 percent or less	45.9	63,100	4.9	61.7	101,600	8.0
21–50 percent	52.5	97,100	5.8	72.3	168,900	10.1
50 percent or more	41.0	82,400	4.5	68.5	188,500	10.3
Student/teacher ratio <sup>7</sup>						
Less than 12	40.1	89,200	5.0	62.3	161,900	9.0
12–16	50.6	94,600	5.3	71.9	169,800	9.5
More than 16	54.9	58,900	4.9	78.8	127,300	10.7

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents.

<sup>2</sup> 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.

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

<sup>4</sup> 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.

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

<sup>6</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

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

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

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

**Table 6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2005–06**

School characteristic	Total number of schools	Violent incidents <sup>1</sup>			Serious violent incidents <sup>2</sup>		
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	83,200	37.7	353,600	7.4	12.6	31,700	0.7
School level <sup>5</sup>							
Primary	48,600	18.7	40,700	1.8	6.2	6,300	0.3
Middle	15,500	63.1	131,200	13.0	19.7	9,500	0.9
High school	11,700	77.3	154,400	12.7	29.5	13,500	1.1
Combined	7,400	46.2	27,200	8.6	13.2	2,500	0.8
Enrollment size							
Less than 300	20,800	26.6	23,500	5.5	8.4	4,000	0.9
300–499	23,800	24.8	29,200	3.1	6.1	3,000	0.3
500–999	29,300	43.1	125,600	6.4	14.1	10,900	0.6
1,000 or more	9,300	78.4	175,300	12.4	34.1	13,700	1.0
Urbanicity							
City	21,000	41.9	134,100	9.3	18.5	14,800	1.0
Urban fringe	27,600	35.5	126,700	6.6	11.4	9,300	0.5
Town	8,200	42.4	31,500	7.7	12.3	2,000	0.5
Rural	26,400	35.1	61,400	6.1	9.4	5,600	0.6
Percent minority enrollment <sup>6</sup>							
Less than 5 percent	16,600	32.8	33,400	5.2	7.3	2,600	0.4
5 percent to less than 20 percent	20,600	34.7	61,900	5.3	11.5	6,000	0.5
20 percent to less than 50 percent	18,600	39.3	91,900	8.0	12.1	6,700	0.6
50 percent or more	25,600	42.7	159,100	9.4	17.4	16,100	0.9
Percent of students eligible for free or reduced-price lunch							
20 percent or less	19,200	30.8	51,600	4.0	9.4	4,700	0.4
21–50 percent	27,600	40.0	136,400	8.2	13.0	9,900	0.6
50 percent or more	36,400	39.5	165,700	9.0	14.0	17,100	0.9
Student/teacher ratio <sup>7</sup>							
Less than 12	42,200	34.6	125,000	6.9	10.5	11,900	0.7
12–16	27,000	40.2	142,100	7.9	12.8	11,200	0.6
More than 16	14,000	41.9	86,500	7.3	18.7	8,600	0.7

See notes at end of table.

**Table 6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2005–06—Continued**

School characteristic	Theft <sup>3</sup>			Other incidents <sup>4</sup>		
	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	27.9	119,400	2.5	50.6	290,000	6.1
School level <sup>5</sup>						
Primary	12.5	11,600	0.5	34.1	46,800	2.1
Middle	43.3	28,900	2.9	72.6	70,100	6.9
High school	67.6	67,700	5.5	86.9	145,600	11.9
Combined	33.9	11,200	3.5	55.3	27,500	8.7
Enrollment size						
Less than 300	14.1	6,800	1.6	36.4	24,800	5.8
300–499	18.5	10,000	1.1	39.6	30,200	3.2
500–999	32.1	39,800	2.0	57.2	89,100	4.5
1,000 or more	69.4	62,700	4.4	89.7	145,900	10.3
Urbanicity						
City	31.4	39,300	2.7	54.4	104,500	7.3
Urban fringe	29.1	46,100	2.4	51.5	105,200	5.4
Town	32.6	10,900	2.7	58.4	24,000	5.9
Rural	22.3	23,100	2.3	44.3	56,300	5.6
Percent minority enrollment <sup>6</sup>						
Less than 5 percent	21.9	13,200	2.0	41.4	28,500	4.4
5 percent to less than 20 percent	26.8	33,600	2.9	45.2	67,000	5.7
20 percent to less than 50 percent	30.0	32,800	2.9	52.0	69,700	6.1
50 percent or more	30.9	36,700	2.2	59.0	117,200	6.9
Percent of students eligible for free or reduced-price lunch						
20 percent or less	28.5	33,800	2.6	44.0	64,900	5.1
21–50 percent	31.6	49,600	3.0	50.8	105,800	6.4
50 percent or more	24.7	36,000	2.0	54.0	119,300	6.5
Student/teacher ratio <sup>7</sup>						
Less than 12	23.1	40,400	2.2	45.5	94,000	5.2
12–16	30.5	48,500	2.7	54.6	110,400	6.2
More than 16	37.4	30,500	2.6	58.5	85,700	7.2

! Interpret data with caution.

<sup>1</sup> Violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents.

<sup>2</sup> 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.

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

<sup>4</sup> 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.

