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Indicators of School Crime and Safety: 2011

NCES 2012-002
NCJ 236021

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Executive Summary

Introduction

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

Establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators is important in ensuring the safety of our nation's students. This is the aim of *Indicators of School Crime and Safety*.

This report is the fourteenth in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals. Sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES. The most recent data collection for each indicator varied by survey, from 2007 to 2010. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

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

Key Findings

Preliminary data show that there were 33 school-associated violent deaths[1] from July 1, 2009, through June 30, 2010 *(Indicator 1).* In 2010, among students ages 12–18, there were about 828,000 nonfatal victimizations at school,[2] which include 470,000 victims of theft[3] and 359,000 victims of violence[4] (simple assault and serious violence[5]) *(Indicator 2).* In 2009–10, about 74 percent of public schools recorded one or more violent incidents[6] of crime, 16 percent recorded one or more serious violent incidents,[7] and 44 percent recorded one or more thefts[8] *(Indicator 6).* The following key findings are drawn from each section of the report.

Violent Deaths

» Of the 33 student, staff, and nonstudent school-associated violent deaths[1] occurring between July 1, 2009, and June 30, 2010, 25 were homicides, 5 were suicides, and 3 were legal interventions. From July 1, 2009, through June 30, 2010, there were 17 homicides and 1 suicide of school-age youth (ages 5–18) at school *(Indicator 1).*

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

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

[3] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved.

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

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

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

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

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

» During the school year 2008–09 there were 1,579 homicides among school-age youth ages 5–18, of which 17 occurred at school. During the 2008 calendar year, there were 1,344 suicides of youth ages 5–18, of which 7 occurred at school *(Indicator 1).*

Nonfatal Student and Teacher Victimization

» In 2010, students ages 12–18 were victims of about 828,000 nonfatal victimizations at school,[9] including 470,000 thefts[10] and 359,000 violent victimizations,[11] 91,400 of which were serious violent victimizations[12] *(Indicator 2).*

» In 2010, a greater number of students ages 12–18 experienced total victimizations (theft and violent crime) at school than away from school. That year, 32 victimizations per 1,000 students occurred at school, and 26 victimizations per 1,000 students occurred away from school *(Indicator 2).*

» In 2010, no measurable differences were found in the violent victimization rates at school vs. those away from school *(Indicator 2).*

» The total crime victimization rate of students ages 12–18 at school declined from 43 victimizations per 1,000 students in 2009 to 32 victimizations per 1,000 students in 2010 *(Indicator 2).*

» Four percent of students ages 12–18 reported being victimized at school[9] during the previous 6 months in 2009 *(Indicator 3).* Three percent of students reported theft,[10] 1 percent reported violent victimization,[11] and less than half of a percent reported serious violent victimization.[12] In addition, students attending public schools reported being victimized at twice the rate of students attending private schools (4 percent vs. 2 percent).

» Eight percent of students in grades 9–12 reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property[13] in 2009. Specifically, 3 percent of students were threatened or injured with a weapon one time, 2 percent were threatened or injured with a weapon two or three times, 1 percent were threatened or injured with a weapon four to eleven times, and 1 percent were threatened or injured with a weapon twelve or more times[14] *(Indicator 4).*

» In 2009, about 10 percent of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the past year, compared to 5 percent of female students *(Indicator 4).*

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

» A greater percentage of secondary school teachers (8 percent) reported being threatened with injury by a student than elementary school teachers (7 percent) (*Indicator 5*). However, a greater percentage of elementary school teachers (6 percent) reported being physically attacked than secondary school teachers (2 percent).

School Environment

» During the 2009–10 school year, 85 percent of public schools recorded that one or more crime incidents had taken place at school,[15] amounting to an estimated 1.9 million crimes (table 6.1). This figure translates to a rate of 40 crimes per 1,000 public school students enrolled in 2009–10. During the same year, 60 percent of public schools reported a crime incident that occurred at school to the police, amounting to 689,000 crimes—or 15 crimes per 1,000 public school students enrolled *(Indicator 6).*

[9] "At school" includes the school building, on school property, on a school bus, and going to and from school.
[10] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved.
[11] "Violent victimization" includes serious violent crimes and simple assault.
[12] "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault.
[13] "On school property" was not defined for survey respondents.
[14] Subtotals do not add to total due to rounding.
[15] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

- In 2009–10, about 74 percent of public schools recorded one or more violent incidents of crime, 16 percent recorded one or more serious violent incidents, 44 percent recorded one or more thefts, and 68 percent recorded one or more other incidents.[16] Forty percent of public schools reported at least one violent incident to police, 10 percent reported at least one serious violent incident to police, 25 percent reported at least one theft to police, and 46 percent reported one or more other incidents to police *(Indicator 6).*

- During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 9 percent reported widespread disorder in classrooms on a daily or weekly basis *(Indicator 7).*

- Sixteen percent of public schools reported that gang activities had occurred during the 2009–10 school year, and 2 percent reported that cult or extremist activities had occurred during this period. The percentages of public schools that reported gang activity at all at their schools during the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10 *(Indicator 7).*

- Three percent of schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2009–10, lower than the 11 percent in 2007–08 *(Indicator 7).*

- In 2009, about 20 percent of students ages 12–18 reported that there were gangs present at their schools *(Indicator 8).* Students in 6th grade reported a lower percentage of a gang presence at their school than students in grades 8 through 12. The percentage of students in 6th grade who reported a gang presence was not measurably different from students in 7th grade. There were no measurable differences in the percentages of male and female students who reported a gang presence at their schools in 2009.

- The percentage of students in grades 9–12 who reported that drugs were offered, sold, or given to them decreased from 32 percent in 1995 to 23 percent in 2009 *(Indicator 9).*

- In 2009 in grades 9–12, higher percentages of American Indian/Alaska Native students (34 percent) and Hispanic students (31 percent) reported that drugs were made available to them on school property than Black students (22 percent), White students (20 percent), and Asian students (18 percent) *(Indicator 9).*

- In 2009, about 9 percent of students ages 12–18 reported being targets of hate-related words at school and 29 percent of students reported seeing hate-related graffiti at school during the school year *(Indicator 10).*

- Higher percentages of Black students and Hispanic students (11 percent each) reported being targets of hate-related words at school than White students (7 percent) in 2009. In addition, a higher percentage of Hispanic students (32 percent) than White students (28 percent) reported seeing hate-related graffiti *(Indicator 10).*

- In 2009, about 28 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 6 percent reported having been cyber-bullied *(Indicator 11).* A higher percentage of females (20 percent) than males (13 percent) reported being the subject of rumors in 2009, while a lower percentage of females (8 percent) than males (10 percent) reported being pushed, shoved, tripped, or spit on. Also, a higher percentage of females (6 percent) than males (4 percent) reported being excluded from activities on purpose.

- In 2009, about 39 percent of 6th-graders reported being bullied at school, compared with 33 percent of 7th graders, 32 percent of 8th-graders, 28 percent of 9th-graders, 27 percent of 10th-graders, 21 percent of 11th-graders, and 20 percent of 12th-graders *(Indicator 11).*

- Six percent of students ages 12–18 reported being cyber-bullied in 2009. About 3 percent reported being subject to harassing text messages *(Indicator 11).* About 4 percent of females reported being subject to harassing text messages compared with 2 percent of males.

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

[16] "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; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

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

Fights, Weapons, and Illegal Substances

» In 2009, about 31 percent of students in grades 9–12 reported they had been in a physical fight at least one time during the previous 12 months anywhere, and 11 percent said they had been in a fight on school property during the previous 12 months.[17] Generally, a higher percentage of students in 9th grade reported having been in fights than students in any other grade, both anywhere and on school property. Generally, a smaller percentage of Asian students reported being in fights anywhere and on school property than students of other racial/ethnic groups. In addition, 4 percent of males said they had been in a fight anywhere twelve or more times, compared to 1 percent of females, and 1 percent of males said they had been in a fight on school property twelve or more times, compared to less than half a percent of females *(Indicator 13)*.

» Between 1993 and 2009, the percentage of students who reported carrying a weapon at least one day anywhere during the past 30 days declined from 22 percent to 17 percent, and the percentage who reported carrying a weapon at least one day on school property also declined, from 12 percent to 6 percent *(Indicator 14)*.

» In 2009, about 27 percent of males carried a weapon anywhere, compared to 7 percent of females, and 8 percent of males carried a weapon on school property, compared to 3 percent of females *(Indicator 14)*.

» In 2009, about 42 percent of students in grades 9–12 reported having at least one drink of alcohol anywhere in the past 30 days, while 4 percent had at least one drink on school property *(Indicator 15)*.

» Since 2003, there has been no measurable difference between the percentages of male and female students in grades 9–12 who reported alcohol consumption anywhere. However, there were differences in the reporting of how often alcohol was consumed in 2009. One percent of male students reported consuming alcohol anywhere all thirty days (figure 15.2 and table 15.3). In terms of alcohol use on school property, a greater percentage of males reported using alcohol at least one time during the previous 30 days than did females in every survey year *(Indicator 15)*.

» In 2009, about 21 percent of students in grades 9–12 reported using marijuana anywhere in the past 30 days, while 5 percent reported using marijuana on school property. According to students' reports, male students were twice as likely as females to use marijuana on school property (6 percent vs. 3 percent, respectively). Six percent of male students reported using marijuana anywhere 40 times or more during the previous 30 days, compared to 2 percent of females *(Indicator 16)*.

» Generally among 9th–12th-graders, the percentage of Asian students reporting using marijuana anywhere and on school property during the previous 30 days was smaller than that of most other racial/ethnic groups. In addition, the percentage of students reporting using marijuana anywhere increased with grade level: a smaller percentage of 9th-graders reported using marijuana anywhere (16 percent), than 10th-graders (21 percent), 11th-graders (23 percent), and 12th-graders (25 percent) *(Indicator 16)*.

Fear and Avoidance

» In 2009, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (3 percent) during the school year *(Indicator 17)*.

» Higher percentages of 6th-graders and 7th-graders (6 percent each) reported being afraid of attack or harm at school than 8th-graders (4 percent) and 11th-graders (3 percent) *(Indicator 17)*.

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

» The percentage of students who reported that they had avoided at least one school activity or one or more places in school during the previous school year because of fear of attack or harm decreased from 7 percent in 2007 to 5 percent in 2009. Specifically, in 2009, about 2 percent of students avoided at least one school activity, and 4 percent avoided one or more places in school[18] *(Indicator 18).*

Discipline, Safety, and Security Measures

» During the 2009–10 school year, 39 percent of public schools (about 32,300 schools) took at least one serious disciplinary action against a student for specific offenses. Of the 433,800 serious disciplinary actions taken during the 2009–10 school year, 74 percent were suspensions for 5 days or more, 20 percent were transfers to specialized schools, and 6 percent were removals with no services for the remainder of the school year *(Indicator 19).*

» The percentage of public schools taking at least one serious disciplinary action declined over time between 1999–2000 (54 percent) and 2009–10 (39 percent); and the percentage was lower in 2009–10 than in 2007–08 (46 percent). *(Indicator 19).*

» During the 2009–10 school year, 93 percent of public schools reported that they limited access to social networking websites from school computers, and 91 percent prohibited the use of cell phones and text messaging devices during school hours *(Indicator 20).*

» Between the 1999–2000 and 2009–10 school years, there was an increase in the percentage of public schools reporting the use of the following safety and security measures: controlled access to the building during school hours (from 75 to 92 percent); controlled access to school grounds during school hours (from 34 to 46 percent); faculty required to wear badges or picture IDs (from 25 to 63 percent); the use of one or more security cameras to monitor the school (from 19 to 61 percent); the provision of telephones in most classrooms (from 45 to 74 percent); and the requirement that students wear uniforms (from 12 to 19 percent) *(Indicator 20).*

» In the 2007–08 school year a lower percentage of public schools reported the use of an electronic notification system for a schoolwide emergency (43 percent) and a structured, anonymous threat reporting system (31 percent) than in the 2009–10 school year (63 percent and 36 percent, respectively) *(Indicator 20).*

» In 2009, nearly all students (99 percent) ages 12–18 reported that they had observed the use of at least one of the selected security measures at their schools.[19] The majority of students ages 12–18 reported that their schools had a code of student conduct (96 percent) and a requirement that visitors sign in (94 percent). Approximately 68 percent of students reported the presence of security guards and/or assigned police officers, and 91 percent reported the presence of other school staff or other adult supervision in the hallway. Metal detectors were the least observed of the selected safety and security measures: 11 percent of students reported the use of metal detectors at their schools *(Indicator 21).*

[18] "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007 and 2009, the survey wording was changed from "any extracurricular activities" to "any activities." Please use caution when comparing changes in this item over time. Avoiding one or more places in school includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

[19] Readers should note that this indicator relies on student reports of security measures and provides estimates based on students' awareness of the measure rather than on documented practice. Selected security measures include, for example, controlling access during school hours, drug testing and prohibiting tobacco use, requiring ID badges, metal detectors, and sweeps and technology. For a more detailed list of selected security measures and a summary of the use of various security measures as reported by schools please see *Indicator 20.*

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Foreword

Indicators of School Crime and Safety: 2011 provides the most recent national indicators on school crime and safety. The information presented in this report is intended to serve as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

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

The 2011 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES.

The entire report is available on the Internet (http://nces.ed.gov/programs/crimeindicators/crimeindicators2011/). The Bureau of Justice Statistics and the National Center for Education Statistics continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

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Introduction

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

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

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2011 is the fourteenth in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2011 is organized into sections that delineate specific concerns to readers, starting with a description of the most serious violent crimes. The sections cover Violent Deaths; Nonfatal Student and Teacher Victimization; School Environment; Fights, Weapons, and Illegal Substances; Fear and Avoidance; and Discipline, Safety, and Security Measures. Each section contains a set of indicators that, taken together, aim to describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.[1] Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. Standard errors for the estimate tables are available online. A glossary of terms and a reference section appear at the end of the report.

This year's report contains updated data for thirteen indicators: violent deaths at school and away from school (*Indicator 1*), incidence of victimization at school and away from school (*Indicator 2*), prevalence of victimization at school *(Indicator 3),* violent and other crime incidents at public schools and those reported to the police *(Indicator 6),* discipline problems reported by public schools *(Indicator 7),* students' reports of gangs at school *(Indicator 8),* students' reports of being called hate-related words and seeing hate-related graffiti *(Indicator 10),* bullying at school and cyber-bullying anywhere *(Indicator 11),* students' perceptions of personal safety at school and away from school *(Indicator 17),* students' reports of avoiding school activities or specific places in school *(Indicator 18),* serious disciplinary actions taken by public schools *(Indicator 19),* safety and security measures taken by public schools *(Indicator 20),* and students' reports of safety and security measures observed at school *(Indicator 21).*

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

Data

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

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

method, and questionnaire design, or is the result of a universe data collection.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on selected security and safety measures used in schools. *Indicator 20* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2009–10 school year. The schools range from primary through high schools. *Indicator 21,* however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2009, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent crime at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of crime, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

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

Data trends are discussed in this report when possible. Where trends are not discussed, either the data are not available in earlier surveys or the wording of the survey question changed from year to year, eliminating the ability to discuss any trend.

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. With the exception of *Indicator 2,* in this report, in cases where the standard error was at least 30 percent of the associated estimate, the estimates were noted with a "!" symbol (Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater). In *Indicator 2,* the "!" symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases. With the exception of *Indicator 2,* in cases where the standard error was greater than 50 percent of the associated estimate, the estimate was suppressed (Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater). See appendix A for more information.

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

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

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

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992–2010 Annually	Interviews conducted during the calendar year[1]	2
The School-Associated Violent Deaths Surveillance Study (SAVD)	Universe	1992 through 2010 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year[2]	1995, 1999, and 2001–2009 biennially	Incidents during the school year[2]	3, 8, 10, 11, 17, 18 and 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[3]	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 school years	6, 7, 19, and 20
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94,1999–2000, 2003–04, and 2007–08	Incidents during the previous 12 months	5, 12
Supplementary Homicide Reports (SHR)	Universe	1992 through 2009 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal	Universe	1992 through 2008 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993–2009 biennially	Incidents during the previous 12 months Incidents during the previous 30 days	4, 9, and 13 14, 15, and 16

[1] Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.
[2] In 2007 and 2009, the reference period was the school year. In all other survey years, the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 and 2009 are comparable to previous years. For more information, please see appendix A.
[3] Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire.

Violent Deaths

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Indicator 1
Violent Deaths at School and Away From School

Over all available survey years, the percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. In this indicator, data on school-associated violent deaths are collected using the School Associated Violent Deaths Surveillance Study (SAVD). The most recent data collected for this survey cover the time period from July 1, 2009, through June 30, 2010. During this time period, there were 33 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and tables 1.1 and 1.2). A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." Victims of school-associated violent deaths include not only students and staff members, but also others who are not students or staff members, such as parents. School-associated violent deaths include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Of the 33 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2009, and June 30, 2010, 25 were homicides, 5 were suicides, and 3 were legal interventions[2] (table 1.2). Data for school-associated violent deaths for the 2009–10 school year are preliminary.

Data on homicides and suicides at-school and away-from-school were drawn from a number of sources. The 'away-from-school' data were included in order to compare 'at-school' and 'away from school'. The availability for data on homicides and data on suicides at-school and away-from-school differs in time period. The most recent data available for total suicides of school-age youth only (youth ages 5–18) are for the 2008 calendar year; the most recent data available for total homicides of youth ages 5–18 are for the 2008–09 school year.[3] During 2008–09, there were 1,579 homicides of youth ages 5–18 (figure 1.2 and table 1.1). During the 2008 calendar year, there were 1,344 suicides of youth ages 5–18. From July 1, 2009, through June 30, 2010, there were 17 homicides and 1 suicide of school-age youth at school (figure 1.1 and table 1.1). During the 2009–10 school year, there was approximately one homicide or suicide of a school-age youth at school per 2.7 million students enrolled.[4]

The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years, even though the absolute number of homicides of school-age youth at school varied to some degree across the years (figure 1.1 and table 1.1). Between the 1992–93 and 2009–10 school years, from 1 to 10 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

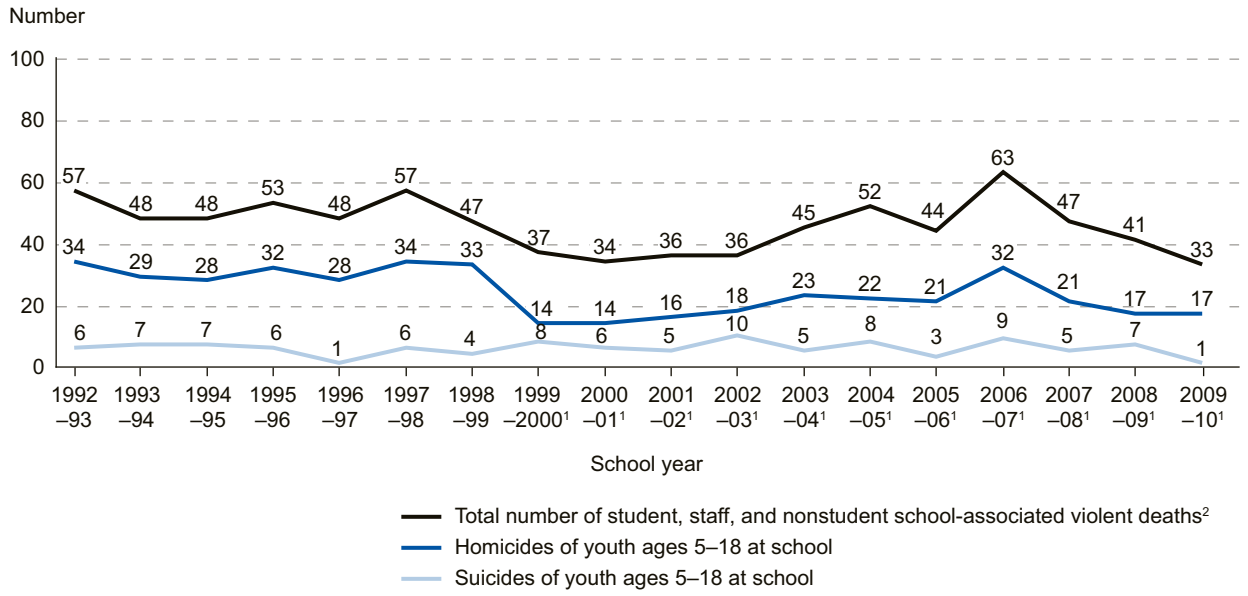
[2] A death that occurred where the decedent was fatally injured by a law enforcement officer or other peace officer (persons with specified legal authority to use deadly force), acting in the line of duty.