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

<sup>6</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

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

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

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

**Table 6.4. Percentage of public schools experiencing and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2005–06**

School characteristic	Number of violent incidents experienced						
	None	1–2	3–5	6–9	10–14	15–19	20 or more
Total	22.3	1.3	4.8	8.2	9.8	7.8	45.8
School level <sup>1</sup>							
Primary	32.7	1.6	5.7	7.2	8.5	5.6	38.7
Middle	5.6	1.2	2.6	6.7	10.4	7.2	66.4
High school	4.8	1.1	5.0	11.4	16.3	15.2	46.1
Combined	16.5	#	3.3!	12.6!	6.9!	11.8!	49.0
Enrollment size							
Less than 300	36.3	#	2.6!	6.8	7.1	6.2	40.9
300–499	22.7	‡	6.3	8.5	10.3	4.6	47.3
500–999	17.9	2.9	4.3	7.6	9.9	10.5	46.9
1,000 or more	3.5	2.0	7.4	12.2	14.4	11.0	49.5
Urbanicity							
City	17.7	1.7!	6.1	6.8	8.7	6.3	52.8
Urban fringe	21.8	1.4!	4.7	9.3	12.2	8.8	41.9
Town	17.8	‡	5.3!	3.4!	10.0	10.1	51.9
Rural	27.7	1.0!	3.7	9.6	8.2	7.2	42.5
Percent minority enrollment <sup>2</sup>							
Less than 5 percent	28.4	0.9!	4.0!	10.8	9.1	7.7	39.1
5 percent to less than 20 percent	26.5	‡	5.4	7.2	10.6	8.0	40.9
20 percent to less than 50 percent	20.3	2.0!	4.9	9.3	10.6	9.7	43.1
50 percent or more	17.1	1.2!	4.3	6.7	9.0	6.1	55.6
Percent of students eligible for free or reduced-price lunch							
20 percent or less	32.0	2.4	6.3	9.6	11.5	8.9	29.3
21–50 percent	20.3	1.2!	4.5	9.4	11.4	8.0	45.3
50 percent or more	18.6	0.9!	4.2	6.4	7.7	7.1	55.0
Student/teacher ratio <sup>3</sup>							
Less than 12	27.0	0.9	4.2	7.2	8.8	6.1	46.0
12–16	17.6	1.9	5.1	9.4	11.0	9.0	45.8
More than 16	17.0	1.6!	6.3	8.8	10.5	10.5	45.3

See notes at end of table.

**Table 6.4. Percentage of public schools experiencing and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2005–06—Continued**

School characteristic	Number of violent incidents reported to the police						
	None	1–2	3–5	6–9	10–14	15–19	20 or more
Total	62.3	4.5	8.6	6.4	5.6	3.7	9.0
School level <sup>1</sup>							
Primary	81.3	3.8	6.0	2.6	2.5	1.2 !	2.7
Middle	36.9	6.4	10.5	10.8	10.2	6.2	19.1
High school	22.7	7.1	15.0	15.3	12.6	8.4	18.9
Combined	53.8	‡	11.9 !	7.9 !	4.8 !	7.1 !	13.3
Enrollment size							
Less than 300	73.4	0.5 !	4.8	5.4	4.7	3.1 !	8.2
300–499	75.2	‡	10.8	3.5	3.1	2.2	4.6
500–999	56.9	8.7	8.2	6.4	6.0	4.1	9.7
1,000 or more	21.6	10.2	12.9	15.6	12.2	7.7	20.0
Urbanicity							
City	58.1	6.7	8.3	5.0	5.4	4.0	12.5
Urban fringe	64.5	5.4	7.9	7.7	4.3	2.9	7.3
Town	57.6	3.0 !	9.7	5.6	9.9	5.4 !	8.7
Rural	64.9	2.4	9.3	6.2	5.6	3.7	7.9
Percent minority enrollment <sup>2</sup>							
Less than 5 percent	67.2	2.8	8.8	7.1	5.9	3.3	5.0
5 percent to less than 20 percent	65.3	3.4	9.2	6.5	5.2	4.1	6.3
20 percent to less than 50 percent	60.7	5.0	8.1	5.7	6.1	3.2	11.3
50 percent or more	57.3	6.3	8.8	5.9	5.5	4.1	12.2
Percent of students eligible for free or reduced-price lunch							
20 percent or less	69.2	5.7	7.9	6.3	4.2	2.8	3.9
21–50 percent	60.0	4.6	9.1	7.5	6.2	3.8	9.0
50 percent or more	60.5	3.8	8.6	5.6	5.8	4.1	11.7
Student/teacher ratio <sup>3</sup>							
Less than 12	65.4	2.8	7.9	5.3	5.8	4.3	8.5
12–16	59.8	4.6	9.6	7.9	5.3	3.0	9.8
More than 16	58.1	9.2	8.9	6.6	5.3	3.2	8.7

# Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

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

<sup>2</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

<sup>3</sup> Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

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

**Table 6.5. Percentage of public schools experiencing and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2005–06**

School characteristic	Number of serious violent incidents experienced					
	None	1	2	3–5	6–9	10 or more
Total	82.9	1.7	3.9	5.8	2.3	3.5
School level <sup>1</sup>						
Primary	89.0	‡	2.6	4.0	2.1	2.1
Middle	74.8	1.9	5.3	9.2	3.3	5.6
High school	68.2	7.8	6.9	9.6	2.3	5.2
Combined	82.6	‡	‡	‡	2.2!	5.8!
Enrollment size						
Less than 300	88.6	#	#	4.6	1.6!	5.2
300–499	88.3	‡	0.8!	6.3	2.7!	2.0
500–999	80.8	0.2!	8.0	5.2	2.5	3.3
1,000 or more	62.8	14.2	7.4	9.0	2.5	4.0
Urbanicity						
City	76.1	2.2	4.9	7.1	4.0	5.7
Urban fringe	84.1	2.6	4.6	5.2	1.5	2.0
Town	84.8	1.0!	2.9	5.5!	3.5!	2.4!
Rural	86.4	0.5!	2.5	5.4	1.6	3.6
Percent minority enrollment <sup>2</sup>						
Less than 5 percent	86.9	0.5!	2.7!	5.4	1.7!	2.8
5 percent to less than 20 percent	84.3	1.6	3.1	5.5	2.2	3.3
20 percent to less than 50 percent	83.4	1.8	5.0	4.6	1.2!	3.9
50 percent or more	78.4	2.4	4.2	7.4	3.6	4.0
Percent of students eligible for free or reduced-price lunch						
20 percent or less	87.5	2.1	3.6	4.3	1.7!	0.9!
21–50 percent	80.8	2.2	4.6	6.8	2.5	3.2
50 percent or more	82.0	1.1	3.4	5.8	2.6	5.1
Student/teacher ratio <sup>3</sup>						
Less than 12	85.7	0.5	2.1	5.2	2.3	4.2
12–16	82.9	2.0	4.0	6.3	2.2!	2.7
More than 16	74.2	4.8	9.0	6.5	2.6!	3.0!