[3] Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and data on total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing violent deaths at school to total violent deaths. Data for total suicides (2009) and total homicides (2009–10) are not yet available.

[4] The total number of students enrolled in prekindergarten through 12th grade during the 2009–10 school year was 49,373,307 (Snyder and Dillow 2011).

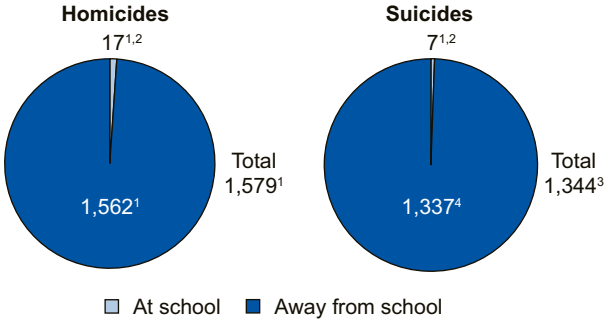
This indicator has been updated to include 2009–10 data. For more information: Tables 1.1 and 1.2 and Centers for Disease Control and Prevention (2008), (http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm).

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2009–10



[1] The data from 1999–2000 onward are subject to change as additional information about confirmed cases is received and assessed. For more information on this survey, please see appendix A.
[2] A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), 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, 2010.
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), 1992–2010 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 2011).

Figure 1.2. Number of school-associated homicides, and suicides of youth ages 5–18, by location: 2008–09



[1] Youth ages 5–18 from July 1, 2008, through June 30, 2009.
[2] Data from School Associated Violent Deaths Surveillance Study (SAVD) are subject to change as additional information about confirmed cases is received and assessed. For more information on this survey, please see appendix A.
[3] Youth ages 5–18 in the 2008 calendar year.
[4] This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. 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), 1992–2010 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 2011); 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), 1999–2008, retrieved September 2011 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 1992–93 through 2008–09 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 (June 2011).

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Nonfatal Student and Teacher Victimization

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Figure 4.2 19
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Indicator 5
Teachers Threatened With Injury or Physically Attacked by Students 22
Figure 5.1 23
Figure 5.2 23

Indicator 2
Incidence of Victimization at School and Away From School

Between 2009 and 2010, the violent victimization rate for students ages 12–18 at school declined from 20 per 1,000 students to 14 per 1,000 students.

Theft and violence both at school and while going to and from school can affect the overall health and well-being of adolescents, interfere with educational goals, and stall normal healthy development (Fredland 2008). This type of victimization can also lead to higher-than-average rates of teacher turnover, increases in student dropout rates, students changing schools, principals and teachers retiring early, increases in student fear of violence at school, and a decline in learning (Crews, Crews, and Turner 2008).

In 2010, data from the National Crime Victimization Survey[5] showed that more victimizations were committed against students ages 12–18 at school than away from school. Students ages 12–18 experienced about 828,400 nonfatal victimizations (theft[6] and violent crime[7]) at school,[8] compared to about 652,500 nonfatal victimizations away from school (table 2.1).[9] These figures represent total crime victimization rates of 32 crimes per 1,000 students at school and 26 victimizations per 1,000 students away from school.

For most years between 1992 and 2008, the rate of theft at school among students ages 12–18 was higher than the rate of theft away from school, but there were no measurable differences between these rates in either 2009 or 2010. Between 1992 and 2000, the rate of violent victimization per 1,000 students away from school was higher than the rate at school. In most years since 2001, the rates of violent victimization per 1,000 students away from school have not been measurably different than the rates at school. However, in 2009 the rate of violent victimization per 1,000 students at school was higher than the rate for students away from school. In 2010, there was no measurable difference in the violent victimization rates at and away from school (11 per 1,000 students away from school and 14 per 1,000 at school).

Rates of serious violent victimization[10] against students ages 12–18 at school were generally lower than those occurring away from school in each survey year between 1992 and 2008; in both 2009 and 2010, there were no measurable differences in the rates. In 2010, students experienced 4 serious violent victimizations per 1,000 students at school and 5 serious violent victimizations per 1,000 students away from school.

Between 1992 and 2010, the total victimization rates for students ages 12–18 generally declined both at and away from school. This pattern also held for thefts, violent victimizations, and serious violent victimizations (figure 2.1).

In the most recent period between 2009 and 2010, the total victimization rate against students ages 12–18 at school declined from 43 victimizations per 1,000 students to 32 per 1,000, and the rate of violent victimization at school declined from 20 per 1,000 students to 14 per 1,000. There were no measurable differences in the rates of theft and serious violent victimization against students at school between 2009 and 2010. Away from school, total victimization rates declined from 33 per 1,000 students in 2009 to 26 per 1,000 in 2010. Theft declined from 19 per 1,000 students in 2009 to 15 per 1,000 in 2010. Violent and serious violent victimization rates away from school were not measurably different between 2009 and 2010.

Indicator 2 continued on page 12.

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

[6] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved.

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

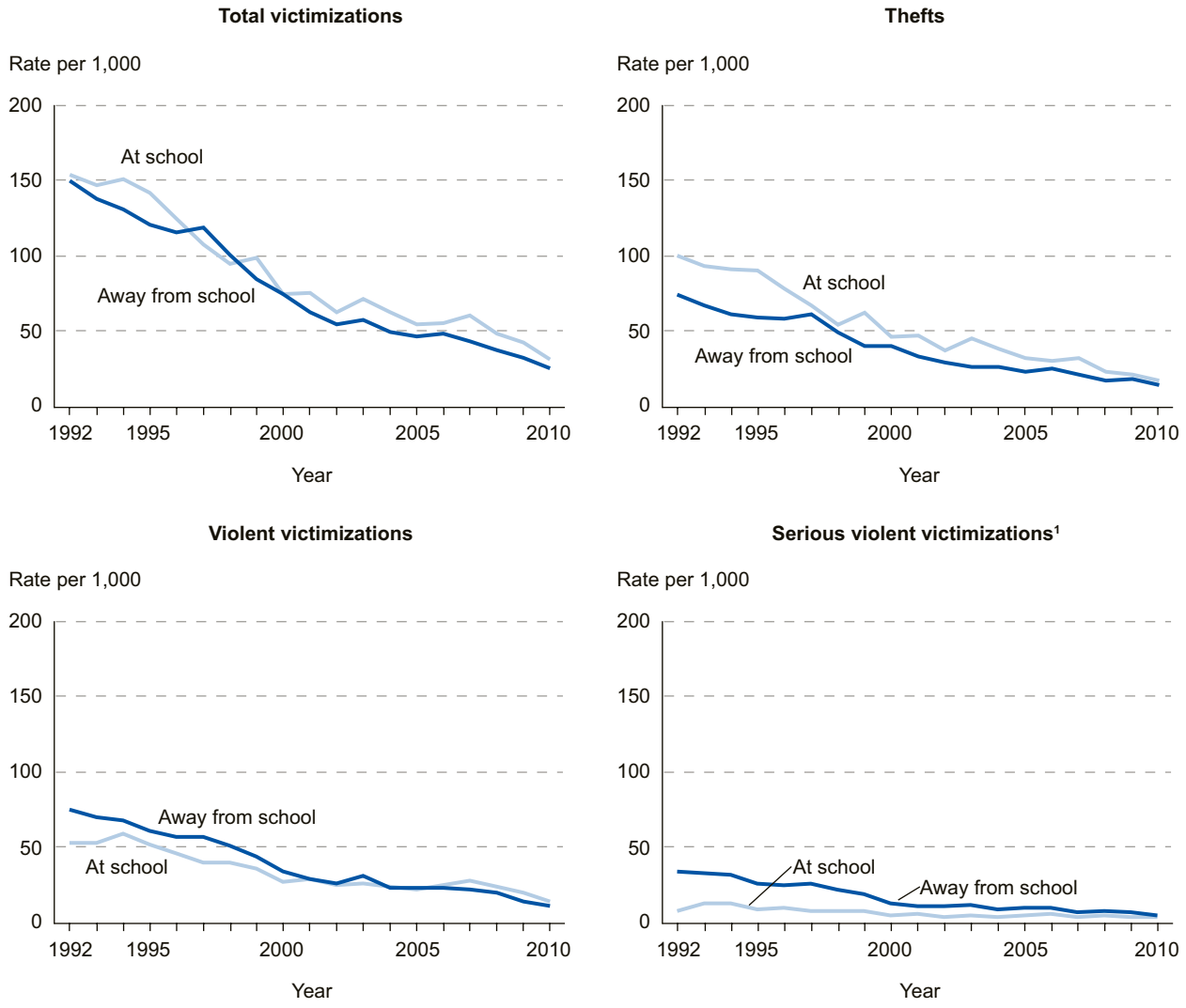
[8] "At school" includes inside the school building, on school property, or on the way to or from school.

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

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

This indicator has been updated to include 2009 and 2010 data. For more information: Tables 2.1, 2.2, and 2.3; Fredland (2008); and Crews, Crews, and Turner (2008).

Figure 2.1. Rate of nonfatal victimizations against students ages 12–18 per 1,000 students, by type of victimization and location: 1992–2010



[1] Serious violent victimization is also included in violent victimization.

NOTE: Due to changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS), use caution when comparing 2006 estimates to other years. For more information, please see appendix A. "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Theft" includes purse-snatching, pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Robbery is classified as a violent crime. "Total victimization" includes violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to total because students who reported more than one type of victimization were included in each, but only counted once in the total.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2010.

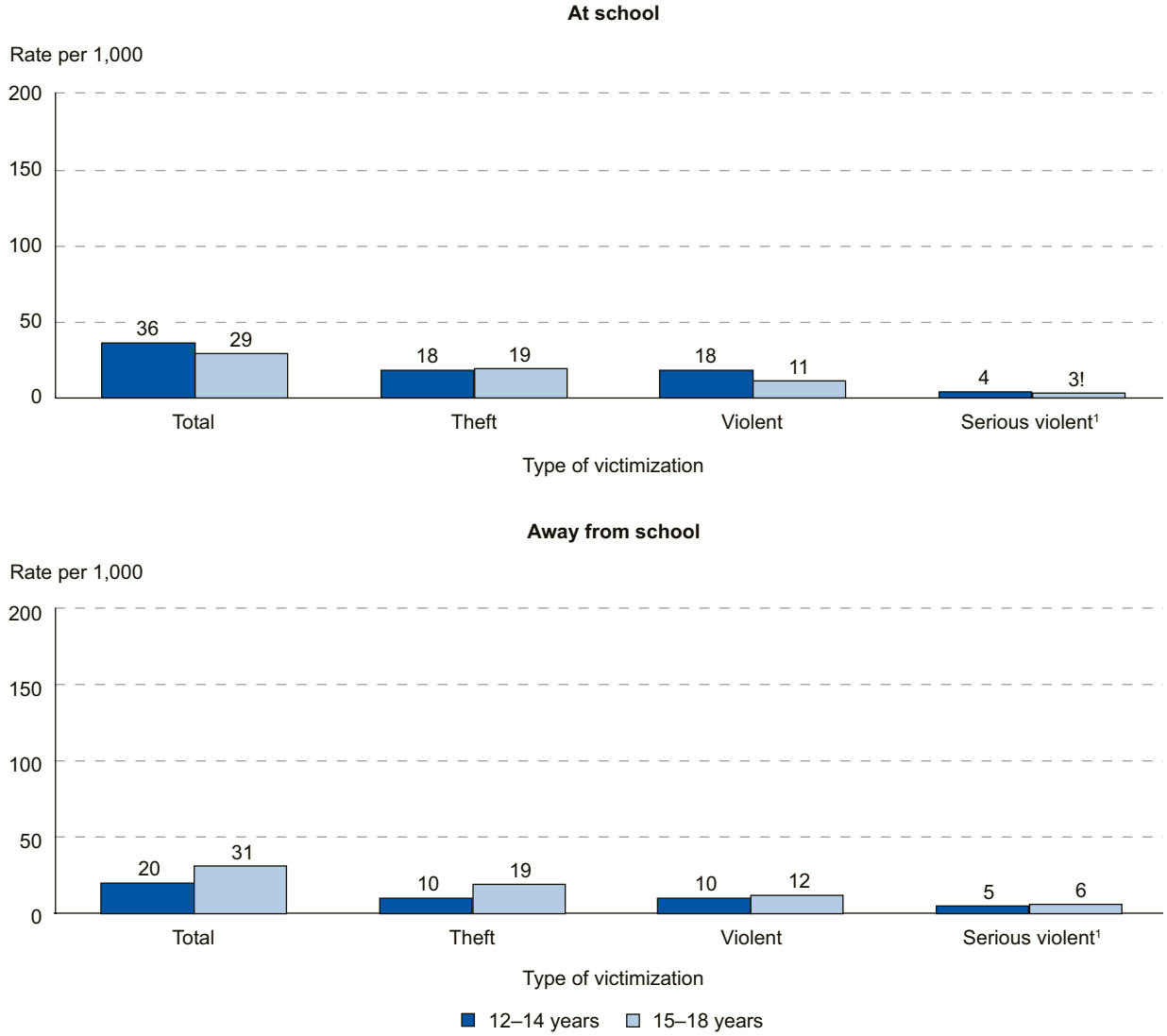
The victimization rates for students in 2010 varied according to student characteristics. No measurable differences were found by age group (i.e., students ages 12–14 vs. students ages 15–18) in the rates of total victimization, theft, and serious violent victimization at school (figure 2.2 and table 2.2). However, the rates of violent victimization at school were higher for younger students (ages 12–14) than for older students (ages 15–18) (figure 2.2 and table 2.2). Violent victimization rates at school were 18 per 1,000 students ages 12–14, compared to 11 per 1,000 students ages 15–18.

Away from school, the rates of total victimization and theft were lower for younger students (ages 12–14) than for older students (ages 15–18) (figure 2.2 and table 2.3). Total victimization rates away from school were 20 per 1,000 students ages 12–14, compared to 31 per 1,000 students ages 15–18. Theft victimization rates away from school were 10 per 1,000 students ages 12–14, compared to 19 per 1,000 students ages 15–18. There were no measurable differences by age group in the rates of violent and serious violent victimization away from school.

No measurable differences were detected by sex between the rates of total victimization, theft, and serious violent victimizations either at or away from school. Females had lower rates of violent victimization (8 per 1,000) than males (14 per 1,000) away from school in 2010. There were no measurable differences between male and female rates of violent victimization at school in 2010.

Students residing in urban and suburban areas had higher rates of violent victimization at school than those residing in rural areas. Violent victimization rates were 18 per 1,000 students in urban areas and 14 per 1,000 in suburban areas, compared to 7 per 1,000 students residing in rural areas.

Figure 2.2. Rate of nonfatal victimizations against students ages 12–18 at and away from school per 1,000 students, by type of victimization and age: 2010



! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.
[1] Serious violent victimization is also included in violent victimization.
NOTE: "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Theft" includes purse-snatching, pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Robbery is classified as a violent crime. "Total victimization" includes violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to total due to rounding and missing data on student characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2010.

Indicator 3
Prevalence of Victimization at School

In 2009, approximately 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Three percent of students reported theft, 1 percent reported violent victimization, and less than 1 percent reported serious violent victimization.

The School Crime Supplement[11] collects data on the percentage of students ages 12–18 who reported criminal victimization at school[12] during the previous 6 months. In addition to the total percentages reported by students, victimization is also reported by type, namely theft,[13] violent victimization,[14] and serious violent victimization.[15] Results from the most recent data collection show that in 2009, approximately 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Three percent of students reported theft, 1 percent reported violent victimization, and less than 1 percent reported serious violent victimization (figure 3.1 and table 3.1).

Reports on the prevalence of victimization varied in 2009 by student characteristics. Among students ages 12–18, a higher percentage of male students (5 percent) than female students (3 percent) reported being victimized at school during the previous 6 months. While a higher percentage of male students reported theft (3 percent compared to 2 percent of female students), no measurable differences were detected by sex in the percentages reported by students for violent type of victimization in 2009.

There were no measurable differences between the percentages of White, Black, and Hispanic students ages 12–18 who reported criminal victimization, theft, and violent victimization at school in 2009. About 4 percent each of White, Black, and Hispanic students reported criminal victimization at school and 3 percent each reported theft. Two percent of Black students and 1 percent each of White and Hispanic students ages 12–18 reported violent victimization.

A higher percentage of 11th-graders (5 percent) than 12th-graders (2 percent) reported being victimized at school during the previous 6 months in 2009. Three percent of 7th-graders, 4 percent each of 6th-graders, 8th-graders, and 10th-graders, and 5 percent of 9th-graders reported being victimized at school. A lower percentage of 8th-graders than 9th-graders (2 percent vs. 5 percent) reported theft, and a lower percentage of 12th-graders than 11th-graders (2 percent vs. 3 percent) reported theft in 2009.

No measurable differences were observed by urbanicity in 2009 in the prevalence of victimization. About 4 percent each of students ages 12–18 from urban and suburban schools and 3 percent of students from rural schools reported criminal victimization at school. Differences were observed by school type in the prevalence of victimization reported in 2009. Students attending public schools reported being victimized at about twice the rate of students attending private schools (4 percent vs. 2 percent).

Indicator 3 continued on page 16.

[11] 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.

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

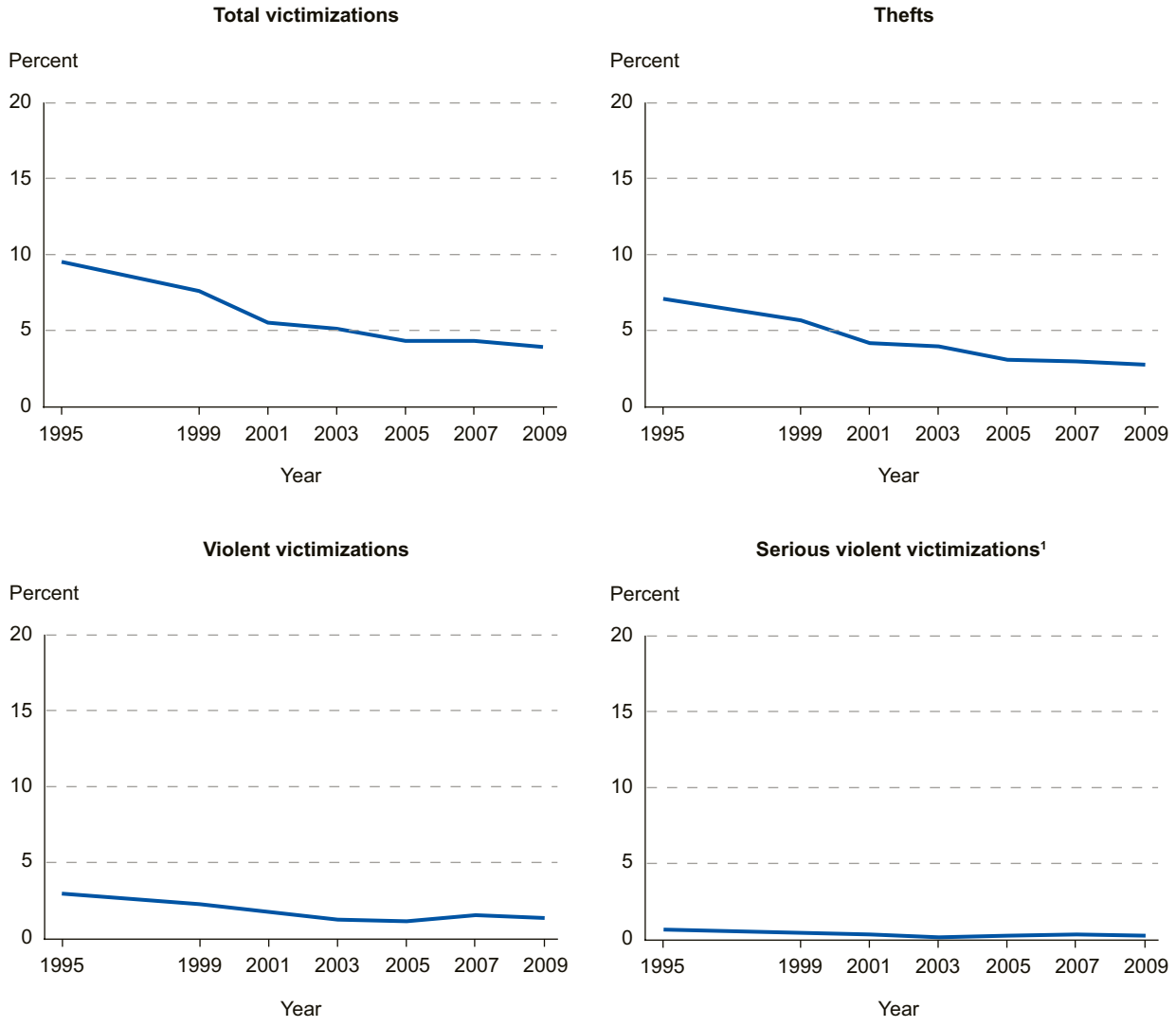
[13] "Theft" includes purse-snatching, pickpocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

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

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

This indicator has been updated to include 2009 data. For more information: Tables 3.1 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2009



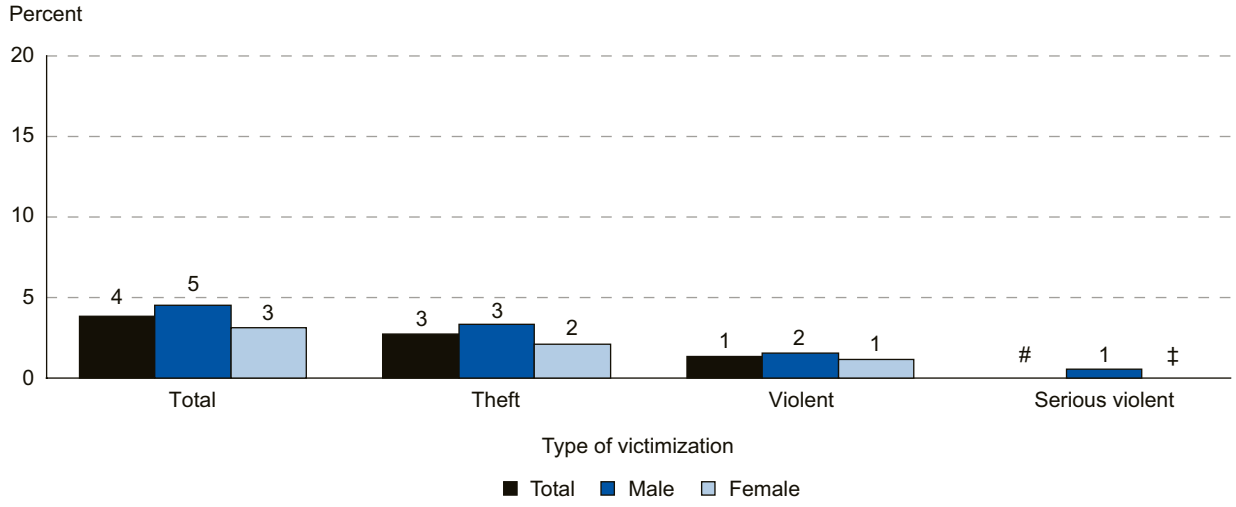
[1] Serious violent victimization is also included in violent victimization.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

Between 1995 and 2009, the total percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, as well as the percentages of students who reported theft, violent victimization, and serious violent victimization, decreased. A decrease between 1995 and 2009 in the percentage of students reporting criminal victimization also occurred by some student and school characteristics. For example, the percentage of male students who reported being victimized at school decreased by about half, from 10 percent in 1995 to 5 percent in 2009. Among female students, the percentage who reported being victimized decreased by about two thirds, from 9 percent in 1995 to 3 percent in 2009. For students attending both public and private schools, the percentages of students who reported victimization decreased. Ten percent of public school students reported being victimized at school in 1995, compared with 4 percent of public school students in 2009. Similarly, about 7 percent of private school students reported being victimized in 1995, compared with 2 percent in 2009.

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and sex: 2009



Rounds to zero.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Serious violent victimization is also included in violent victimization.
NOTE: "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery in which the threat or use of force is involved. "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Total victimization" includes violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and going to and from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to totals due to rounding and student reports of "theft", "violent" and "serious violent" victimization may not sum to "total" victimization because respondents could report more than one type of victimization.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Indicator 4
Threats and Injuries With Weapons on School Property

From 1993 through 2009, the percentage of students who were threatened or injured with a weapon on school property fluctuated between 7 and 9 percent.

Every year, some students are threatened or injured with a weapon while they are on school property. The percentage of students victimized in this way provides a measure of how safe our schools are, and if levels of safety in school have changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether and how often they had been threatened or injured with a weapon on school property[16] during the 12 months preceding the survey. From 1993 through 2009, the percentage of students who were threatened or injured with a weapon fluctuated between 7 and 9 percent. For example, in 2009, 8 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). Specifically, 3 percent of students were threatened or injured with a weapon one time, 2 percent were threatened or injured with a weapon two or three times, 1 percent were threatened or injured with a weapon four to eleven times, and 1 percent were threatened or injured with a weapon twelve or more times[17] (figure 4.3 and table 4.2).

The likelihood of being threatened or injured with a weapon on school property varied by student characteristics, including sex and grade level. In each survey year, a higher percentage of males than females reported being threatened or injured with a weapon on school property (table 4.1). In 2009, the percentage of male students who reported being threatened or injured in the past year was nearly twice as high as the percentage of female students (10 and 5 percent, respectively). Generally, the percentage of students who reported being threatened or injured with a weapon on school property decreased with grade level (figure 4.1 and table 4.1). For example, in 2009, a smaller percentage of 12th-graders (5 percent) reported that they were threatened or injured with a weapon on school property than the percentages of 9th-, 10th-, and 11th-graders (9, 8, and 8 percent, respectively).

The percentage of students who reported being threatened or injured with a weapon on school property varied by race/ethnicity in 2009 (figure 4.2 and table 4.1). Specifically, smaller percentages of White students and Asian students (6 and 5 percent, respectively) than American Indian/Alaska Native students (16 percent), and Black students and Hispanic students (9 percent each) reported being threatened or injured with a weapon on school property. The percentage of American Indian/Alaska Native students who reported being threatened or injured with a weapon was higher than the percentages of Black students, Hispanic students, and students of two or more races (9 percent). In addition, higher percentages of Pacific Islander/Native Hawaiian students and students of two or more races (13 and 9 percent, respectively) than Asian students reported being threatened or injured with a weapon.

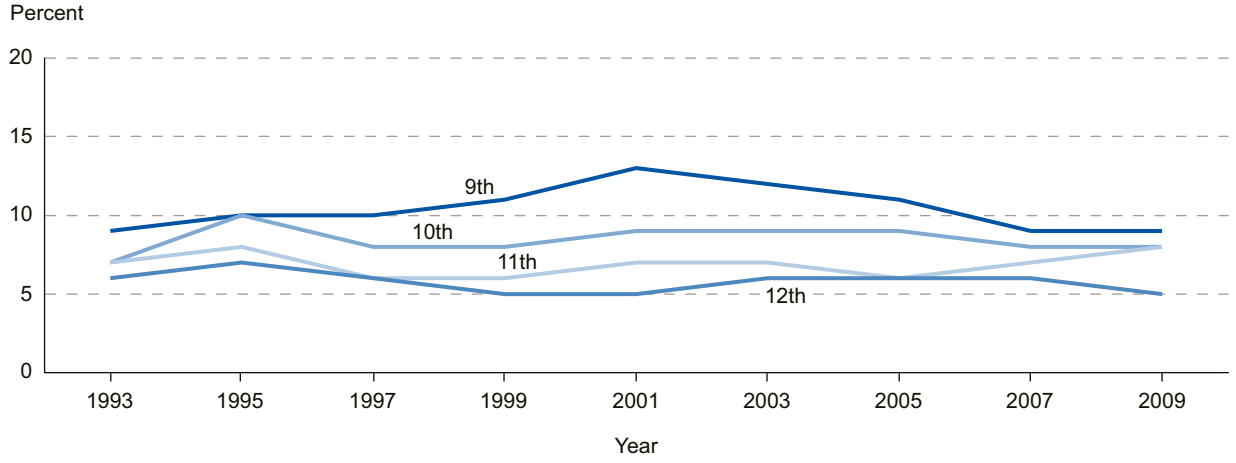
In 2009, the percentage of students being threatened or injured with a weapon on school property varied among the 39 states for which data were available. Among these states, the percentage of students who reported being threatened or injured on school property ranged from 6 percent in Indiana, Kansas, Oklahoma, Pennsylvania, and Vermont to 12 percent in Arkansas (table 4.3).

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

[17] Subtotals do not add to total due to rounding.

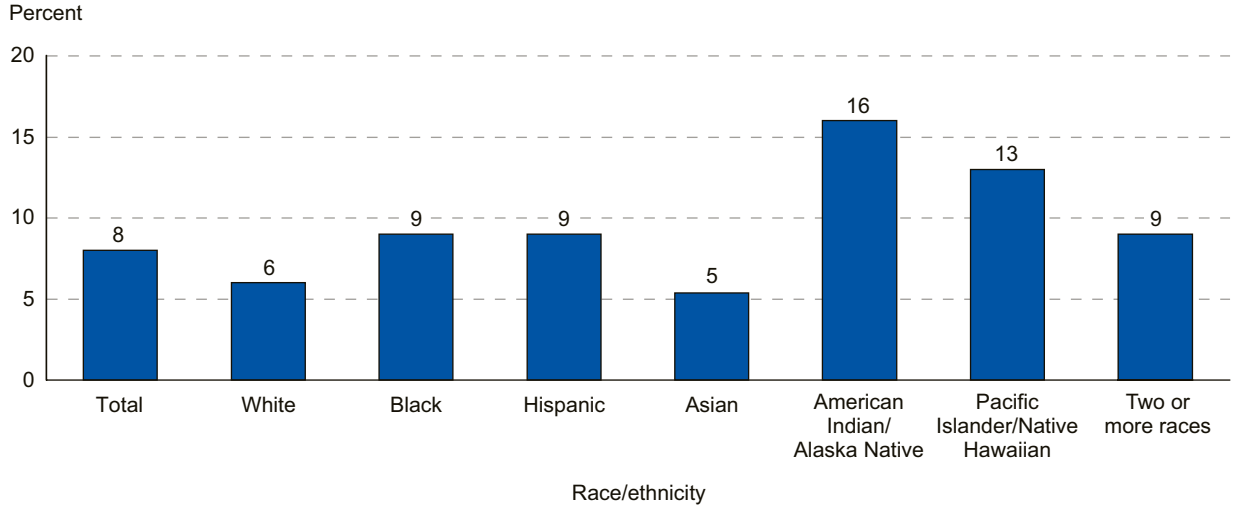
This indicator repeats data from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 4.1, 4.2, and 4.3 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by grade: Various years, 1993–2009



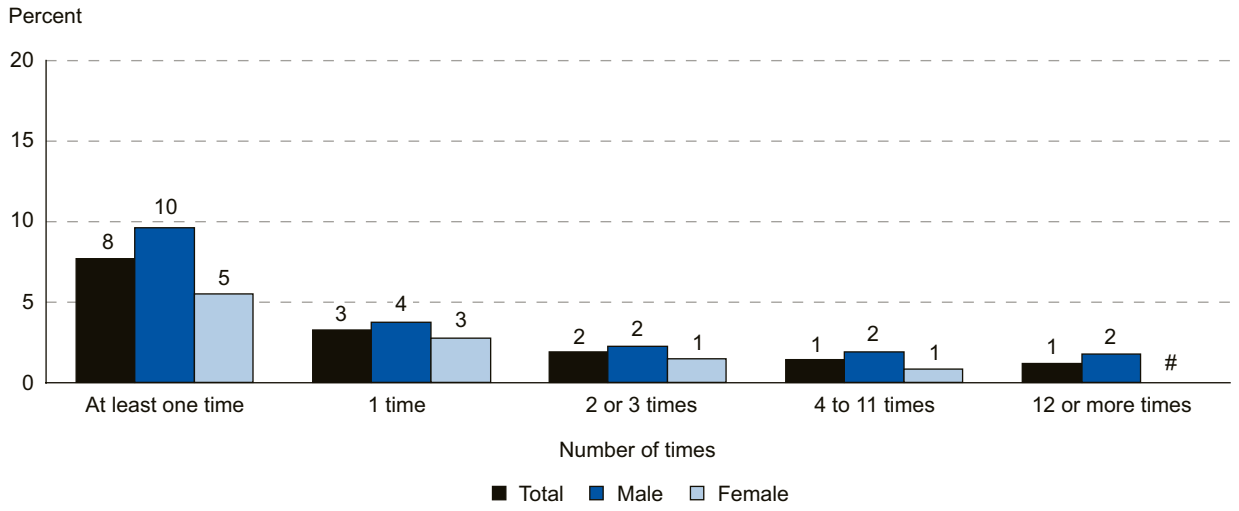
NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2009.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by race/ethnicity: 2009



NOTE: Race categories exclude persons of Hispanic ethnicity. "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), 2009.

Figure 4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex and number of times: 2009



Rounds to zero.
NOTE: "On school property" was not defined for survey respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

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Indicator 5
Teachers Threatened With Injury or Physically Attacked by Students

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

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

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

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

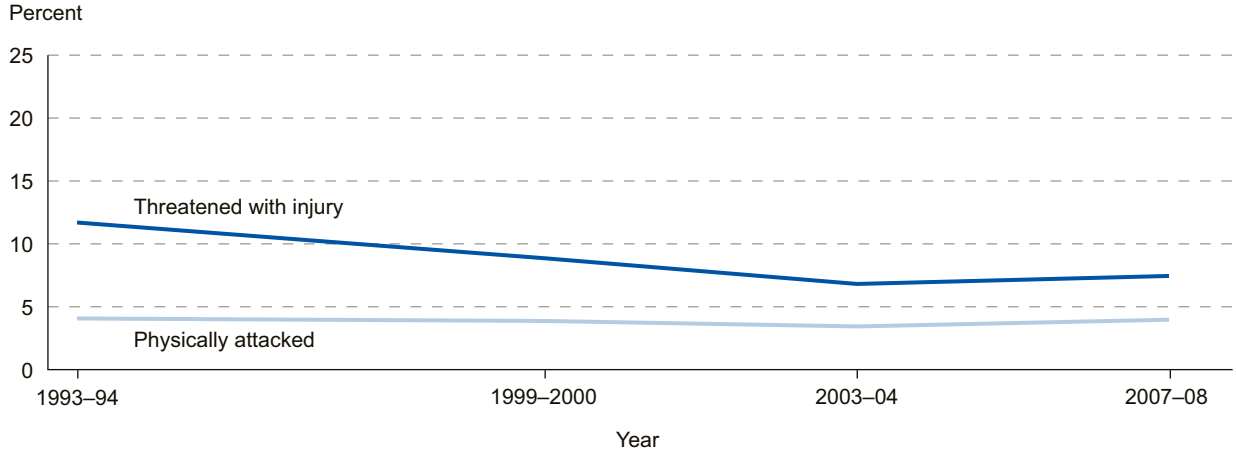
A greater percentage of public than private school teachers reported being threatened with injury (8 vs. 3 percent) or physically attacked (4 vs. 2 percent) by students during 2007–08 (tables 5.1 and 5.2). Among teachers in city schools, there were at least five times as many public school teachers as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

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

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

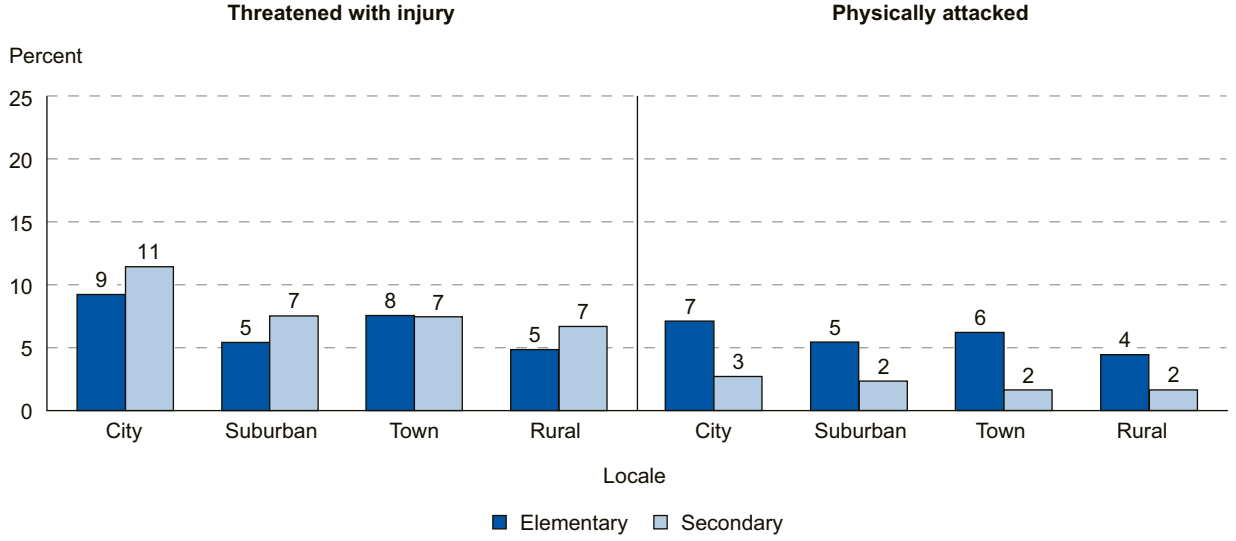
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 5.1, 5.2, 5.3, and 5.4, appendix B for definitions of school levels and locale codes, and Coopersmith (2009). (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010012).

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



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

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



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

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Indicator 6

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

In 2009–10, about 74 percent of public schools recorded one or more violent incidents, 16 percent recorded one or more serious violent incidents, and 44 percent recorded one or more thefts.

In the School Survey on Crime and Safety, public school principals were asked to provide the number of violent incidents,[18] serious violent incidents,[19] thefts of items valued at $10 or greater without personal confrontation, and other incidents[20] that occurred at their school.[21] Public school principals were also asked to provide the number of incidents they reported to the police. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of these crimes recorded, and the rate of crimes per 1,000 students. These data are also presented for crimes that were reported to the police.

In all survey years the percentage of public schools that recorded incidents of crime was between 85 and 86 percent, with the exception of school year 2003–04. In 2003–04, the percentage of public schools that recorded incidents of crime was 89 percent. Similarly, the percentage of public schools that reported incidents of crime to the police was between 60 and 62 percent in all survey years with the exception of 2003–04, when 65 percent of public schools reported one or more incidents to the police.

For the majority of types of crime, the percentages of public schools recording incidents of crime or reporting incidents of crime to the police in 2009–10 were not measurably different from the percentages of schools doing so in 2007–08. However, the percentage of schools that recorded vandalism decreased from 49 percent in 2007–08 to 46 percent in 2009–10.

During the 2009–10 school year, 85 percent of public schools recorded that one or more of these incidents of violence, theft, or other crimes had taken place, amounting to an estimated 1.9 million crimes (figure 6.1 and table 6.1). This figure translates to a rate of approximately 40 crimes per 1,000 students enrolled in 2009–10. During the same year, 60 percent of schools reported one of the specified crimes to the police, amounting to about 689,000 crimes—or 15 crimes per 1,000 students enrolled.

In 2009–10, a greater percentage of schools recorded an incident of crime than reported an incident of crime to the police. This pattern held true for violent crimes, serious violent crimes, thefts, and other crimes. Seventy-four percent of schools recorded one or more violent incidents of crime (a rate of 25 crimes per 1,000 students enrolled), 16 percent recorded one or more serious violent incidents (a rate of 1 crime per 1,000 students enrolled), 44 percent recorded one or more thefts (a rate of 5 crimes per 1,000 students enrolled), and 68 percent recorded one or more other incidents (a rate of 9 crimes per 1,000 students enrolled). In comparison, 40 percent of public schools reported at least one violent incident to police (a rate of 6 reported crimes per 1,000 students), 10 percent reported at least one serious violent incident to police (a rate of less than 1 percent reported crimes per 1,000 students), 25 percent reported at least one theft to police (a rate of 3 reported crimes per 1,000 students), and 46 percent reported one or more other incidents to police (a rate of 6 reported crimes per 1,000 students).