See notes at end of table.



**Table 6.5. Percentage of public schools experiencing and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2005–06—Continued**

School characteristic	Number of serious violent incidents reported to the police					
	None	1	2	3–5	6–9	10 or more
Total	87.4	1.6	3.4	4.2	1.4	2.0
School level <sup>1</sup>						
Primary	93.8	‡	2.2	2.1	0.8!	‡
Middle	80.3	1.9	5.5	7.4	2.2	2.8
High school	70.5	7.8	6.9	9.0	2.6	3.3
Combined	86.8	‡	‡	3.9!	‡	5.6!
Enrollment size						
Less than 300	91.6	‡	#	3.5	0.5!	4.2
300–499	93.9	#	‡	3.4	1.0!	0.9!
500–999	85.9	0.2!	6.6	4.0	2.0	1.2
1,000 or more	65.9	13.8	7.7	8.1	2.0	2.4
Urbanicity						
City	81.5	2.1	5.2	5.7	2.7	2.7!
Urban fringe	88.6	2.6	3.8	2.9	0.9	1.1
Town	87.7	0.7!	3.2	6.3!	‡	‡
Rural	90.6	0.5!	1.7	3.6	1.0	2.6!
Percent minority enrollment <sup>2</sup>						
Less than 5 percent	92.7	0.5!	1.7!	3.0	‡	1.8!
5 percent to less than 20 percent	88.5	1.5	3.0	4.3	1.2	1.6!
20 percent to less than 50 percent	87.9	1.8	3.8	3.0	1.0	2.6!
50 percent or more	82.6	2.3	4.3	5.9	2.5	2.3
Percent of students eligible for free or reduced-price lunch						
20 percent or less	90.6	2.1	3.6	2.4	0.9!	‡
21–50 percent	87.0	2.2	3.5	4.5	1.0	1.8!
50 percent or more	86.0	1.0	3.2	4.9	1.9	3.1
Student/teacher ratio <sup>3</sup>						
Less than 12	89.5	0.5	2.1	3.9	1.1	2.8
12–16	87.2	1.9	3.7	5.0	1.4!	0.9
More than 16	81.3	4.6	6.9	3.6	1.9!	‡

# Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

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

<sup>2</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

<sup>3</sup> Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

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

**Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency: Various school years, 1999–2000, 2003–04, and 2005–06**

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

— Not available.

<sup>1</sup> Includes schools that reported the activity happens either at least once a week or daily.

<sup>2</sup> In the 2005–06 survey administration, the questionnaire wording was changed to “student racial/ethnic tensions.”

<sup>3</sup> 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 of public schools is 82,000 in 1999–2000; 80,500 in 2003–04; and 83,200 in 2005–06.

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.

**Table 7.2. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2005–06**

School characteristic	Happens at least once a week <sup>1</sup>					Happens at all <sup>2</sup>		
	Student racial/ethnic tensions	Student bullying	Student sexual harassment of other students	Student verbal abuse of teachers	Wide-spread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities	Undesirable cult or extremist group activities
Total	2.8	24.5	3.5	9.5	2.3	18.3	16.9	3.7
School level <sup>3</sup>								
Primary	1.5	20.6	1.6	6.1	0.9!	12.1	7.6	1.1!
Middle	6.0	43.0	8.6	16.0	5.3	30.6	31.7	5.1
High school	5.0	22.3	6.2	17.3	4.8	30.4	38.9	11.0
Combined	‡	14.6	‡	5.7!	‡	14.3	12.5	5.8!
Enrollment size								
Less than 300	‡	19.4	2.3!	5.9	1.5!	12.1	7.5	2.4!
300–499	2.5	21.9	2.4	8.3	1.6!	14.2	9.4	2.3!
500–999	3.2	28.5	4.1	9.5	2.8	20.8	19.0	2.9
1,000 or more	6.4	29.9	7.4	20.5	4.9	34.9	51.0	12.2
Urbanicity								
City	3.5	29.5	4.0	16.3	3.7	25.6	29.3	5.0
Urban fringe	3.3	22.8	3.7	7.9	2.2	17.8	16.5	2.9
Town	4.2	28.4	4.1	10.0	1.8!	18.0	14.9	6.1!
Rural	1.2	21.0	2.7	5.5	1.6	13.2	8.1	2.6
Percent minority enrollment <sup>4</sup>								
Less than 5 percent	0.6!	20.5	2.2	2.7	0.8!	11.0	2.5	1.1!
5 percent to less than 20 percent	1.9	23.4	4.3	6.1	0.8	12.9	7.8	2.9
20 percent to less than 50 percent	5.1	23.3	3.1	12.0	2.1	21.5	19.7	5.9
50 percent or more	3.4	28.9	3.7	15.3	4.9	25.3	31.7	3.8
Percent of students eligible for free or reduced-price lunch								
20 percent or less	1.7	21.2	3.0	3.1	0.9	9.2	7.9	2.6
21–50 percent	2.9	24.2	4.5	8.4	1.3	18.6	15.6	4.1
50 percent or more	3.3	26.4	3.0	13.7	3.9	22.9	22.7	3.9
Student/teacher ratio <sup>5</sup>								
Less than 12	2.0	22.9	2.3	9.2	1.6	16.5	12.6	2.6
12–16	4.0	24.2	4.1	9.4	3.2	19.5	18.7	3.6
More than 16	2.8	29.7	5.9	10.4	3.0	21.6	26.5	6.8
Prevalence of violent incidents <sup>6</sup>								
No violent incidents	#	10.0	‡	‡	#	3.5!	3.6!	‡
Any violent incidents	3.6	28.6	4.3	11.6	3.0	22.5	20.7	4.6

# Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Includes schools that reported the activity happens either at least once a week or daily.

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

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

<sup>4</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

<sup>5</sup> Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers and aides. The total number of FTE teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment for part-time status.

<sup>6</sup> Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.

NOTE: 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.

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

Student or school characteristic	2001				2003			
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	20.1	28.9	18.3	13.3	20.9	30.9	18.4	12.3
Sex								
Male	21.4	31.9	18.9	14.0	22.3	32.1	20.5	12.2
Female	18.8	25.9	17.5	12.5	19.5	29.7	16.3	12.4
Race/ethnicity <sup>2</sup>								
White	15.5	20.5	15.4	12.1	14.2	19.8	13.8	10.7
Black	28.6	32.4	25.4	22.5	29.5	32.8	28.3	21.8 !
Hispanic	32.0	40.3	27.1	16.8 !	37.2	42.6	34.6	12.7 !
Asian	—	—	—	—	—	—	—	—
Other	21.4	27.0	20.0	‡	22.0	30.6	18.2	‡
Grade								
6th	11.2	14.9	9.0	11.0	10.9	21.6	7.5	‡
7th	15.7	23.7	13.7	8.9	16.3	25.5	13.2	9.4
8th	17.3	24.0	16.6	10.1	17.9	25.2	16.2	10.9
9th	24.3	35.3	20.8	18.9	26.1	38.2	24.3	13.8
10th	23.6	33.1	22.3	14.4	26.3	35.3	24.1	18.0
11th	24.2	34.2	22.7	15.8	23.4	34.6	20.4	15.0
12th	21.1	34.1	18.6	11.5 !	22.2	34.8	19.3	13.3
Sector								
Public	21.6	31.9	19.5	13.7	22.5	33.7	19.9	12.8
Private	4.9	5.0	4.3 !	‡	3.9	6.0	2.4 !	‡
Student or school characteristic	2005				2007 <sup>1</sup>			
	Total	Urban	Suburban	Rural	Total	Urban	Suburban	Rural
Total	24.2	36.2	20.8	16.4	23.2	‡	‡	‡
Sex								
Male	25.3	37.4	22.4	16.1	25.1	‡	‡	‡
Female	22.9	35.0	19.1	16.7	21.3	‡	‡	‡
Race/ethnicity <sup>2</sup>								
White	16.8	23.7	16.0	14.1	16.0	‡	‡	‡
Black	37.6	41.8	36.2	24.4	37.6	‡	‡	‡
Hispanic	38.9	48.9	32.1	26.2	36.1	‡	‡	‡
Asian	20.2	25.0	18.1	19.0 !	17.4	‡	‡	‡
Other	27.7	33.9	29.0	‡	26.4	‡	‡	‡
Grade								
6th	12.1	19.9	8.9	8.3 !	15.3	‡	‡	‡
7th	17.3	24.2	14.9	15.2	17.4	‡	‡	‡
8th	19.1	30.5	14.6	14.7	20.6	‡	‡	‡
9th	28.3	40.3	24.8	21.0	28.0	‡	‡	‡
10th	32.6	50.6	27.9	22.0	28.1	‡	‡	‡
11th	28.0	44.3	25.5	13.3 !	25.9	‡	‡	‡
12th	27.9	39.5	25.1	15.8 !	24.4	‡	‡	‡
Sector								
Public	25.8	39.1	22.3	17.2	24.9	‡	‡	‡
Private	4.2	7.7	3.0 !	‡	5.2	‡	‡	‡

— Not available.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> 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.

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

NOTE: Data for 2005 have been revised from previously published figures. All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

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

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

— Not available.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

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

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

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

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

— Not available.

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

Estimates were revised and may differ from previously published data.

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

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

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

— Not available.

‡ Reporting standards not met.

<sup>1</sup> 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.

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

NOTE: Data for 2005 have been revised from previously published figures. “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Hate-related refers to derogatory terms used by others in reference to students’ personal characteristics. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

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

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

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> 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.

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

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Hate-related refers to derogatory terms used by others in reference to students' personal characteristics. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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



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

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

See notes at end of table.

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

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

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Cyber-bullied includes students who responded that another student “made unwanted contact, for example, threatened or insulted [the respondent] via text (SMS) messaging.” This category did not meet reporting standards to be reported separately.

<sup>2</sup> This was defined as another student making “unwanted contact, for example, threatened or insulted [the respondent] via instant messaging.”

<sup>3</sup> Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race. NOTE: “At school” includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total because students could have experienced more than one type of bullying. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

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

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

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> 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.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. For more information, please see appendix A. Location totals may sum to more than 100 because students could have been bullied in more than one location. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

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

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

See notes at end of table.

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

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

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Teacher or other adult at school notified.