Indicator 6 continued on page 28.

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

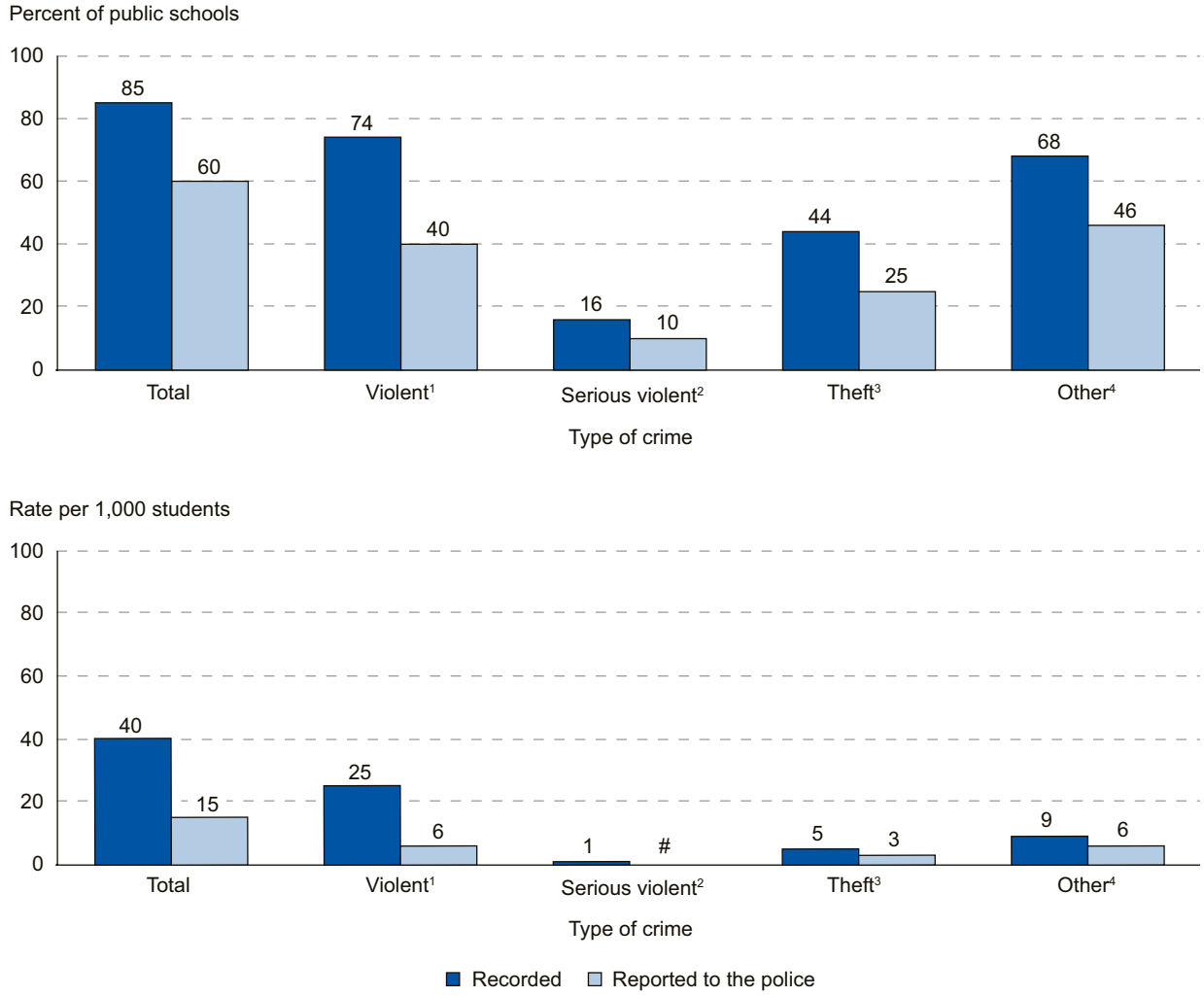
[19] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

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

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

This indicator has been updated to include 2009–10 data. For more information: Tables 6.1, 6.2, 6.3, 6.4, and 6.5, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 6.1. Percentage of public schools recording and reporting to police incidents of crime, and the rate of crimes per 1,000 students, by type of crime: School year 2009–10



Rounds to zero.

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

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

[3] "Theft or 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." This includes 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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

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

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

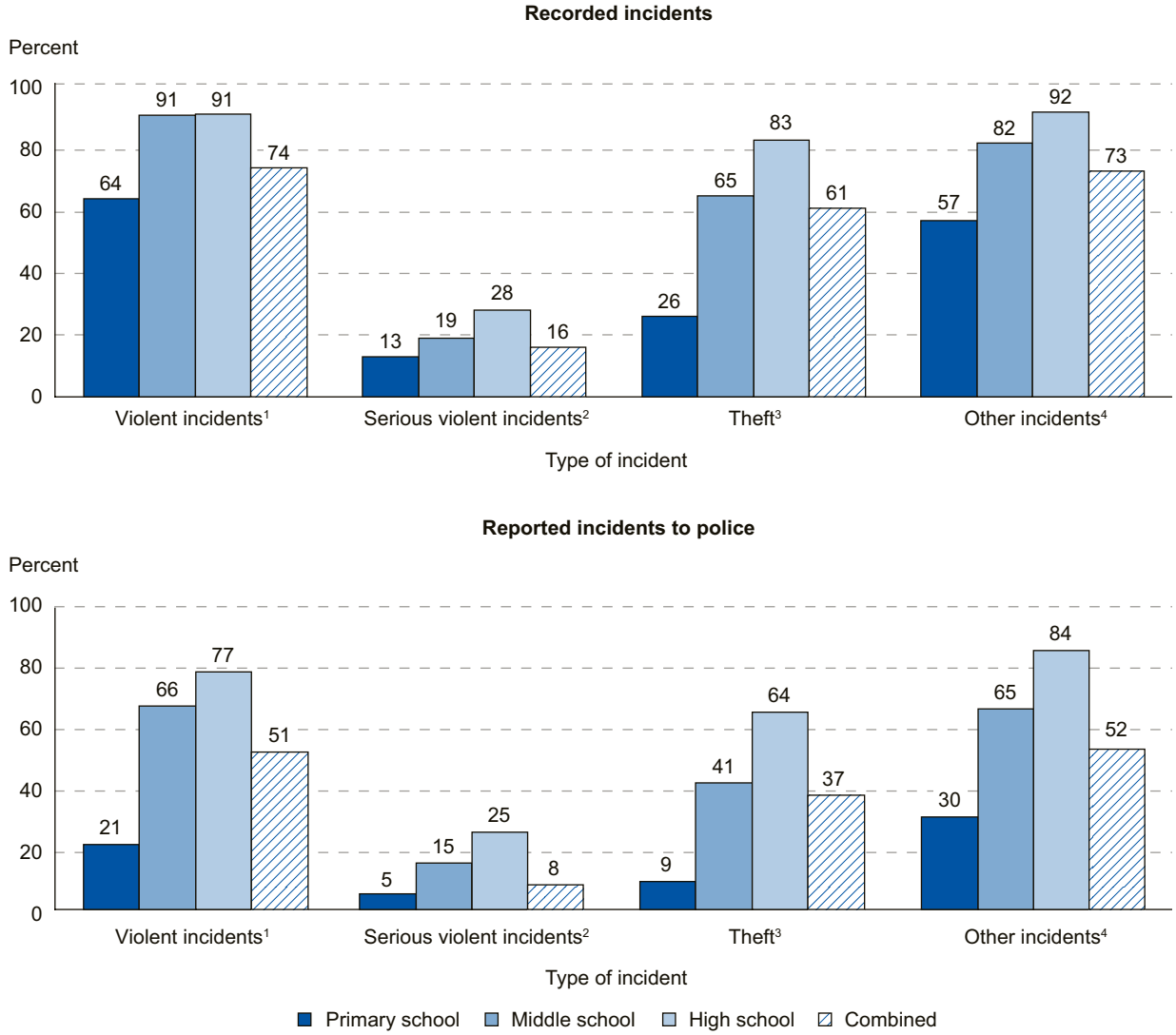
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

The percentage of schools that recorded incidents of violent crime, serious violent crime, theft, and other incidents varied by school characteristics. For example, by school level, primary schools recorded lower percentages of these types of crimes than middle schools and high schools: 64 percent of primary schools recorded violent incidents of crime compared with 91 percent each of middle schools and high schools (figure 6.2 and table 6.2). A lower percentage of primary schools recorded serious violent incidents of crime (13 percent) than middle or high schools (19 percent and 28 percent, respectively), a lower percentage of primary schools recorded incidents of theft (26 percent) than middle or high schools (65 percent and 83 percent), and a lower percentage of primary schools recorded other incidents (57 percent) than middle or high schools (82 percent and 92 percent).

A similar pattern was observed for public schools that reported such incidents of violent crime, serious violent crime, theft, and other incidents to the police. The percentages of primary schools that reported incidents of these types of crime to the police were lower than for middle schools and high schools (figure 6.2 and table 6.3).

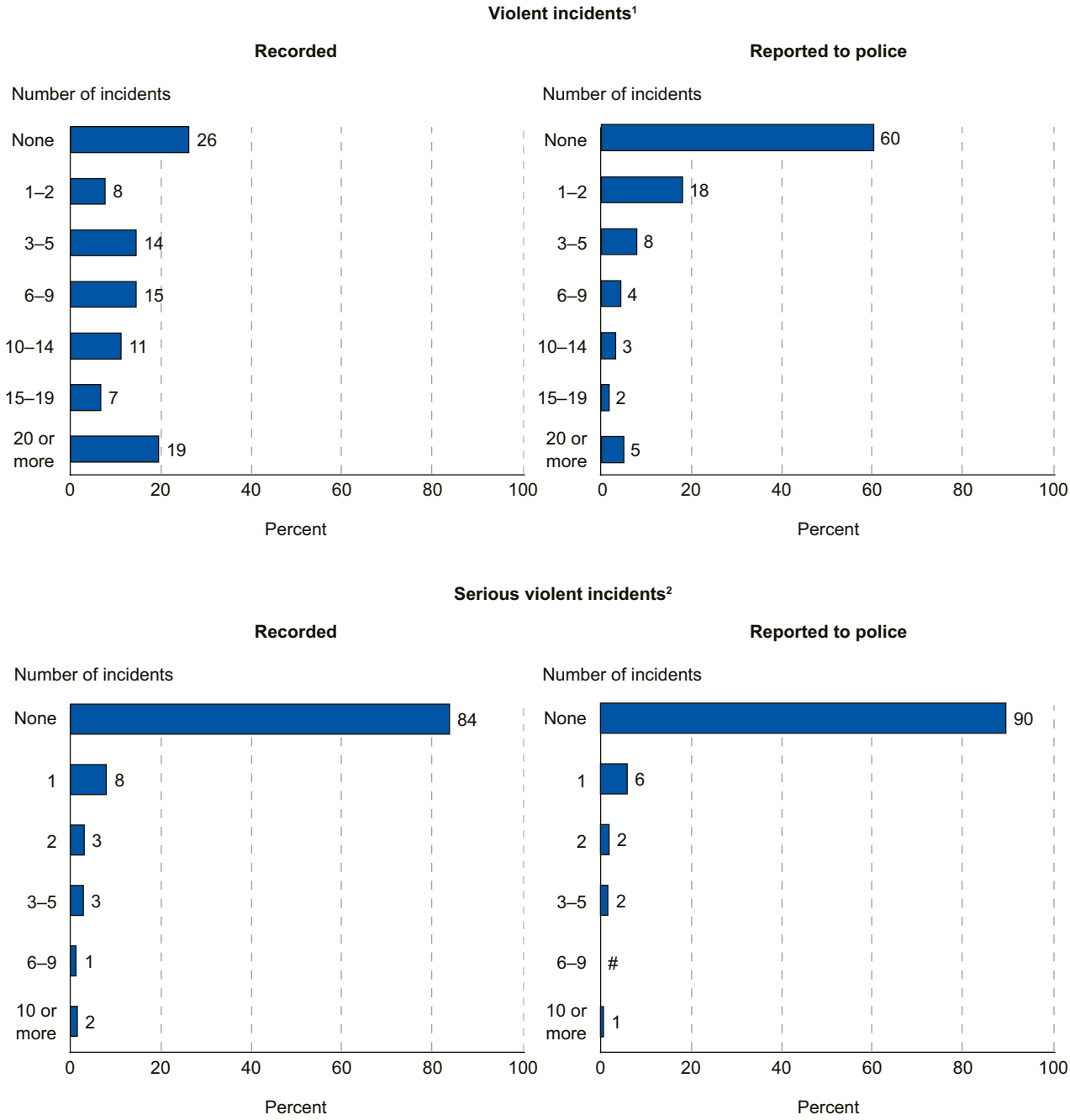
Data on the number of crimes recorded and reported by schools in 2009–10 were categorized by frequency range as well. For example, 26 percent of schools recorded zero violent crimes, and 19 percent of schools recorded 20 or more violent crimes (figure 6.3 and table 6.4). Sixty percent of schools did not report a violent crime to the police, while 5 percent of schools reported 20 or more violent crimes to the police. With regard to serious violent crimes, 84 percent of schools did not record a serious violent crime, and 2 percent of schools recorded 10 or more such crimes. Ninety percent of schools did not report a serious violent crime to the police, and 1 percent of schools reported 10 or more serious violent crimes to the police (table 6.5). The number of crimes recorded by schools by frequency range varied by school characteristics. A larger percentage of city schools recorded 20 or more violent incidents in 2009–10 than suburban schools or rural schools (table 6.4). In 2009–10, this amounts to about 25 percent of city schools recording 20 or more violent incidents, compared with 19 percent of suburban schools and 14 percent of rural schools.

Figure 6.2. Percentage of public schools recording and reporting to police incidents of crime, by type of incident and school level: School year 2009–10



[1] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[2] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] "Theft or 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." This includes 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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Figure 6.3. Percentage of public schools recording and reporting to police violent and serious violent incidents of crime, by the number of incidents: School year 2009–10



Rounds to zero.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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Indicator 7
Discipline Problems Reported by Public Schools

During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, 9 percent reported student acts of disrespect for teachers other than verbal abuse on a daily or weekly basis, and 5 percent reported that student verbal abuse of teachers occurred on a daily or weekly basis. Sixteen percent reported gang activities during the school year.

In the School Survey on Crime and Safety, public school principals were asked how often certain disciplinary problems happened in their schools.[22] This indicator examines the daily or weekly occurrence of student racial/ethnic tensions, bullying, sexual harassment of other students, sexual harassment of other students based on sexual orientation or gender identity, verbal abuse of teachers, acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. It also looks at occurrences of gang and cult or extremist group activities during the school year. In the 2009–10 survey administration, schools were also asked to report selected types of cyber-bullying problems at school or away from school that occurred daily or weekly.

During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 9 percent reported student acts of disrespect for teachers other than verbal abuse on a daily or weekly basis (table 7.1). With regard to other discipline problems reported as occurring at least once a week, 5 percent of schools reported student verbal abuse of teachers, and 3 percent each of reported student racial/ethnic tensions, student sexual harassment of other students, sexual harassment of other students based on sexual orientation or gender identity, and widespread disorder in classrooms. Sixteen percent of public schools reported that gang activities had happened at all during the 2009–10 school year and 2 percent reported that cult or extremist activities had happened at all during this period.

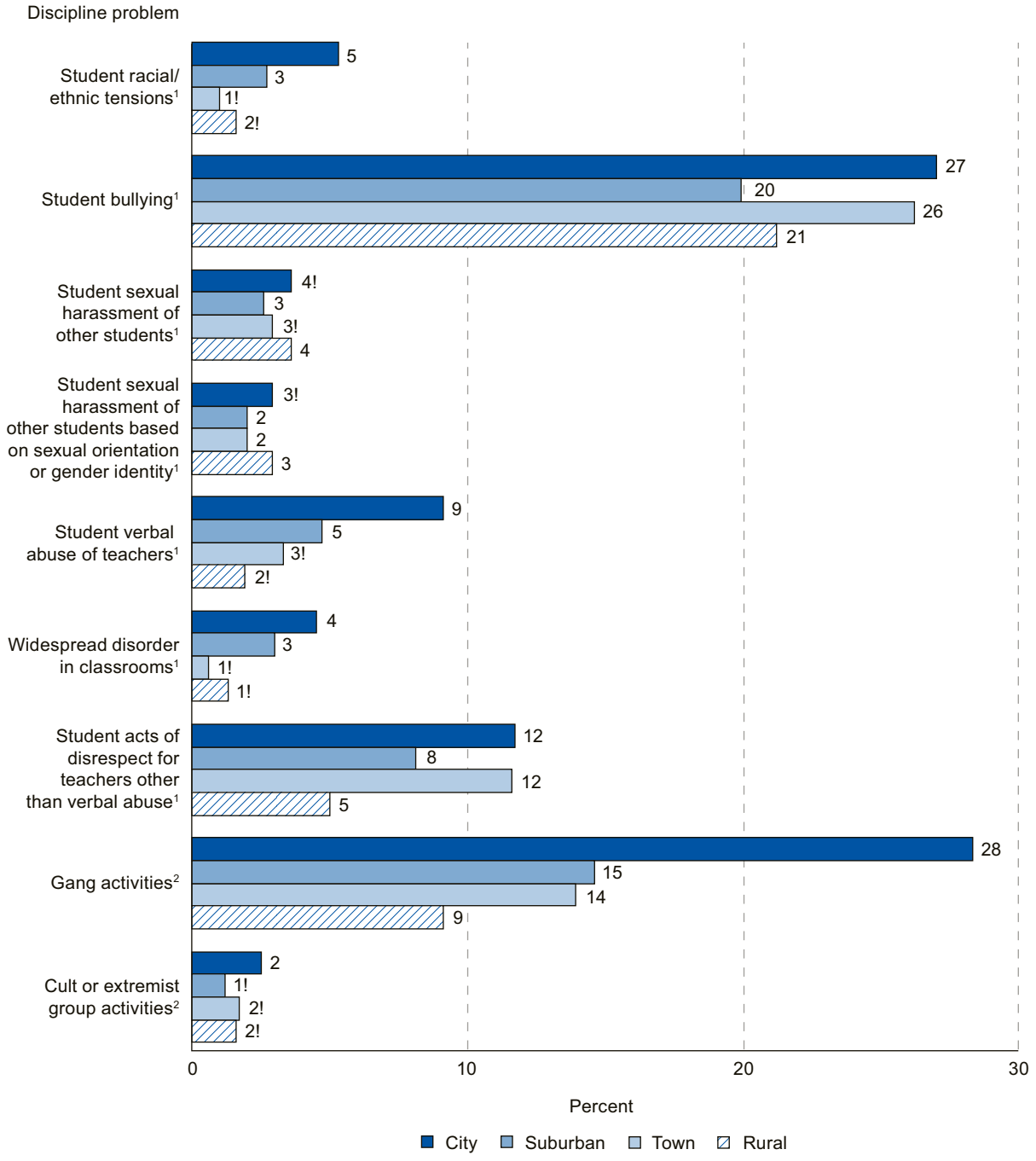
Discipline problems reported by public schools varied by school characteristics. In 2009–10, a higher percentage of city schools than rural schools and suburban schools reported various types of discipline problems (figure 7.1 and table 7.1). For example, 27 percent of city schools, compared with 21 percent of rural schools and 20 percent of suburban schools, reported that student bullying occurred at least once a week. A greater percentage of city schools (28 percent) than suburban schools and rural schools (15 percent and 9 percent, respectively) reported any occurrence of gang activities during the school year.

Indicator 7 continued on page 34.

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

This indicator has been updated to include 2009–10 data. For more information: Tables 7.1 and 7.2, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by locale: School year 2009–10



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] Includes schools that reported the activity happens either at least once a week or daily.
[2] Includes schools that reported the activity happens 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

In 2009–10, the percentage of middle schools reporting student racial and ethnic tension (5 percent) was higher than the percentage of high schools (3 percent) and primary schools (2 percent) that reported student racial and ethnic tension (table 7.1). Schools with an enrollment size of 1,000 or more reported higher percentages of student racial and ethnic tension (6 percent) than schools with an enrollment size of 500–999 or 300–499 (3 percent each).