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

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. In 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

**Table 12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Various school years, 1987–88 through 2003–04**

Teacher or school characteristic	Interfered with teaching									
	Student misbehavior					Student tardiness and class cutting				
	1987–88	1990–91	1993–94	1999–2000	2003–04	1987–88	1990–91	1993–94	1999–2000	2003–04
Total	40.2	33.8	41.4	38.6	35.2	32.7	—	25.5	29.4	31.4
Years of teaching experience										
3 or fewer	42.2	35.6	45.0	41.5	39.5	34.7	—	27.9	32.4	34.2
4 to 9	40.1	33.6	42.0	40.5	36.3	31.4	—	25.6	30.1	32.1
10 to 19	39.5	33.0	40.7	36.4	34.1	31.7	—	24.3	26.7	30.7
20 or more	40.7	34.2	40.2	37.6	32.9	34.4	—	25.6	29.3	29.7
School level <sup>1</sup>										
Elementary	39.2	34.1	40.9	39.1	33.9	22.6	—	17.2	24.2	26.5
Secondary	43.2	34.9	43.7	39.5	40.1	49.9	—	43.0	41.5	43.8
Combined	35.0	26.6	32.7			28.2	—	15.3		
Sector										
Public <sup>2</sup>	42.4	35.7	44.2	40.8	37.3	34.7	—	27.9	31.5	33.4
Private	24.2	20.0	22.4	24.1	20.8	17.2	—	8.7	15.0	16.9
School enrollment										
Fewer than 200	31.9	25.0	31.2	32.6	29.7	24.6	—	14.8	21.8	25.0
200–499	36.7	30.6	36.9	36.4	30.9	24.0	—	17.0	25.1	26.3
500–749	41.2	34.9	42.0	40.0	34.0	29.0	—	21.2	27.2	28.1
750–999	44.6	39.3	47.5	39.8	37.2	35.6	—	30.2	27.7	31.1
1,000 or more	47.0	38.9	48.0	41.9	43.7	54.2	—	46.8	41.7	44.9
Urbanicity <sup>3</sup>										
City	—	—	—	—	41.9	—	—	—	—	36.9
Suburban	—	—	—	—	32.7	—	—	—	—	28.8
Town	—	—	—	—	33.5	—	—	—	—	30.6
Rural	—	—	—	—	31.2	—	—	—	—	28.4

— Not available.

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

<sup>2</sup> The public sector includes public, public charter, and Bureau of Indian Education school teachers.

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

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,623,000 in 1987–88; 2,905,000 in 1990–91; 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 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.



**Table 12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by selected teacher and school characteristics: Various school years, 1987–88 through 2003–04**

Teacher or school characteristic	School rules enforced									
	By other teachers <sup>1</sup>					By the principal <sup>2</sup>				
	1987–88	1990–91	1993–94	1999–2000	2003–04	1987–88	1990–91	1993–94	1999–2000	2003–04
Total	65.1	73.4	63.7	64.4	72.3	83.7	87.4	81.8	83.0	87.8
Years of teaching experience										
3 or fewer	68.5	76.0	68.7	69.3	76.4	84.9	88.0	85.1	84.5	88.6
4 to 9	65.2	72.7	62.9	61.6	70.6	84.0	87.4	80.6	82.7	86.8
10 to 19	64.2	72.9	63.0	64.5	71.3	83.9	87.5	82.4	83.0	87.8
20 or more	64.9	73.5	63.1	63.6	72.5	82.8	86.9	80.6	82.4	88.3
School level <sup>3</sup>										
Elementary	74.2	80.5	72.1	72.2	79.5	85.1	88.0	82.7	84.2	88.2
Secondary	49.9	60.2	47.0	47.2	55.7	81.5	85.8	79.0	80.0	86.2
Combined	66.0	76.9	70.0			84.2	90.1	85.7		
Sector										
Public <sup>4</sup>	63.7	71.9	61.7	62.6	71.1	83.1	86.7	80.8	82.2	88.2
Private	75.3	84.2	77.5	75.9	80.9	88.6	91.9	88.3	88.3	86.2
School enrollment										
Fewer than 200	76.0	83.7	76.4	75.4	83.9	86.5	89.3	85.2	87.1	90.9
200–499	72.6	79.4	71.1	71.6	78.8	84.5	88.1	83.5	84.2	89.2
500–749	66.6	75.8	66.7	67.7	75.8	84.4	88.5	82.2	83.5	87.7
750–999	59.7	68.4	58.6	63.0	69.4	83.0	85.7	79.6	82.5	85.9
1,000 or more	48.1	57.5	45.8	47.3	56.3	80.7	84.9	78.0	79.4	85.8
Urbanicity <sup>5</sup>										
City	—	—	—	—	69.8	—	—	—	—	85.6
Suburban	—	—	—	—	72.9	—	—	—	—	89.0
Town	—	—	—	—	73.4	—	—	—	—	88.6
Rural	—	—	—	—	74.1	—	—	—	—	88.5

— Not available.

<sup>1</sup> Respondents were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

<sup>2</sup> Respondents were asked whether their “principal enforces school rules for student conduct and backs me up when I need it.”

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

<sup>4</sup> The public sector includes public, public charter, and Bureau of Indian Education school teachers.

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

NOTE: Teachers who taught only prekindergarten students are excluded. Population sizes for teachers are 2,623,000 in 1987–88; 2,905,000 in 1990–91; 2,930,000 in 1993–94; 3,452,000 in 1999–2000; and 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.

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

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

— Not available.

! Interpret data with caution.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

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

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

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

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

— Not available.

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

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

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

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

— Not available.

! Interpret data with caution.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many days they carried a weapon during the past 30 days.

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

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

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

— Not available.

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

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

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

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

— Not available.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; students are simply asked how many days did they have at least one drink of alcohol during the past 30 days.

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

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

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

— Not available.

! Interpret data with caution.

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

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

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

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

— Not available.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; students are simply asked how many times during the past 30 days they used marijuana.

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



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

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

— Not available.

! Interpret data with caution.

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

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

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

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

— Not available.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> 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.

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

NOTE: Data for 2005 have been revised from previously published figures. “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” Includes students who reported that they sometimes or most of the time feared being victimized in this way. Fear of attack away from school was not collected in 1995. In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

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

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

— Not available.

<sup>1</sup> 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.

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

NOTE: Data for 2005 have been revised from previously published figures. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” 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, 1995–2007.

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

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

— Not available.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> 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.

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

NOTE: Data for 2005 have been revised from previously published figures. Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. Due to a redesign of the methods used to measure urbanicity, estimates for 2007 locales are not shown. For more information, please see appendix A.

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

**Table 19.1. Number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: School year 2005–06**

Type of offense	Schools using any serious disciplinary action			Percentage distribution of serious disciplinary actions		
	Number of schools	Percent of schools	Number of serious disciplinary action	Out-of-school suspensions lasting 5 days or more	Removals with no services for remainder of school year	Transfers to specialized schools
Total	39,600	48.0	830,700	74.2	5.4	20.4
Physical attacks or fights	26,000	31.5	323,900	80.8	4.1	15.1
Insubordination	17,500	21.2	309,000	75.9	4.1 !	20.0
Distribution, possession, or use of alcohol	8,400	10.2	30,100	77.0	4.5	18.5
Distribution, possession, or use of illegal drugs	17,200	20.8	106,800	55.6	10.2	34.2
Use or possession of a weapon other than a firearm or explosive device	15,900	19.3	46,600	60.0	10.8	29.2
Use or possession of a firearm or explosive device	3,700	4.5	14,300	67.8	10.9	21.2

! Interpret data with caution.

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. Detail may not sum to totals because of rounding. Estimates of number of actions and schools are rounded to the nearest 100.

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

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

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

— Not available.

! Interpret data with caution.

<sup>1</sup> The questionnaire wording changed to “use or possession of a weapon other than a firearm/explosive device” in 2006.

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 sizes of public schools are 82,000 in 1999–2000, 80,500 in 2003–04, and 83,200 in 2005–06. Detail may not sum to totals because of rounding. Estimates of number of actions are rounded to the nearest 100.

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

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**Table 20.1. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2005–06**

School characteristic	Controlled access during school hours		Drug testing		Required to wear badges or pictures IDs	
	Buildings (e.g., locked or monitored doors)	Grounds (e.g., locked or monitored gates)	Athletes	Students in extracurricular activities <sup>1</sup>	Students	Faculty and staff
Total	84.9	41.1	5.0	3.4	6.1	47.8
School level <sup>4</sup>						
Primary	87.9	44.5	1.3 !	0.8 !	2.3	50.8
Middle	84.4	35.1	6.8	5.0	10.1	52.1
High school	76.6	36.4	12.7	8.4	16.1	46.6
Combined	80.1	39.1	13.0	8.8	7.5 !	22.1
Enrollment size						
Less than 300	75.5	31.4	5.9	4.1	3.5	23.8
300–499	90.7	40.7	4.2	3.1	2.0	51.3
500–999	86.8	45.1	4.4	3.1	7.2	58.5
1,000 or more	85.2	51.5	7.1	3.3	19.4	59.3
Urbanicity						
City	87.8	53.3	1.4	0.8 !	9.3	54.0
Urban fringe	88.2	42.9	2.5	1.5 !	8.3	61.4
Town	84.4	37.9	8.3	7.1	4.0	42.5
Rural	79.5	30.5	9.5	6.3	2.0	30.5
Percent minority enrollment <sup>5</sup>						
Less than 5 percent	82.9	32.8	6.6	3.8	1.6 !	29.2
5 percent to less than 20 percent	84.2	32.0	5.2	3.8	3.9	51.2
20 percent to less than 50 percent	82.9	39.1	5.8	4.6	7.4	58.1
50 percent or more	87.6	56.3	3.0	1.9	10.1	49.2
Percent of students eligible for free or reduced-price lunch						
20 percent or less	84.4	34.6	3.0	1.2	6.1	52.1
21–50 percent	83.0	38.3	6.8	4.6	5.3	48.8
More than 50 percent	86.6	46.5	4.7	3.6	6.8	44.8
Student/teacher ratio <sup>6</sup>						
Less than 12	84.3	36.2	5.2	3.8	4.7	44.0
12–16	86.9	42.2	6.2	4.2	8.0	52.9
More than 16	83.1	53.6	2.1	0.6 !	6.8	49.5

See notes at end of table.



**Table 20.1. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2005–06—Continued**

School characteristic	Metal detector checks on students		Sweeps and technology			
	Random checks <sup>2</sup>	Required to pass through daily	Random dog sniffs to check for drugs <sup>2</sup>	Random sweeps for contraband <sup>2,3</sup>	Used security cameras to monitor school <sup>2</sup>	Required students to wear uniforms
Total	4.9	1.1	23.0	13.1	42.8	13.8
School level <sup>4</sup>						
Primary	2.3	0.6 !	4.1	2.3	31.4	16.4
Middle	9.0	1.8	40.9	22.3	52.5	14.0
High school	10.8	2.6	60.6	29.8	69.7	5.4
Combined	4.8 !	‡	50.1	38.8	54.7	9.4
Enrollment size						
Less than 300	1.8 !	‡	24.5	15.2	32.5	9.0
300–499	2.2	0.3 !	16.7	9.1	41.0	11.9
500–999	6.1	1.8	20.7	10.9	44.4	18.3
1,000 or more	15.0	2.7	43.3	26.1	65.7	15.1
Urbanicity						
City	10.5	3.6	10.8	10.5	40.8	30.5
Urban fringe	3.3	‡	17.5	9.8	45.5	11.6
Town	4.6 !	‡	31.6	15.6	46.0	10.3
Rural	2.1	#	35.7	18.0	40.5	3.9
Percent minority enrollment <sup>5</sup>						
Less than 5 percent	0.8 !	#	27.6	15.4	42.3	‡
5 percent to less than 20 percent	1.2 !	#	24.0	9.2	40.7	3.6
20 percent to less than 50 percent	3.6	‡	27.2	12.9	44.9	8.4
50 percent or more	11.1	3.3	15.7	14.3	42.1	34.8
Percent of students eligible for free or reduced-price lunch						
20 percent or less	2.2 !	0.1	20.2	8.8	42.1	3.8
21–50 percent	3.1	0.4 !	27.3	13.2	46.0	6.1
More than 50 percent	7.7	2.1	21.3	15.4	40.7	24.9
Student/teacher ratio <sup>6</sup>						
Less than 12	3.6	0.8 !	22.6	12.8	40.0	10.8
12–16	5.4	1.2	25.5	12.9	49.0	14.8
More than 16	7.9	1.7 !	19.5	14.6	39.1	20.7

# Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Excludes athletes.

<sup>2</sup> One or more check or sweep.

<sup>3</sup> For example, drugs or weapons. Does not include dog sniffs.

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

<sup>5</sup> These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

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

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

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

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

— Not available.

<sup>1</sup> One or more check or sweep.

<sup>2</sup> 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 sizes of public schools are 82,000 in 1999–2000, 80,500 in 2003–04, and 83,200 in 2005–06.

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.

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

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

— Not available.

NOTE: Data for 2005 have been revised from previously published figures. “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. 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, 1999–2007.

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# Appendix A: Technical Notes

# Technical Notes

## General Information

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

All comparisons described in this report are statistically significant at the .05 level. Estimates displayed in the text, figures, and tables are rounded from original estimates, not from a series of rounding.

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

## Sources of Data

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

### *School-Associated Violent Deaths Surveillance Study (SAVD)*

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

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

activities, and family history, including structure and stressors.

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

**Jeff Hall**

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

***Supplementary Homicide Reports (SHR)***

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

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

**Communications Unit**

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

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

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

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

**National Center for Injury Prevention and Control**  
Mailstop K59  
4770 Buford Highway NE  
Atlanta, GA 30341-3724

Telephone: (770) 488-1506  
E-mail: [ohcinfo@cdc.gov](mailto:ohcinfo@cdc.gov)  
Internet: <http://www.cdc.gov/ncipc/wisqars>

### *National Crime Victimization Survey (NCVS)*

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information annually on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures both crimes reported to police and crimes not reported to the police.

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

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. Continuity between urban and suburban areas in the sample for both years (2005 and 2006) enabled year-to-year comparisons for these areas. The U.S. Census Bureau, the Bureau of Justice Statistics (BJS), and a panel of outside experts extensively reviewed the 2006 NCVS data and determined that there was a break in series between 2006 and previous years that prevented annual comparison of criminal victimization at the national level. This was mainly the result of three major changes in the survey methodology: (1) introducing a new sample to account for shifts in population and location of households that occur over time, (2) incorporating responses from households that were in the survey for the first time, and (3) using computer-assisted

personal interviewing (CAPI). For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* at <http://www.ojp.usdoj.gov/bjs/pub/pdf/cv06.pdf> and the technical notes at <http://www.ojp.usdoj.gov/bjs/pub/pdf/cv06tn.pdf>.

The number of NCVS eligible households in the sample in 2006 was about 41,800. They were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, U.S. Census Bureau personnel interviewed all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 68,000 persons age 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and are included in the survey estimates. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of over 90 percent at the household level. The completion rates for persons within households were about 86 percent. Thus, final response rates were about 78 percent in 2006. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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Internet: <http://www.ojp.usdoj.gov/bjs>

### *School Crime Supplement (SCS)*

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

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

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, and 2007 was calculated by using NCVS

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

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

A total of 9,728 students participated in the 1995 SCS, 8,398 in 1999, 8,374 in 2001, 7,152 in 2003, 6,297 in 2005, and 5,618 in 2007. In the 2007 SCS, the household completion rate was 90 percent. In the 1995, 1999, 2001, 2003, and 2005 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, and 91 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, and 62 percent respectively. For the 2007 SCS, the student completion rate was 58 percent.

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

Due to the low unit response rate in 2005 and 2007, a unit nonresponse bias analysis was done. There are two types of nonresponse: unit and item nonresponse. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. Furthermore, imputation, a common recourse to nonresponse, can lead to the risk of underestimating the sampling error if imputed data are treated as though they were observed data.

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

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

In 2007, the analysis of unit nonresponse bias found evidence of bias by race, household income, and urbanicity variables. Hispanic respondents had lower response rates than other race/ethnicities. Respondents from households with an income of \$25,000 or more had higher response rates than those from households with incomes of less than \$7,500. Respondents who live in urban areas had lower response rates than those who live in rural areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting the nonresponse bias has little impact on the overall estimates.

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#### *Youth Risk Behavior Survey (YRBS)*

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

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

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

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. Three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high minority enrollment. Approximately 16,300, 10,900, 16,300, 15,300, 13,600, 15,200, 13,900, and 14,000 students participated in the 1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007 surveys, respectively.

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

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

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain

states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and do not have appropriate documentation are not weighted and are not included in this report.

In 2007, a total of 39 states and 22 districts had weighted data. In sites with weighted data, the student sample sizes for the state and local YRBS ranged from 1,118 to 13,439. School response rates ranged from 69 to 100 percent, student response rates ranged from 60 to 92 percent, and overall response rates ranged from 60 to 90 percent.

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

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

How do you describe yourself?

- A. White—not Hispanic
- B. Black—not Hispanic
- C. Hispanic or Latino
- D. Asian or Pacific Islander
- E. American Indian or Alaskan Native
- F. Other

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

How do you describe yourself? (Select one or more responses.)