In addition, 10 percent of schools where 76 percent or more of the students were eligible for free or reduced-price lunch reported the daily or weekly occurrence of student verbal abuse of teachers, compared to 1 percent of schools where 25 percent or less of the students were eligible.[23]

The percentages of public schools that reported the occurrence of student bullying, student verbal abuse of teachers, and student acts of disrespect for teachers other than verbal abuse were greater in 1999–2000 than in 2009–10. For example, in 1999–2000, approximately 29 percent of public schools reported student bullying, compared with 23 percent of public schools that reported student bullying in 2009–10.

Eleven percent of schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2007–08, higher than the 9 percent in 2009–10 (table 7.2). The percentage of public schools that reported widespread disorder in the classrooms decreased from 4 percent in 2007–08 to 3 percent in 2009–10. The percentages of public schools that reported gang activity at all at their schools during the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10 (table 7.2).

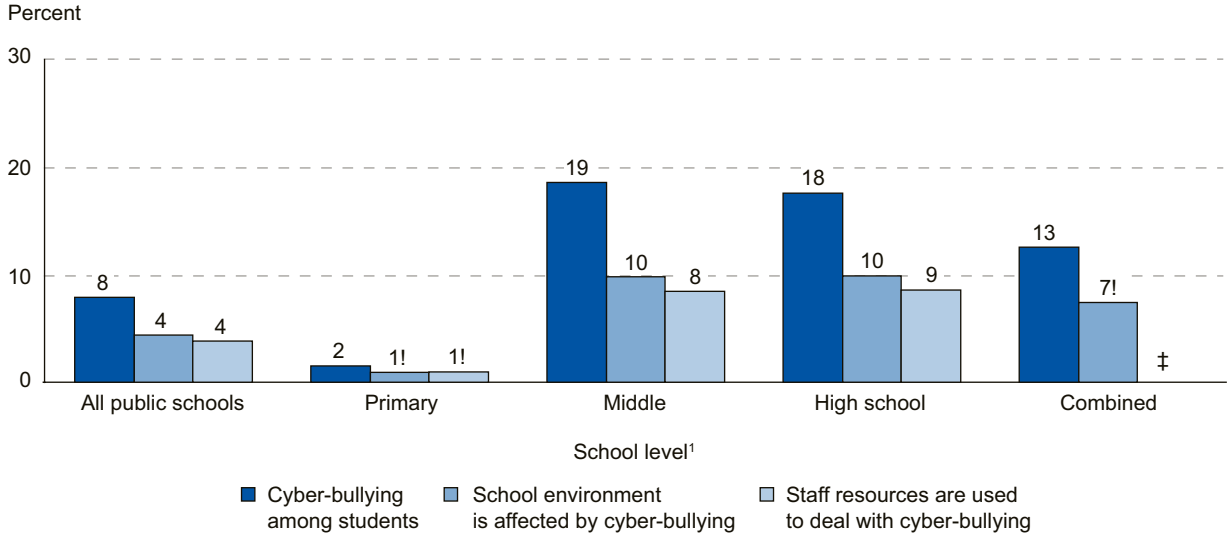
In 2009–10 the School Survey on Crime and Safety included a questionnaire item on cyber-bullying in which public schools were asked to report the occurrence of cyber-bullying among students at school and away from school.[24] Eight percent of public schools reported that cyber-bullying had occurred among students daily or at least once a week at school or away from school. Four percent each of public schools also reported that the school environment was affected by cyber-bullying and that staff resources were used to deal with cyber-bullying (table 7.3).

Public schools' reports on the occurrence of cyber-bullying at school and away from school in 2009–10 varied by school characteristics (table 7.3). Primary schools reported lower percentages of cyber-bullying among students (2 percent) than middle schools (19 percent), high schools (18 percent), and combined schools (13 percent). Thirteen percent of schools with less than 5 percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students reported cyber-bullying among students, compared with 5 percent of schools with 50 percent or more combined enrollment.

[23] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

[24] "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices."

Figure 7.2. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school daily or at least once a week, by school level: School year 2009–10



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Indicator 8
Students' Reports of Gangs at School

In 2009, about 20 percent of students reported that gangs were present at their school. A higher percentage of students from urban schools (31 percent) reported a gang presence than students from suburban (17 percent) and rural schools (16 percent).

The presence of gang activity in the vicinity of schools poses a risk to staff and student safety and school security. Intimidation of staff and students by gang members has a large impact on the educational environment and perception of school safety (Smith 2011). The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school during the school year.[25]

In 2009, about 20 percent of students ages 12–18 reported that gangs were present at their school during the school year. This was a decrease from the 23 percent of students who reported a gang presence in 2007. A higher percentage of students from urban schools (31 percent) reported a gang presence at their school in 2009 than students from suburban and rural schools (17 percent and 16 percent, respectively). While the percentage of students from suburban schools who reported a gang presence at their school was lower in 2009 than in 2007 (17 vs. 21 percent), the percentages of students from urban and rural schools who reported a gang presence were not measurably different between the same years (figure 8.1 and table 8.1). In 2009, approximately 22 percent of students attending public schools reported that gangs were present at their school compared with 2 percent of students attending private schools.

There were no measurable differences in the percentages of male and female students who reported a gang presence at their school in 2009—approximately 21 percent of males and 20 percent of females reported a gang presence during the school year. The percentage of female students who reported such was not measurably different between 2009 and 2007; however, the percentage of male students who reported a gang presence was lower in 2009 than in 2007 (21 vs. 25 percent).

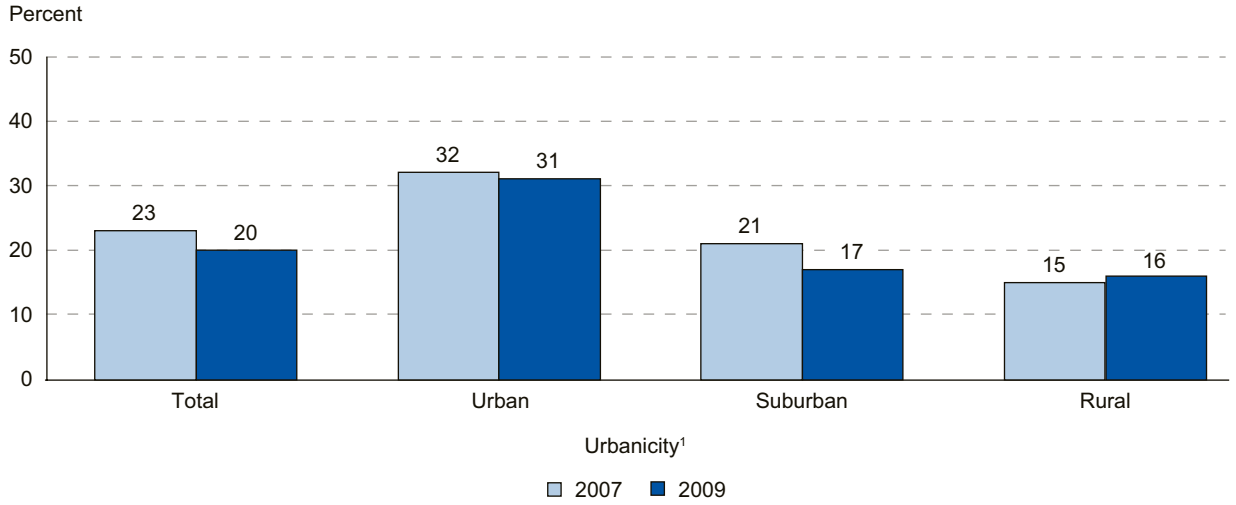
The percentages of students reporting a gang presence at school varied by their race/ethnicity in 2009. Higher percentages of Hispanic students (33 percent) and Black students (31 percent) than White students (14 percent) and Asian students (17 percent) reported the presence of gangs.

Students' reports of a gang presence at their school also varied by grade in 2009 (figure 8.2 and table 8.1). The percentages of students in 6th through 8th grade, for example, who reported a gang presence at their school were lower than the percentages for students in 9th through 12th grade. Eleven percent of 6th-graders reported the presence of gangs, compared with 25 percent of 9th-graders and 28 percent of 10th-graders. The percentage of students in 10th-grade who reported a gang presence at their school was higher than the percentages of students in 11th grade (23 percent) and 12th grade (22 percent) who reported a gang presence.

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

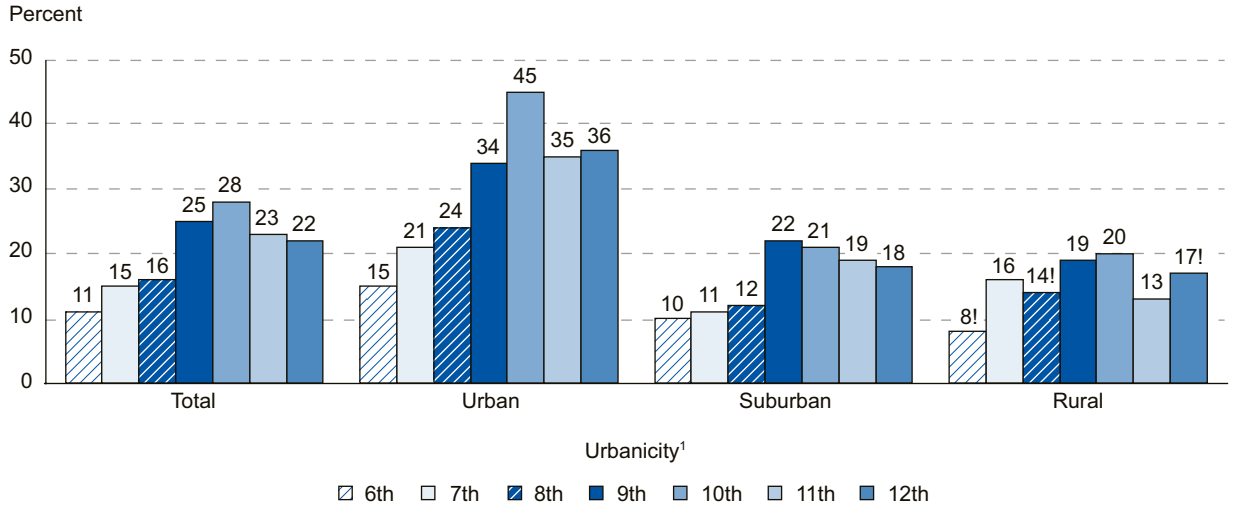
This indicator has been updated with 2009 data. For more information: Table 8.1 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: 2007 and 2009



[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 and 2009.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity and grade: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Indicator 9
Students' Reports of Drug Availability on School Property

The percentage of students in grades 9–12 who reported that drugs were offered, sold, or given to them decreased from 32 percent in 1995 to 23 percent in 2009.

In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.[26] The percentage of students in grades 9–12 who reported that drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but subsequently decreased to 23 percent in 2009 (table 9.1). There was no statistically significant difference, however, between the 2009 percentage and the 2007 percentage (22 percent) (table 9.1 and figure 9.1).

Student reports of the availability of drugs on school property varied by student characteristics. A higher percentage of males than females reported that drugs were offered, sold, or given to them on school property in each survey year from 1993 to 2009 (figure 9.1 and table 9.1). For example, in 2009, 26 percent of males reported that drugs were made available to them, compared to 19 percent of females. There were no measurable differences across grades in the percentages of students reporting that drugs were made available to them in 2009. Twenty-four percent of 10th- and 11th-graders, 22 percent of 9th-graders and 21 percent of 12th-graders reported that drugs were made available to them.

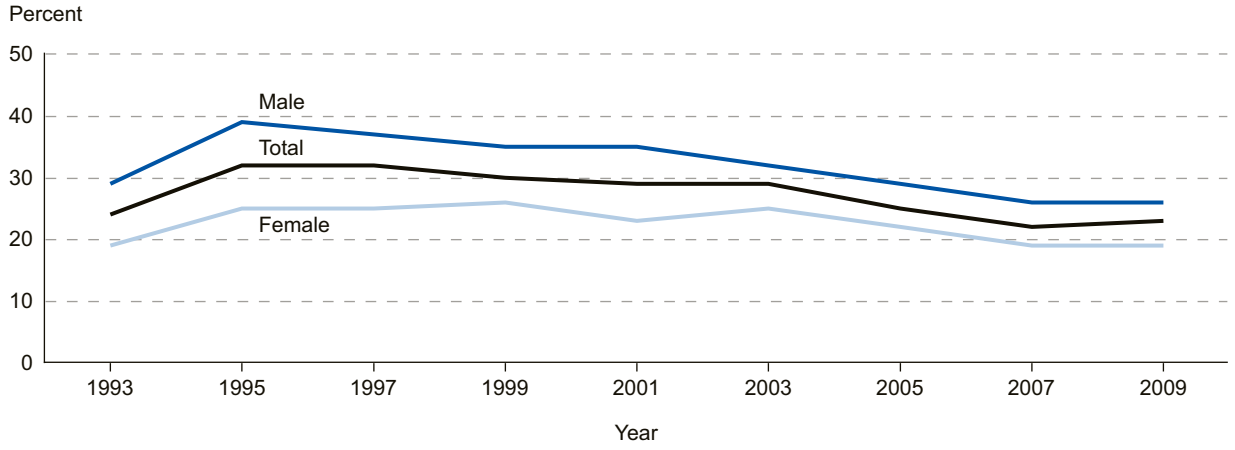
The percentage of students who reported having illegal drugs offered, sold, or given to them on school property differed across racial/ethnic groups (figure 9.2 and table 9.1). Specifically, in 2009, higher percentages of American Indian/Alaska Native students (34 percent) and Hispanic students (31 percent) than Black students (22 percent), White students (20 percent), and Asian students (18 percent) reported that drugs were made available to them on school property. In addition, a higher percentage of students of two or more races (27 percent) than of Asian students or White students reported that drugs were made available to them on school property.

In 2009, student reports of the availability of drugs on school property varied across the 42 states for which data were available. Among these states, the percentage of students reporting that drugs were offered, sold, or given to them on school property ranged from 15 percent in Kansas to 36 percent in Hawaii and Nevada (table 9.2).

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

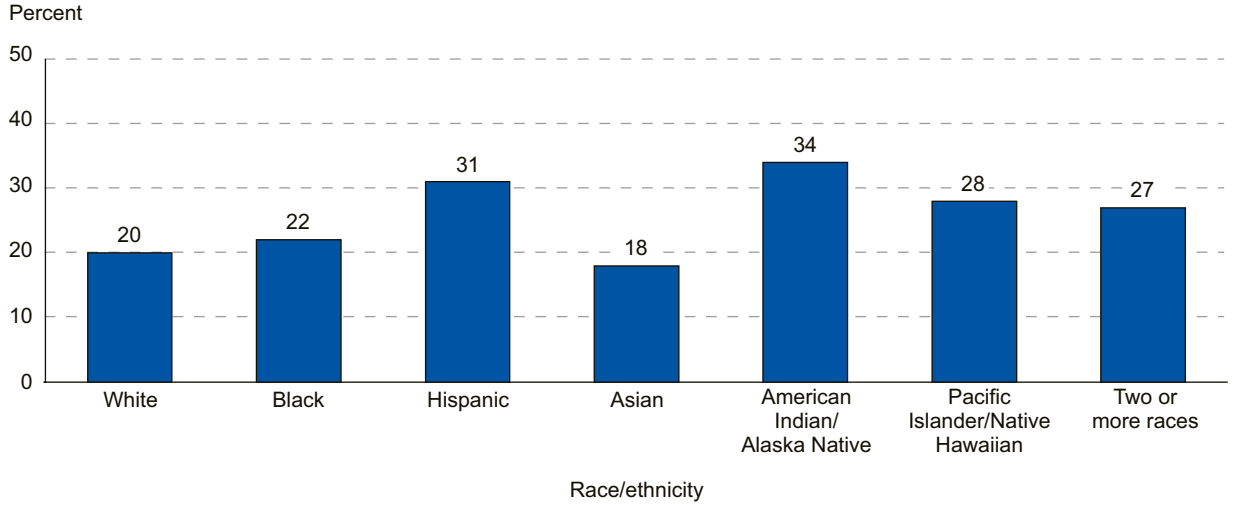
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 9.1 and 9.2 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2009



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, 1993–2009.

Figure 9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2009



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Indicator 10

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

In 2009, about 9 percent of students ages 12–18 reported being targets of hate-related words at school during the school year and 29 percent of students reported seeing hate-related graffiti at school.

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being targets of hate-related[27] words and seeing hate-related graffiti at school.[28] Specifically, in 2009, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Students also were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building.

In 2009, about 9 percent of students ages 12–18 reported being targets of hate-related words at school and 29 percent of students reported seeing hate-related graffiti at school during the school year (figure 10.1 and table 10.1). While the percentage of students who reported being targets of hate-related words in 2009 was not measurably different from the percentage who reported so in 2007 (10 percent), the percentage of students who reported seeing hate-related graffiti at school was smaller in 2009 than in 2007 (35 percent). The percentage of students who reported being targets of hate-related words decreased from 12 percent in 2001 to 9 percent in 2009.

No measurable differences were observed in 2009 in the percentages of males and females who reported being called a hate-related word and seeing hate-related graffiti at school during the school year. The percentages of male and female students ages 12–18 who reported being called a hate-related word during the school year were not measurably different in 2007 (9 percent each) and 2009 (10 percent each). However, the percentages of male and female students who reported seeing hate-related graffiti at school were lower in 2009 (29 percent each) than in 2007 (34 percent for male students and 35 percent for female students).

Higher percentages of Black students and Hispanic students (11 percent each) reported being targets of hate-related words at school than White students (7 percent) in 2009. In addition, a higher percentage of Hispanic students (32 percent) than White students (28 percent) reported seeing hate-related graffiti.

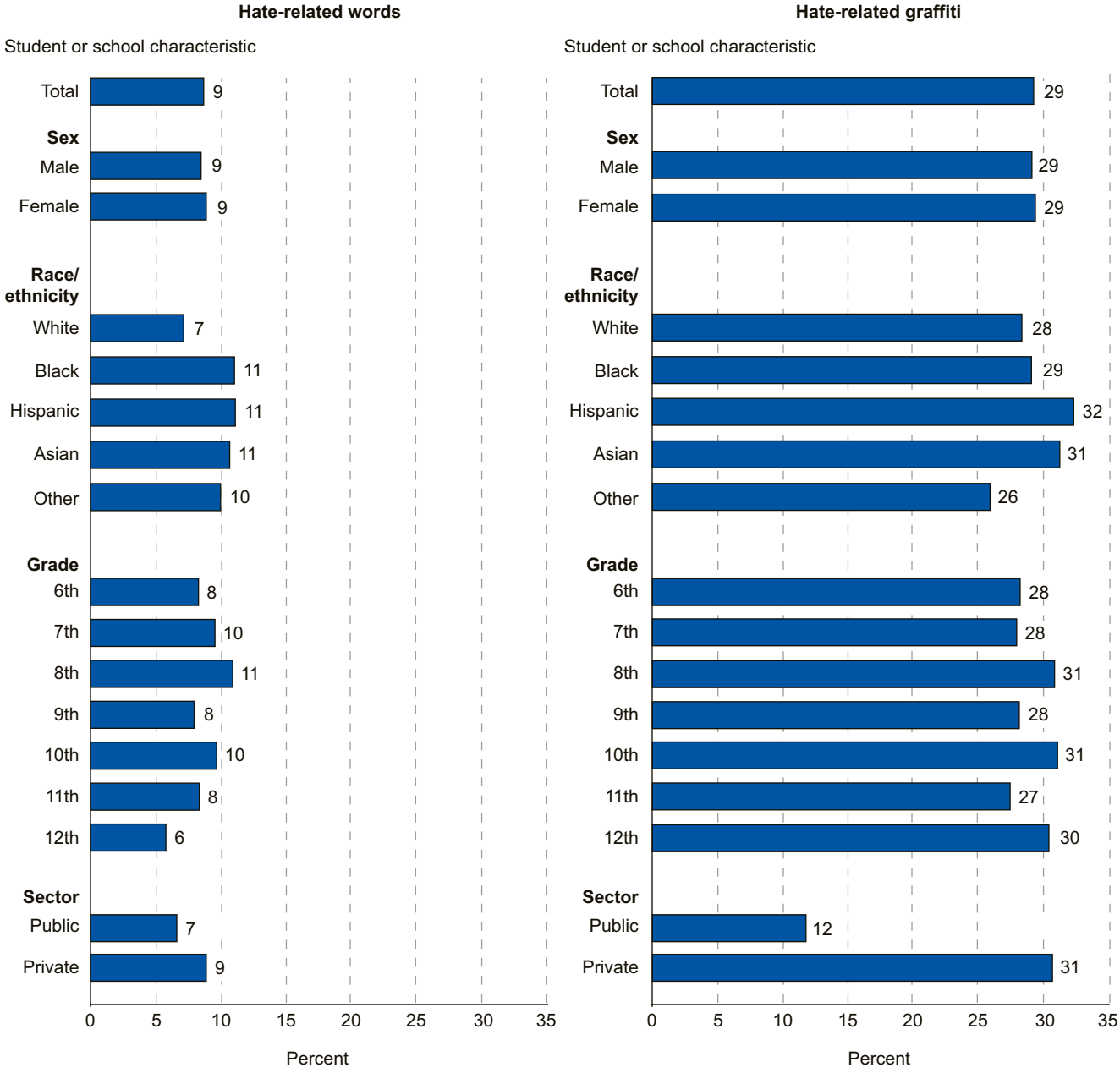
Indicator 10 continued on page 42.

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

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

This indicator has been updated to include 2009 data. For more information: Tables 10.1 and 10.2 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2009



NOTE: Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and two or more races. "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

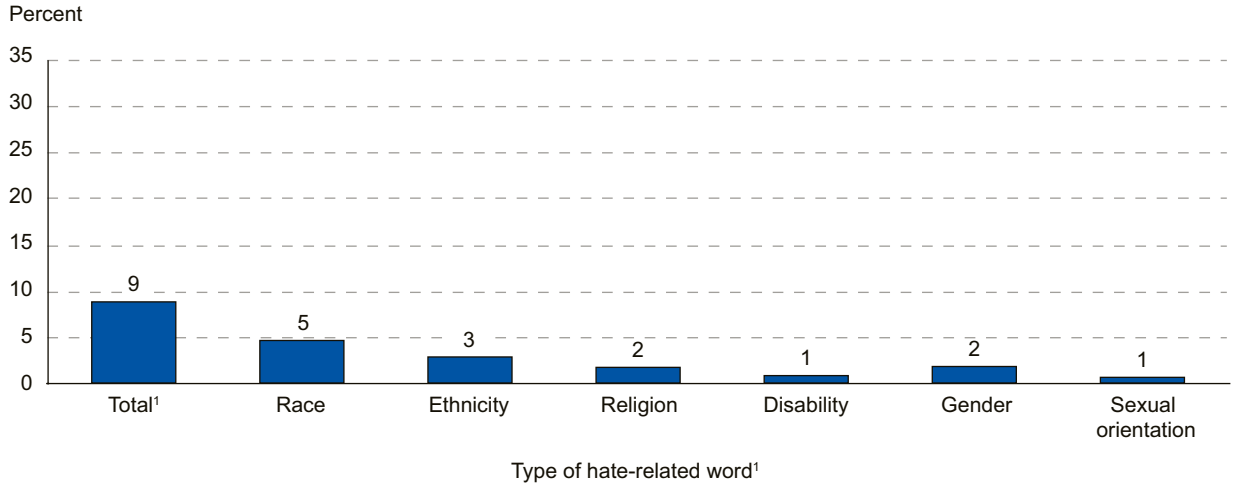
Few differences were observed across grade levels in the percentages of students who reported being targets of hate-related words. A lower percentage of 12th-graders (6 percent) reported being targets of hate-related words than 7th-graders and 10th-graders (10 percent each), as well as 8th-graders (11 percent). No measurable differences were observed across grades for students' reports of seeing hate-related graffiti at school in 2009, nor were there differences by grade in the percentages of students who reported being called a hate-related word between 2007 and 2009. There were differences at some grade levels, however, in the percentages of students who reported seeing hate-related graffiti at school between 2007 and 2009. For example, about 35 percent of 6th-graders reported seeing graffiti in 2007, compared with 28 percent in 2009.

By school sector, the percentage of public school students who reported being called a hate-related word (9 percent) was not measurably different from the percentage reported by private school students (7 percent) in 2009. In each data collection year between 1999 and 2009, a higher percentage of public school students than private school students reported seeing hate-related graffiti at school. Specifically, for 2009, approximately 31 percent of public school students reported seeing hate-related graffiti at school compared with 12 percent of private school students.

Students who were targets of being called hate-related words at school in 2009 were asked to indicate whether the derogatory word they were called was related to their race, ethnicity, religion, disability, gender, or sexual orientation (figure 10.2 and table 10.2). A higher percentage of male students than female students reported being called a hate-related word with regard to their race (5 percent vs. 4 percent). In turn, a higher percentage of female students than male students reported being called a hate-related word with regard to their gender (3 percent vs. 1 percent).

With respect to being called a hate-related word related to a student's race or ethnicity, White students reported being targets at a lower percentage than their peers. For example, 2 percent of White students reported being called a hate-related word with regard to their race, compared with 8 percent each of Black and Hispanic students. In addition, 1 percent of White students reported being called a hate-related word with regard to their ethnicity, compared with 4 percent of Black students and 7 percent of Hispanic students.

Figure 10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by type of hate-related word: 2009



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

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Indicator 11
Bullying at School and Cyber-Bullying Anywhere

In 2009, about 28 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 6 percent reported having been cyber-bullied.

Bullying is now recognized as a widespread and often neglected problem in schools that has serious implications for victims of bullying and for those who perpetrate the bullying (Swearer et al. 2010). The School Crime Supplement to the National Crime Victimization Survey collects data on students ages 12–18 and their reports of being bullied at school[29] and being cyber-bullied anywhere during the school year. Cyber-bullying is distinct from bullying at school. While data on cyber-bullying are collected separately from data on bullying at school, the context for cyber-bullying may have developed at school.

This indicator first discusses student reports of being bullied at school in 2009 by selected bullying problems, and selected student and school characteristics. It then discusses student reports of being cyber-bullied anywhere in 2009 by selected cyber-bullying problems, and selected student and school characteristics. In addition, findings on bullying at school over time are presented for 2005, 2007, and 2009. Prior data are excluded from the time series due to significant redesign of the bullying items in 2005.

In 2009, about 28 percent of students ages 12–18 reported being bullied at school during the school year (figure 11.1 and table 11.1).[30] Of those students who reported being bullied at school, 19 percent reported that they had been made fun of, called names, or insulted. Sixteen percent of students reported being the subject of rumors, 9 percent said they had been pushed, shoved, tripped, or spit on; and 6 percent reported being threatened with harm. Five percent of students reported being excluded from activities on purpose, 4 percent reported that others had tried to make them do things they did not want to do, and 3 percent reported that their property had been destroyed by others on purpose. In 2009, 22 percent of students who had been pushed, shoved, tripped, or spit on at school during the school year, reported being injured.

Students' reports of being bullied at school varied by student and school characteristics. In 2009, a higher percentage of females (20 percent) than males (13 percent) ages 12–18 reported being the subject of rumors, while a lower percentage of females (8 percent) than males (10 percent) reported being pushed, shoved, tripped, or spit on. In addition, a higher percentage of females (6 percent) than males (4 percent) also reported being excluded from activities on purpose.

The percentages of students who reported being bullied or being subjects of selected bullying problems were lower for Asian students than for White, Black, or Hispanic students in 2009. For example, 17 percent of Asian students ages 12–18 reported being bullied at school during the school year, compared with 29 percent each of White and Black students and 26 percent of Hispanic students. Approximately 10 percent of Asian students reported being made fun of, called names, or insulted, compared with 21 percent of White students, 18 percent of Black students, and 16 percent of Hispanic students.

A higher percentage of 6th-graders than students in grades 8 through 12 reported being bullied at school during the school year. The percentages reported by 6th-graders and 7th-graders were not measurably different. In 2009, about 39 percent of 6th-graders reported being bullied at school, compared with 33 percent of 7th-graders, 32 percent of 8th-graders, 28 percent of 9th-graders, 27 percent of 10th-graders, 21 percent of 11th-graders, and 20 percent of 12th-graders. By school sector, a higher percentage of public school students (29 percent) than private school students (19 percent) reported being bullied at school during the school year.

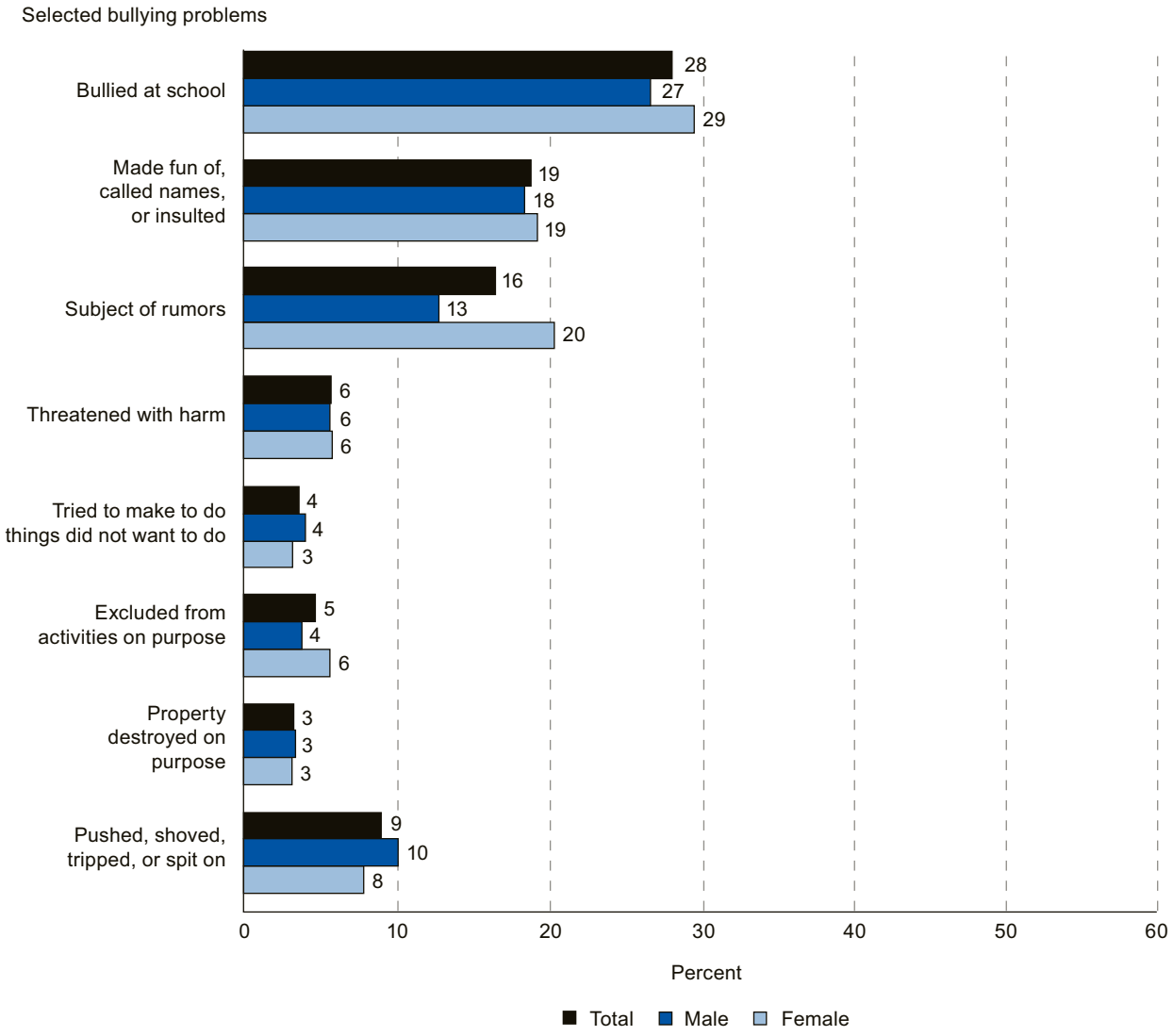
Indicator 11 continued on page 46.

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

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

This indicator has been updated to include 2009 data. For more information: Tables 11.1, 11.2, and 11.3 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and sex: 2009



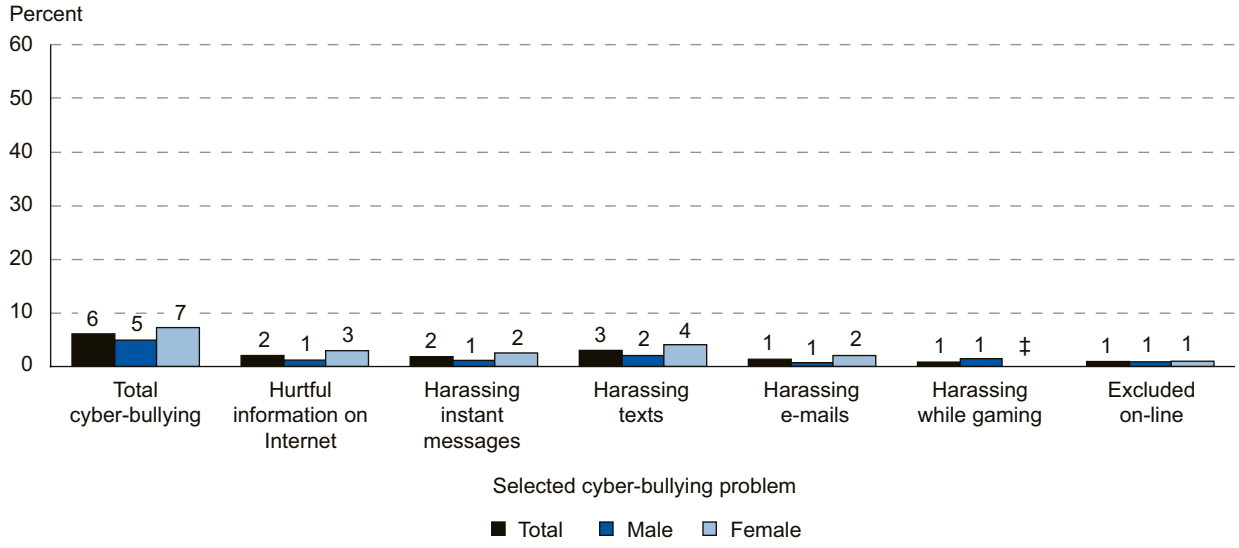
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total because students could have experienced more than one type of bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

The School Crime Supplement asked students ages 12–18 who reported being bullied at school to indicate the location in which they had been victimized. In 2009, about 48 percent of students reported being bullied by another student in the hallway or stairwell at school during the school year (figure 11.3 and table 11.2). In addition, 34 percent reported being bullied inside the classroom, and 24 percent reported being bullied outside on school grounds. Nine percent were bullied in the bathroom or lockerroom, 7 percent were bullied in the cafeteria, 6 percent of students reported being bullied on the school bus, and 3 percent were bullied somewhere else in school.

Of students who were bullied in 2009, a higher percentage of females (52 percent) than males (44 percent) reported being bullied in the hallway or stairwell, and a lower percentage of females (21 percent) than males (27 percent) reported being bullied outside on school grounds. A higher percentage of public school students than private school students (49 vs. 36 percent) reported being bullied in the hallway or stairwell during the school year, and a lower percentage of public school students than private school students (23 vs. 37 percent) reported being bullied outside on school grounds. In addition, a higher percentage of students from rural schools (56 percent) reported being bullied in the hallway or stairwell than students from urban schools (47 percent) and suburban schools (46 percent) and a higher percentage of students from urban schools (30 percent) than students from suburban schools (23 percent) and rural schools (18 percent) reported being bullied outside on school grounds.

Indicator 11 continued on page 48.

Figure 11.2. Percentage of students ages 12–18 who reported cyber-bullying problems anywhere during the school year, by selected bullying problems and sex: 2009



‡ Reporting standards not met. There are too few cases.
NOTE: "Cyber-bullying" includes students who responded that another student posted hurtful information about the respondent on the Internet; students who responded that another student harassed the respondent via instant messaging; students who responded that another student harassed the respondent via Short Message Service (SMS) text messaging; students who responded that another student harassed the respondent via e-mail; students who responded that another student harassed the respondent while gaming; and students who responded that they were excluded on-line. Cyber-bullying types do not sum to total because students could have experienced more than one type of cyber-bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

In 2009, approximately 6 percent of students ages 12–18 reported being cyber-bullied[31] anywhere during the school year (figure 11.2 and table 11.3). Three percent reported being subject to harassing text messages. Two percent of students reported that another student had posted hurtful information on the Internet and 2 percent reported that they had been subject to harassing instant messaging. Students also reported being the subject of harassing e-mails, being excluded on-line, and being harassed while gaming (1 percent each).

With the exception of being the subject of harassment while gaming and being excluded on-line, females reported being cyber-bullied at higher percentages than males for each type of cyber-bullying problem. For example, among students ages 12–18 in 2009, about 4 percent of females reported being subject to harassing text messages compared with 2 percent of males.

Among those students who were bullied at school or cyber-bullied anywhere, there generally were no measurable differences between males and females in the frequency in which they were bullied. Students also were asked to report if they had notified an adult about the perpetration (figure 11.4 and table 11.4). While there was no measurable difference by sex in students notifying an adult after being bullied at school, a higher percentage of females (38 percent) than males (23 percent) reported notifying an adult after being cyber-bullied.

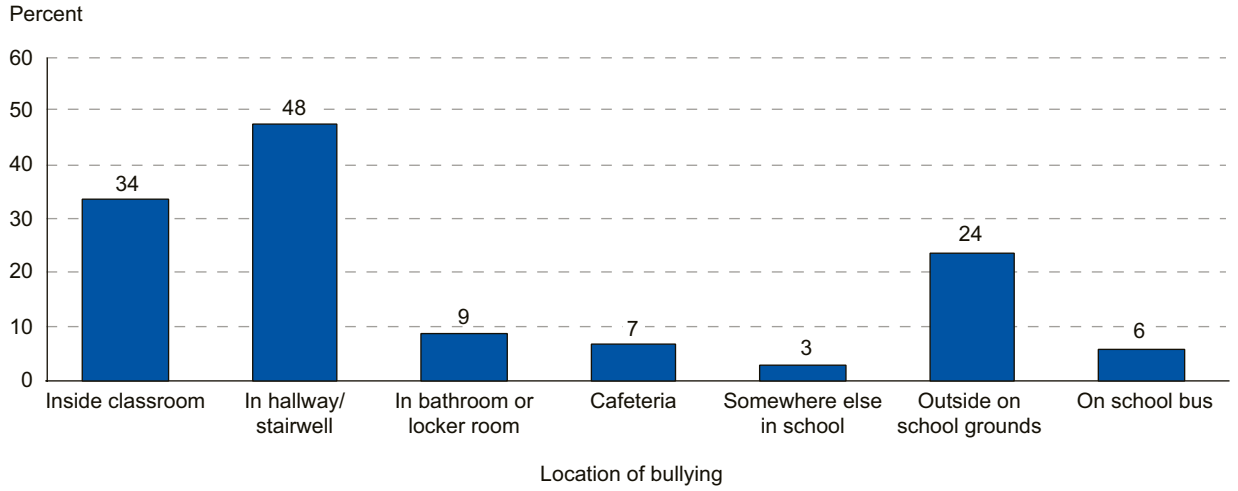
Students' reports of being bullied at school varied over time (figure 11.5 and table 11.5). While no overall pattern was observed between 2005 and 2009, a lower percentage of students reported being bullied in 2005 than in 2007 (28 vs. 32 percent). For most groups of students, the percentages reported by students in 2007 were higher than the percentages reported in 2009, returning percentages to 2005 levels.

For the majority of student and school characteristics, the percentages of students who reported being bullied at school in 2005 were lower than the percentages of students who did so in 2007. For example, 27 percent of male students and 29 percent of female students reported being bullied at school in 2005, compared with 30 percent of male students and 33 percent of female students who reported so in 2007. The percentages of White students and Hispanic students who reported being bullied during the school year in 2005 were lower (30 percent and 22 percent, respectively) than the corresponding percentages in 2007 (34 and 27 percent, respectively).

In 2007, the percent of public school students who reported being bullied at school (32 percent) and the percent of private school students who reported being bullied at school (29 percent) was higher than in 2009, when 29 percent of public school students, and 19 percent of private school students reported being bullied at school. In addition, a lower percentage of students from suburban schools reported being bullied in 2007 than in 2009. Between 2007 and 2009, no measurable differences were detected in the percentages of students from urban or rural schools who reported being bullied.