- A. American Indian or Alaska Native
- B. Asian
- C. Black or African American
- D. Hispanic or Latino
- E. Native Hawaiian or Other Pacific Islander
- F. White

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

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

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### *Schools and Staffing Survey (SASS)*

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

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

This report uses 1993–94, 1999–2000, and 2003–04 SASS data. Approximately 10,000 public schools and 3,300 private schools were selected to participate in the 1993–94 SASS, 11,100 public schools (9,900 public schools, 100 BIA-funded schools, and 1,100 charter schools) and 3,600 private schools were selected to participate in the 1999–2000 SASS, and 10,400 public schools (10,200 public schools and



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

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

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*School Survey on Crime and Safety (SSOCS)*

The School Survey on Crime and Safety (SSOCS) was conducted by NCES in the spring of the 2005–06 school year. SSOCS focuses on incidents of specific crimes and offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The

survey was conducted with a nationally representative sample of regular public primary, middle, high, and combined schools in the 50 states and the District of Columbia.

The sampling frame for the 2005–06 SSOCS was constructed from the 2003–04 NCES Common Core of Data (CCD) Public Elementary/Secondary School Universe File. The CCD is an annual national database of all public K–12 schools and school districts. Certain types of schools were excluded from the CCD Public School Universe File in order to meet the sampling needs of SSOCS, including those in the outlying U.S. areas<sup>2</sup> and Puerto Rico; overseas Department of Defense schools; newly closed schools, home schools, and schools with high grades of kindergarten or lower; special education, vocational, or alternative schools; schools sponsored by the Bureau of Indian Affairs; ungraded schools; and “intermediate units”<sup>3</sup> in California and Pennsylvania. The sample was stratified by instructional level, type of locale (e.g., city, urban fringe, etc.), and enrollment size. Within the primary strata, schools were also sorted by geographic region and by percentage of minority enrollment. In order to obtain a reasonable sample size of lower enrollment schools while giving a higher probability of selection to higher enrollment schools, the sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum. A total of 3,565 schools were selected for the study. In March 2006, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,724 schools completed the survey. The weighted overall response rate was 80.6 percent, and weighted item nonresponse rates ranged from 0.0 to 27.7 percent. A nonresponse bias analysis was conducted on the 13 items with weighted item nonresponse rates above 15 percent, and the detected bias was not deemed problematic enough to suppress any items from the data file. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2005–06 school year. For information on the 1999–2000 and 2003–04 iterations, see *Indicators of School Crime and Safety: 2006*. For more information about the School Survey on Crime and

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

<sup>3</sup> These are generally schools specializing in special education, alternative education, or juvenile halls.

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## Accuracy of Estimates

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

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

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard

errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

Standard error calculation for data from the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.

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

## Statistical Procedures

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

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

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

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

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

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

value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

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

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# Appendix B: Glossary of Terms

# Glossary of Terms

## General Terms

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

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

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

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

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

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

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

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

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

## Specific Terms Used in Various Surveys

*School-Associated Violent Deaths Surveillance Study*

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

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

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

*National Crime Victimization Survey*

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

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

**Metropolitan Statistical Areas (MSAs)** Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

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

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

**Rural** A place not located inside the Metropolitan

Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

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

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

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

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

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

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

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

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

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

#### *School Crime Supplement*

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

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

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

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

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

#### *Youth Risk Behavior Survey*

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

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

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

**Suburban school** A school located inside an MSA, but outside the “central city.”

**Urban school** A school located inside an MSA and inside the “central city.”

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

#### *Schools and Staffing Survey*

**City** A territory inside an urbanized area (defined as densely settled “cores” with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) and inside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a “core” area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core).

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

**Elementary school teachers** An elementary school teacher is one who, when asked for the grades taught,

checked: (1) only “ungraded” and was designated as an elementary teacher on the list of teachers provided by the school; (2) 6th grade or lower or “ungraded,” and no grade higher than 6th; (3) 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (4) 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (5) 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or (6) 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school. A teacher at a school that has grade 6 or lower or one that is “ungraded” with no grade higher than the 8th.

**Instructional level** Instructional levels divide teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teacher’s class(es). Those with only ungraded classes are categorized as elementary level teachers if their main assignment is early childhood/prekindergarten or elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, in general, elementary level teachers teach any of grades prekindergarten through 5th; report an early childhood/prekindergarten, elementary, self-contained special education, or elementary enrichment main assignment; or are those whose preponderance of grades taught are kindergarten through 6th. In general, secondary-level teachers instruct any of grades 7 through 12 but usually no grade lower than 5th. They also teach more of grades 7 through 12 than lower level grades.

**Rural** A territory outside any urbanized area (defined as densely settled “cores” with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) or urban cluster (defined as densely settled “cores” with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

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

**Secondary school teachers** A secondary school teacher is one who, when asked for the grades taught, checked: (1) “ungraded” and was designated as a

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

**Suburban** A territory outside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a “core” area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core) and inside an urbanized area (defined as densely settled “cores” with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas).

**Town** A territory inside an urban cluster (defined as densely settled “cores” with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

### *School Survey on Crime and Safety*

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

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

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

**Firearm/explosive device** Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes

guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

**Gang** An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

**High school** A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

**Hate crime** A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

**Insubordination** A deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.

**Intimidation** To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment. (Intimidation was not defined in the front of the questionnaire in 2005–06.)

**Middle school** A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

**Physical attack or fight** An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

**Primary school** A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

**Rape** Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

**Robbery** The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between

robbery and theft/larceny is that a threat or battery is involved in robbery.

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

**Sexual battery** An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

**Sexual harassment** Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

**Specialized school** A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

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

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

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

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

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