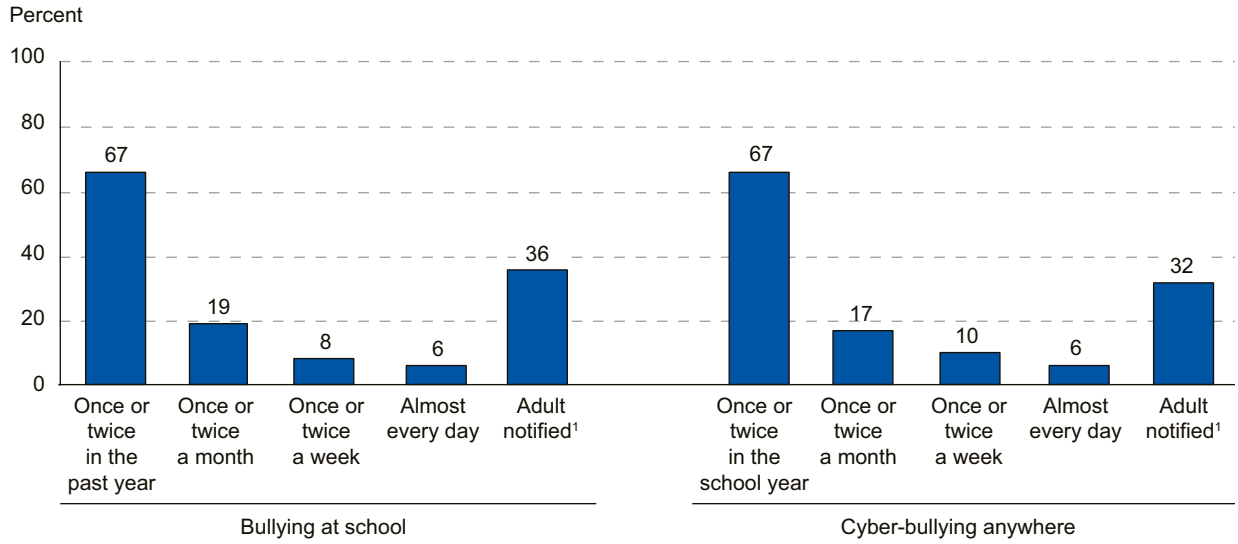
[31] "Cyber-bullying" includes students who responded that another student posted hurtful information about the respondent on the Internet; students who responded that another student harassed the respondent via instant messaging; students who responded that another student harassed the respondent via Short Message Service (SMS) text messaging; students who responded that another student harassed the respondent via e-mail; students who responded that another student harassed the respondent while gaming; and students who responded that they were excluded on-line.

Figure 11.3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying: 2009



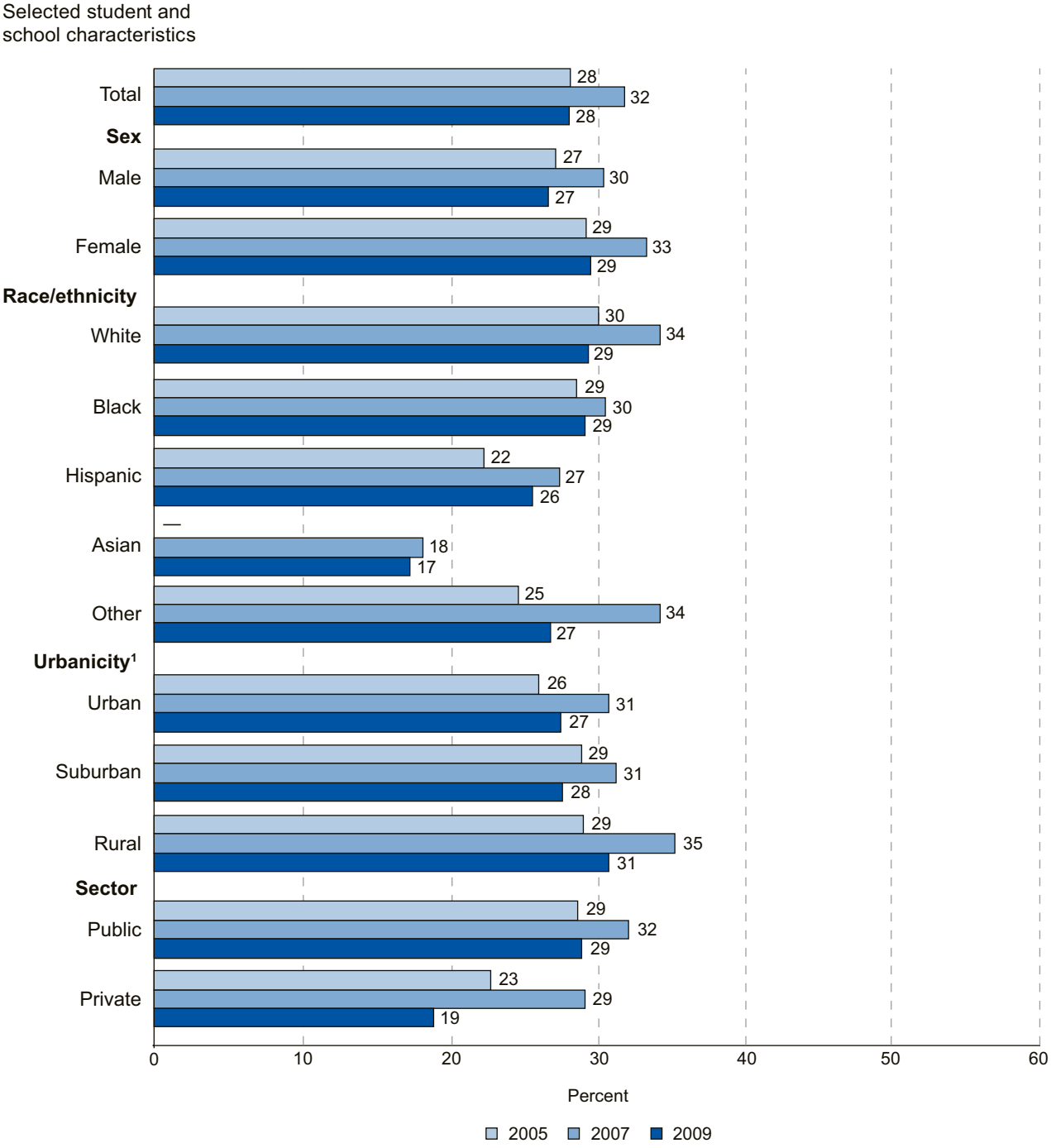
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. For more information, please see appendix A. Location totals may sum to more than 100 because students could have been bullied in more than one location.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Figure 11.4. Percentage distribution of students ages 12–18 who reported bullying problems at school and cyber-bullying problems anywhere by frequency, and percentage distribution of students who notified an adult: 2009



[1] Teacher or other adult at school notified.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Detail may not sum to totals because of rounding. 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, 2009.

Figure 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: 2005, 2007, and 2009



— Not available.

[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

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Indicator 12
Teachers' Reports on School Conditions

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

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

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

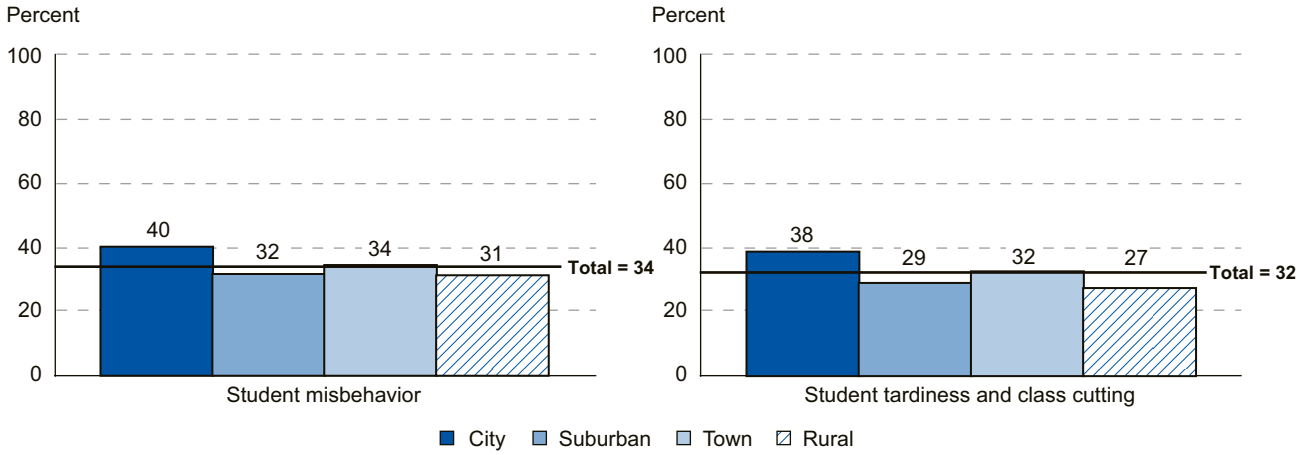
A greater percentage of teachers in city schools compared to teachers in suburban, town, or rural schools reported that student misbehavior, tardiness, and class cutting interfered with their teaching in 2007–08 (figure 12.1). Forty percent of teachers in city schools, compared to 32 percent of teachers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

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

Indicator 12 continued on page 54.

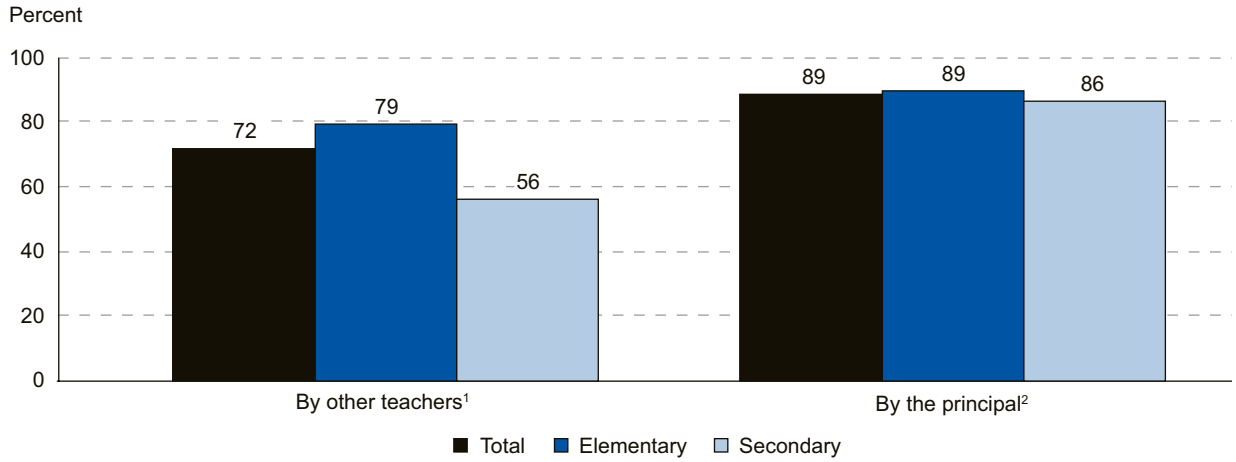
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 12.1 and 12.2, appendix B for definitions of school levels and locale codes, and Coopersmith (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010012).

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



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

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



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

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

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

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

Fights, Weapons, and Illegal Substances

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Indicator 13
Physical Fights on School Property and Anywhere

The percentage of students in grades 9 through 12 who reported being in a physical fight anywhere decreased between 1993 and 2009, from 42 to 31 percent; this was also true for the percentage of students who reported being in a physical fight on school property, this percentage decreased from 16 to 11 percent.

Physical fights on school property are considered a high-risk behavior that may disrupt a focused learning environment at school; and students involved in physical fights on school property may face difficulties succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights (referred to as "anywhere" in this indicator) during the preceding 12 months, as well as about their involvement in physical fights on school property.[32] Fights occurring anywhere are included as a point of comparison with fights occurring on school property. Overall, the percentage of students who reported being in a physical fight anywhere decreased from 42 percent in 1993 to 31 percent in 2009. Similarly, the percentage of students who reported being in a physical fight on school property decreased between 1993 and 2009, from 16 to 11 percent (figure 13.1 and table 13.1). Between the two most recent survey years, 2007 and 2009, the percentage of students in grades 9–12 who reported being in a fight anywhere decreased from 36 to 31 percent. There was no measurable difference between these two survey years in the percentage of students who reported being in a fight on school property.

Students were also asked how often they were in physical fights anywhere during the past year. In 2009, 24 percent reported being in a fight one to three times, 5 percent were in a fight four to eleven times, and 3 percent were in a fight twelve or more times. Ten percent of students reported being in a fight on school property one to three times, 1 percent were in a fight on school property four to eleven times, and less than 1 percent were in a fight on school property twelve or more times (table 13.2).

From 1993 through 2009, the percentage of students who reported being in a physical fight anywhere and on school property decreased for all four grade levels (grades 9 through12) (figure 13.1 and table 13.1). Generally, a higher percentage of students in 9th grade reported being in fights than students in any other grade, both anywhere and on school property. For example, in 2009, 37 percent of 9th-graders, compared to 33 percent of 10th-graders, 29 percent of 11th-graders, and 25 percent of 12th-graders reported being in a fight anywhere. Similarly, 15 percent of 9th-graders, compared to 12 percent of 10th-graders, 10 percent of 11th-graders, and 7 percent of 12th-graders reported being in a fight on school property in 2009. A smaller percentage of 12th-graders were involved in physical fights anywhere and on school property than any other grade.

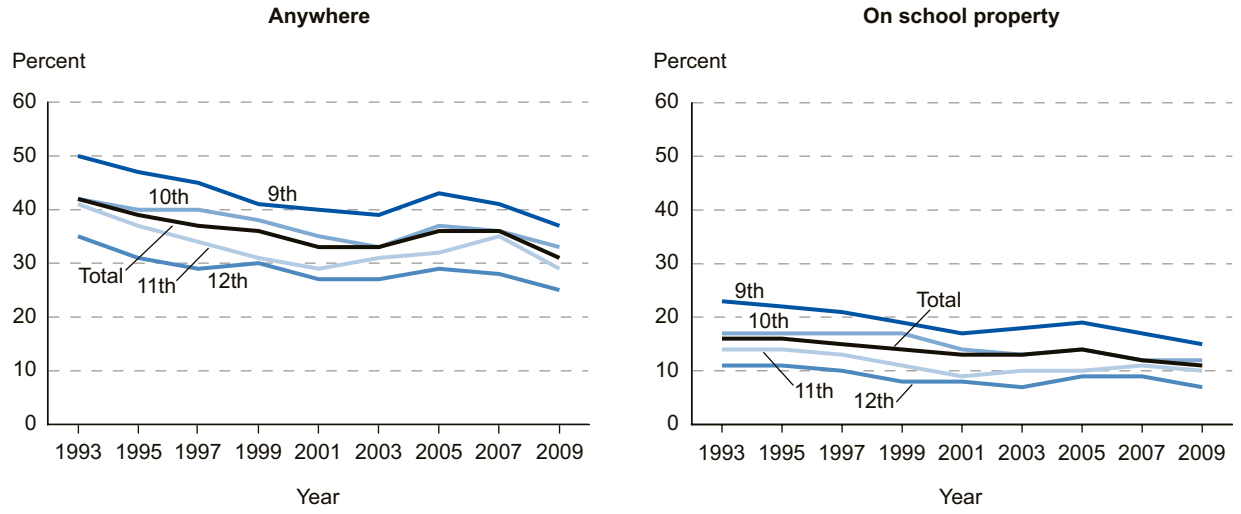
The percentage of students who reported being in a physical fight differed by race/ethnicity in 2009 (figure 13.2 and table 13.1). Generally, a smaller percentage of Asian students reported being in physical fights anywhere and on school property than other racial/ethnic groups. In addition, smaller percentages of White students reported being in fights anywhere and on school property than Black, Hispanic, or American Indian/Alaska Native students. For example, 19 percent of Asian students reported being in a physical fight anywhere at least once during the previous 12 months, compared to 28 percent of White students, 36 percent of Hispanic students, 41 percent of Black students, and 42 percent of American Indian/Alaska Native students. Eight percent of Asian students reported being in a fight on school property at least once during the previous 12 months, compared to 14 percent of Hispanic students, 17 percent of Black students, and 21 percent of American Indian/Alaska Native students.

Indicator 13 continued on page 58.

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

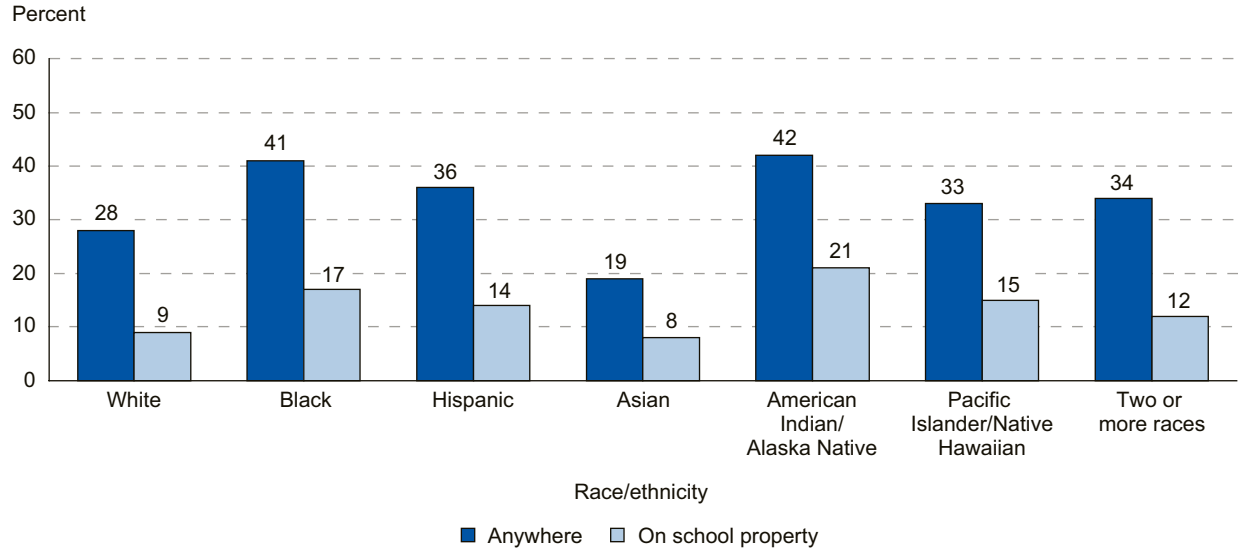
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Table 13.1, 13.2, and 13.3 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and grade: Various years, 1993–2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times in the last 12 months they had been in a physical fight.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2009.

Figure 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2009

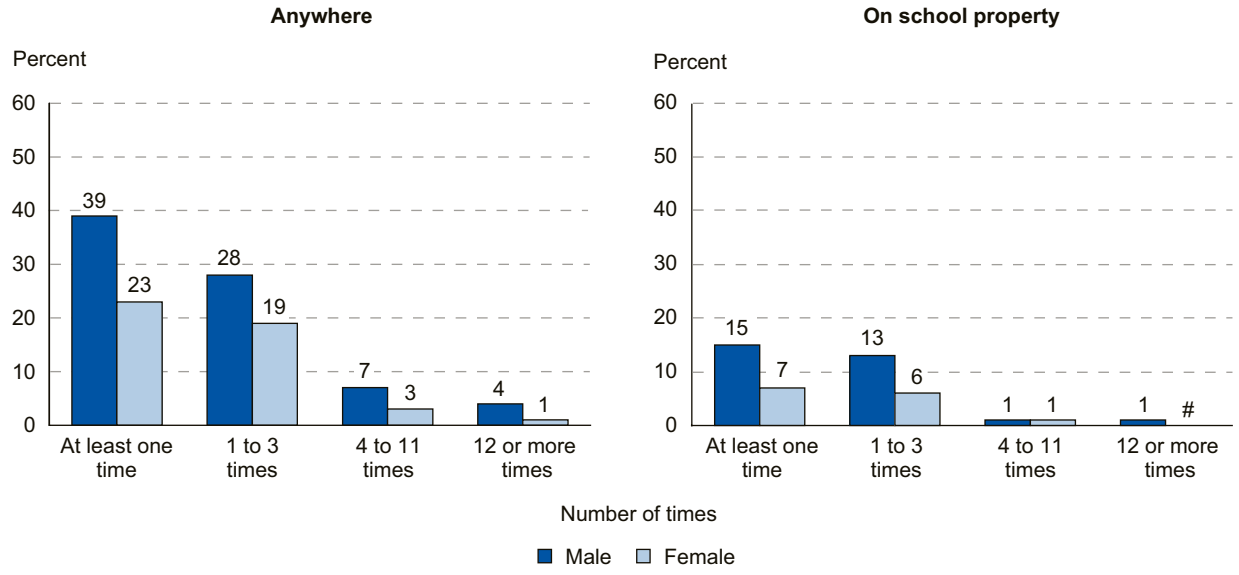


NOTE: Race categories exclude persons of Hispanic ethnicity. "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times in the last 12 months they had been in a physical fight.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

For both males and females, the percentage of students who reported being in a fight anywhere was lower in 2009 than in 2007 (39 percent compared to 44 percent for males, and 23 percent compared to 27 percent for females). While the percentage of students who reported being in fights on school property in 2009 was lower than in 2007 for females (7 percent compared to 9 percent), there was no measurable difference in the percentage who reported being in fights on school property for males. A greater percentage of males than females reported being in a higher number of physical fights both anywhere and on school property. For example, 4 percent of males reported being in a fight twelve or more times in 2009, compared to 1 percent of females. One percent of males reported being in a fight on school property twelve or more times, compared to less than half a percent of females (figure 13.3 and table 13.2).

Data for 2009 were available for 41 states. Among these states, the percentage of students who reported being in a fight anywhere ranged from 23 percent in Maine to 37 percent in New Mexico, while the percentage of students reporting being in a fight on school property ranged from 7 percent in North Dakota to 15 percent in Arkansas and New Mexico (table 13.3).

Figure 13.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location, number of times, and sex: 2009



Rounds to zero.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times in the last 12 months they had been in a physical fight. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Indicator 14
Students Carrying Weapons on School Property and Anywhere

Between 1993 and 2009, the percentage of students in grades 9–12 who reported carrying a weapon at least one day anywhere during the past 30 days declined from 22 to 17 percent, and the percentage carrying a weapon on school property declined from 12 to 6 percent.

The presence of weapons at school may interfere with teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club in the past 30 days (referred to as 'anywhere' in this report) or if they had carried one of these weapons on school property during the same time period.[33] Weapon carrying anywhere is included as a point of comparison with weapon carrying on school property. In 2009, 17 percent of students in grades 9–12 reported that they had carried a weapon anywhere on at least one day during the past 30 days: 8 percent carried a weapon anywhere on six or more days of the period, 6 percent carried a weapon on two to five days of the period, and 4 percent carried a weapon on one day of the period (tables 14.1 and 14.2). As for the percentages of students who reported carrying a weapon on school property during the past 30 days, 6 percent of students reported that they had carried a weapon on at least one day of the period. This percentage was composed of 2 percent of students reporting carrying a weapon on school property on six or more days, 1 percent reporting carrying a weapon on two to five days, and 2 percent reporting carrying a weapon on one day.

The percentage of students who reported carrying a weapon anywhere in the past 30 days declined from 22 percent in 1993 to 17 percent in 2009. In addition, from 1993 to 2009 the percentage of students who reported carrying a weapon on school property declined from 12 to 6 percent. However, the percentage of students who reported carrying a weapon either anywhere or on school property was statistically unchanged from 2007 to 2009.

In every survey year, the percentage of males who reported they had carried a weapon, either anywhere or on school property was higher than the percentage of females doing so (figure 14.1 and table 14.1). In 2009, for example, 27 percent of males carried a weapon anywhere, compared to 7 percent of females, and 8 percent of males carried a weapon on school property, compared to 3 percent of females.

The percentage of students who reported carrying a weapon anywhere or on school property varied according to students' race/ethnicity (figure 14.2 and table 14.1). In 2009, a smaller percentage of Asian students (8 percent) than of students from any other racial/ethnic group (the percentages for the other groups ranged from 14 to 21 percent) reported carrying a weapon anywhere during the previous 30 days. In addition, the percentage of White students who reported carrying a weapon anywhere was higher than that of Black students (19 vs. 14 percent). A smaller percentage of Asian students (4 percent) reported carrying a weapon on school property than of Pacific Islander/Native Hawaiian students (10 percent), White students (6 percent), or Hispanic students (6 percent).

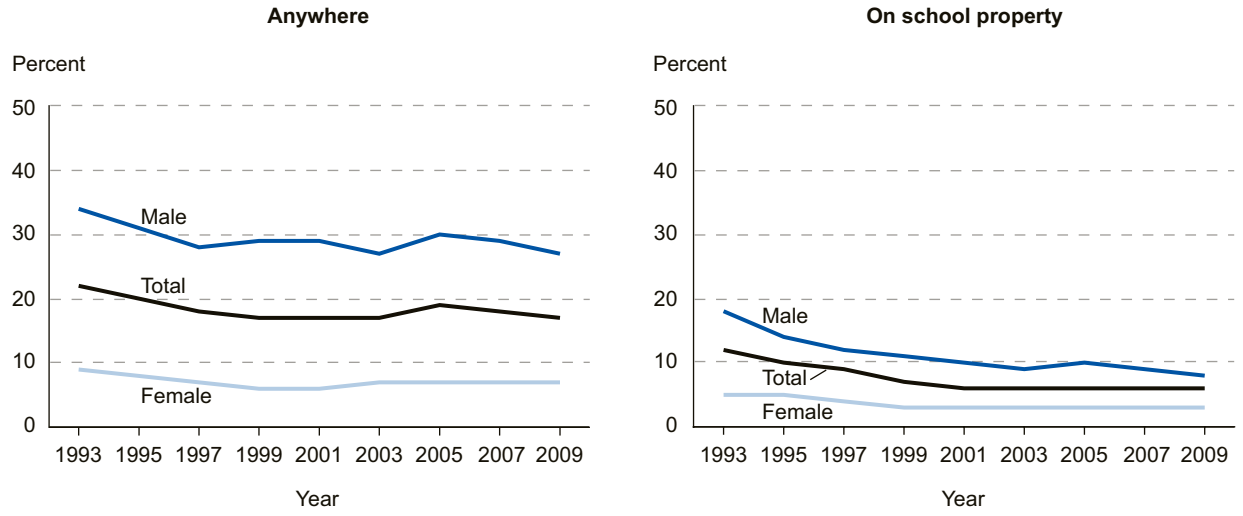
In 2009, the percentages of 9th- through 12th-grade students reporting carrying a weapon anywhere during the past 30 days ranged from 16 to 18 percent, whereas the percentages of 9th- through 12th-graders reporting carrying a weapon on school property during that time period ranged from 5 to 6 percent. However, there were no significant differences in the percentage of students who reported carrying a weapon anywhere or on school property by grade level.

State level data were available in 37 states for students who reported carrying a weapon anywhere and in 41 states for students who reported carrying a weapon on school property. In 2009, the percentage of students who reported carrying a weapon anywhere and on school property (varied among the states for which data were available (table 14.3). Among these states, the percentage of students reporting carrying a weapon anywhere ranged from 10 percent in New Jersey and Rhode Island to 27 percent in New Mexico, while the percentage of students reporting carrying a weapon on school property ranged from 3 percent in New Jersey, Pennsylvania and Wisconsin to 12 percent in Wyoming.

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

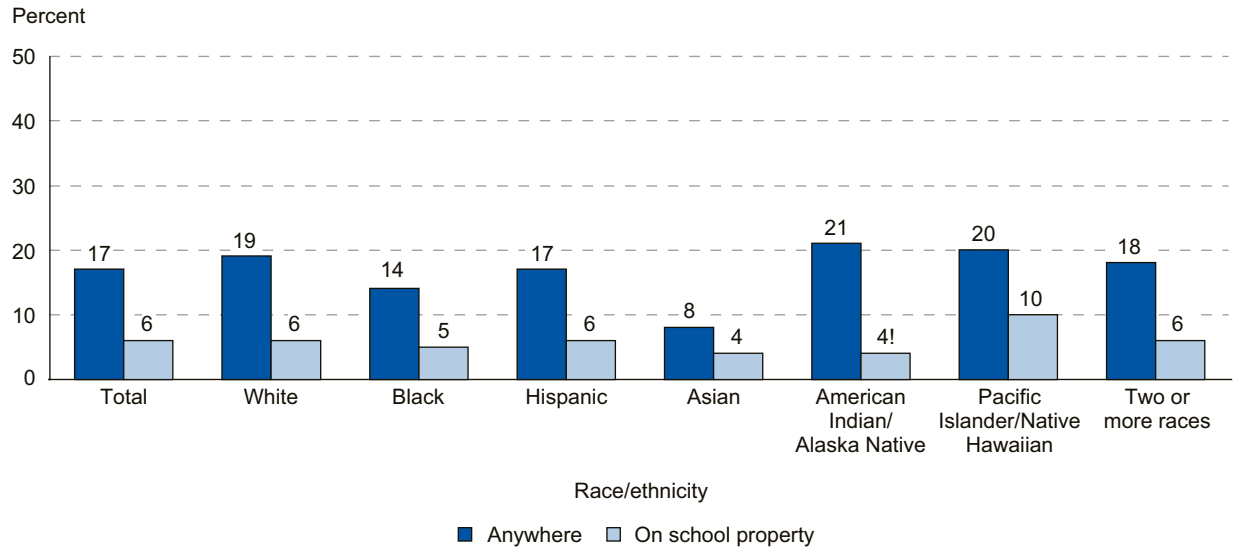
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 14.1, 14.2, and 14.3 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and sex: Various years, 1993–2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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, 1993–2009.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by race/ethnicity and location: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked on how many days they carried a weapon during the past 30 days. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Indicator 15
Students' Use of Alcohol on School Property and Anywhere

In 2009, about 42 percent of students in grades 9–12 reported having at least one drink of alcohol anywhere in the past 30 days, while 4 percent had at least one drink on school property.

Alcohol consumption on school property is an illegal behavior of students, that may lead to additional crimes and misbehavior (Kodjo, Auinger, and Ryan 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all (referred to as "anywhere" in this indicator) during the past 30 days and if they had consumed alcohol on school property.[34] In most states, purchase and consumption of alcohol anywhere publicly by students in grades 9–12 (as they are under the legal drinking age of 21) is illegal. Alcohol consumption anywhere is included as a point of comparison with alcohol consumption on school property. Overall, the percentage of students reporting alcohol consumption anywhere in the past 30 days decreased from 48 percent in 1993 to 42 percent in 2009. The percentage of students reporting alcohol consumption on school property in the past 30 days in 2009 was not measurably different from the 1993 percentage (figure 15.1 and table 15.1).

In 2009, 20 percent of students in grades 9–12 reported using alcohol anywhere on one or two days during the past 30 days. Twenty-one percent reported using alcohol anywhere from three to twenty-nine days during the past 30 days, and 1 percent reported using alcohol anywhere all 30 days (table 15.2). In addition, 3 percent of students reported using alcohol on school property on one or two days during the past 30 days, 1 percent of students reported using alcohol on school property from three to twenty-nine days during the past 30 days, and less than one-half percent of students reported using alcohol on school property all 30 days.

Since 2003, there has been no measurable difference between the percentages of male and female students who reported alcohol consumption anywhere (figure 15.1 and table 15.1). However, there were differences in the reporting of how often alcohol was consumed in 2009. For example, a higher percentage of females than males reported consuming alcohol either one or two days out of the previous 30 days in 2009 (23 percent vs. 18 percent). However, a higher percentage of males than females reported consuming alcohol from three to twenty-nine days (22 percent vs. 19 percent). One percent of male students reported consuming alcohol anywhere all thirty days (figure 15.2 and table 15.2). In every survey year, a greater percentage of males reported using alcohol on school property than females (figure 15.1 and table 15.1). For example, in 2009, 5 percent of males reported consuming alcohol on school property at least one time, whereas 4 percent of females did so. Two percent of male students reported consuming alcohol on school property from three to twenty-nine days in 2009, whereas 1 percent of female students did so (figure 15.2 and table 15.2).

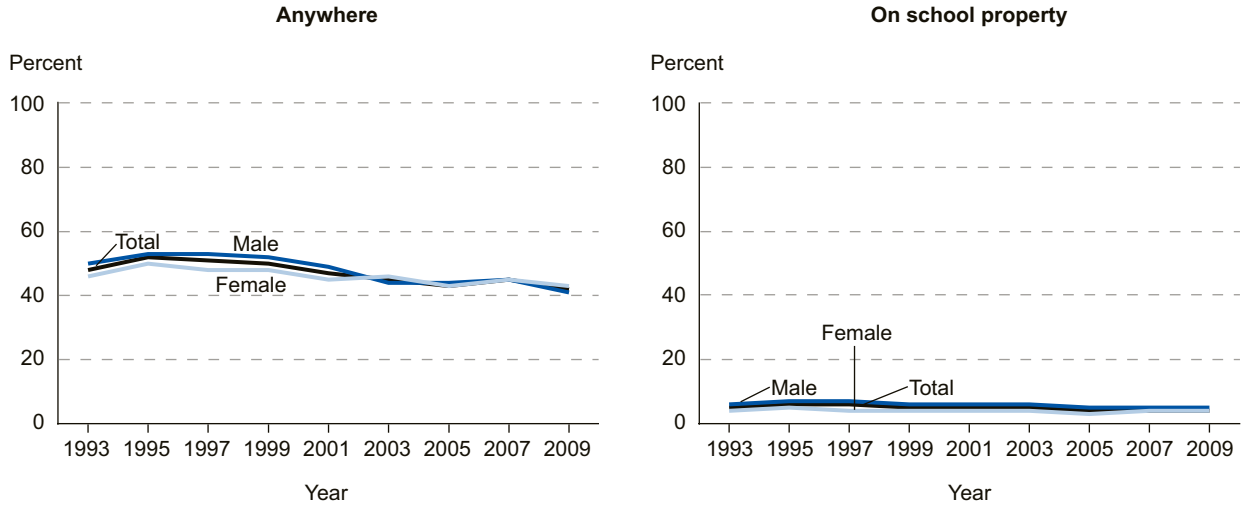
In 2009, about one-half (52 percent) of 12th-graders reported consuming alcohol anywhere at least one time during the previous 30 days (figure 15.3 and table 15.1). This percentage was higher than the 2009 percentage of 9th-graders (32 percent), 10th-graders (41 percent), and 11th-graders (46 percent) who reported consuming alcohol anywhere at least one time during the previous 30 days. There also were differences in how often alcohol was consumed anywhere among the grades in 2009 (table 15.2). For example, a higher percentage of 12th-graders (27 percent) than of 9th-graders (13 percent), 10th-graders (20 percent), and 11th-graders (23 percent) reported consuming alcohol anywhere from three to twenty-nine days in the past 30 days. In terms of alcohol use on school property in 2009, there were no measurable differences in alcohol consumption among the grades.

Indicator 15 continued on page 64.

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

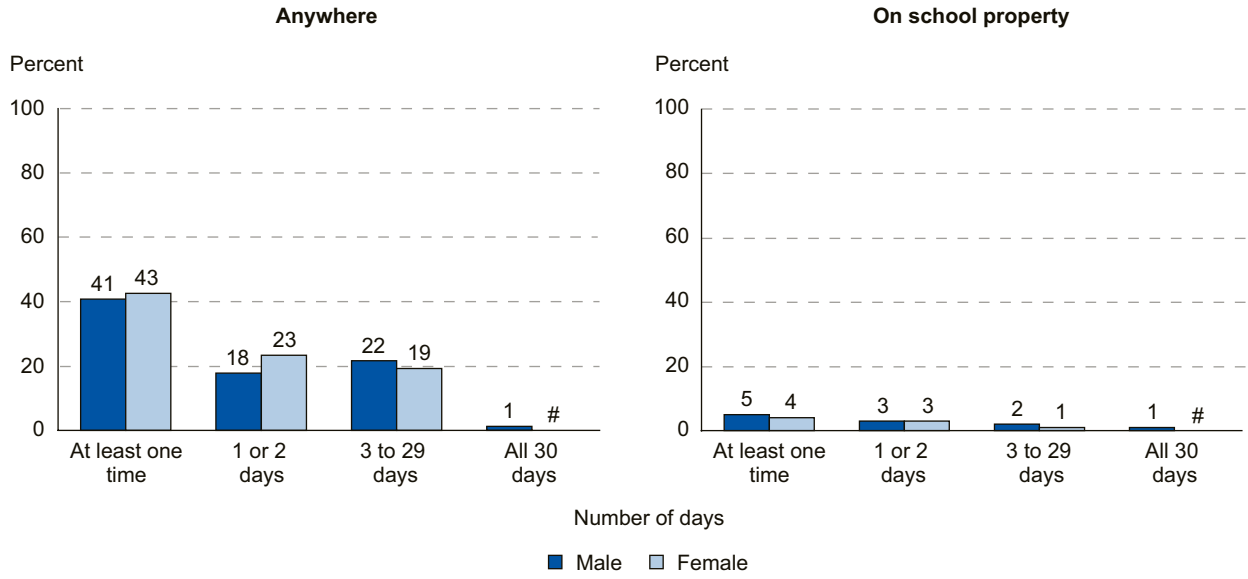
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 15.1, 15.2, and 15.3 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and sex: Various years, 1993–2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days during the past 30 days they had at least one drink of alcohol.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2009.

Figure 15.2. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location, number of days, and sex: 2009

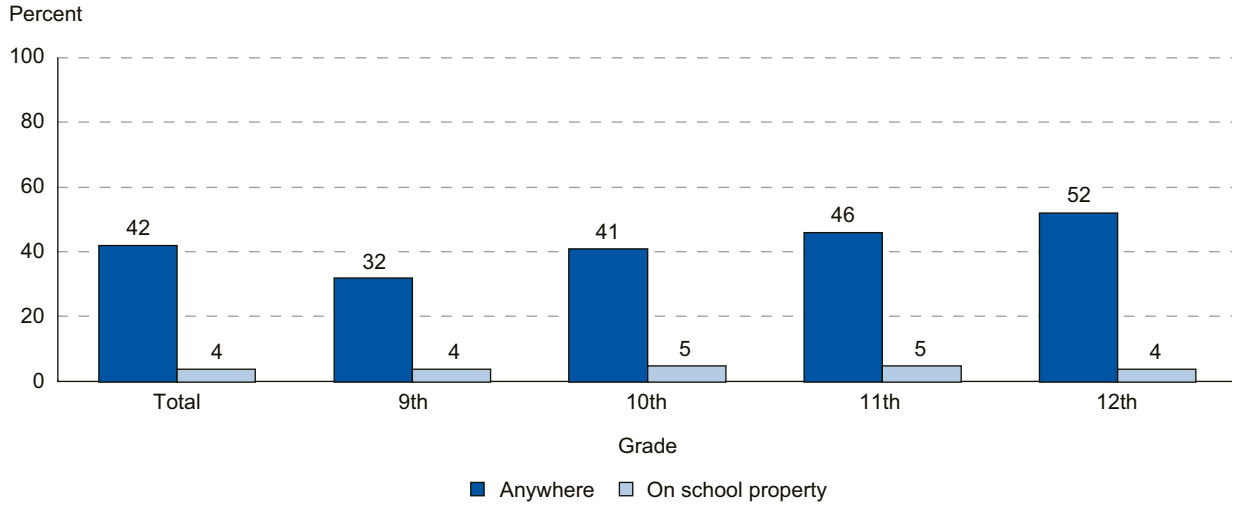


Rounds to zero.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days during the past 30 days they had at least one drink of alcohol. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Alcohol consumption anywhere and on school property also varied by racial/ethnic group. In 2009, a smaller percentage of Asian students (18 percent) than of students of any other racial/ethnic group reported consuming alcohol anywhere (figure 15.4 and table 15.1). In addition, a smaller percentage of Black students (33 percent) than of White students (45 percent) and Hispanic students (43 percent) reported consuming alcohol anywhere at least one time during the previous 30 days. Asian students were less likely to consume alcohol on school property (3 percent) than Pacific Islander/Native Hawaiian students (10 percent), Hispanic students and students of two or more races (7 percent), and Black students (5 percent); however there was no measurable difference in the alcohol consumption on school property of Asian students and White students (3 percent each).

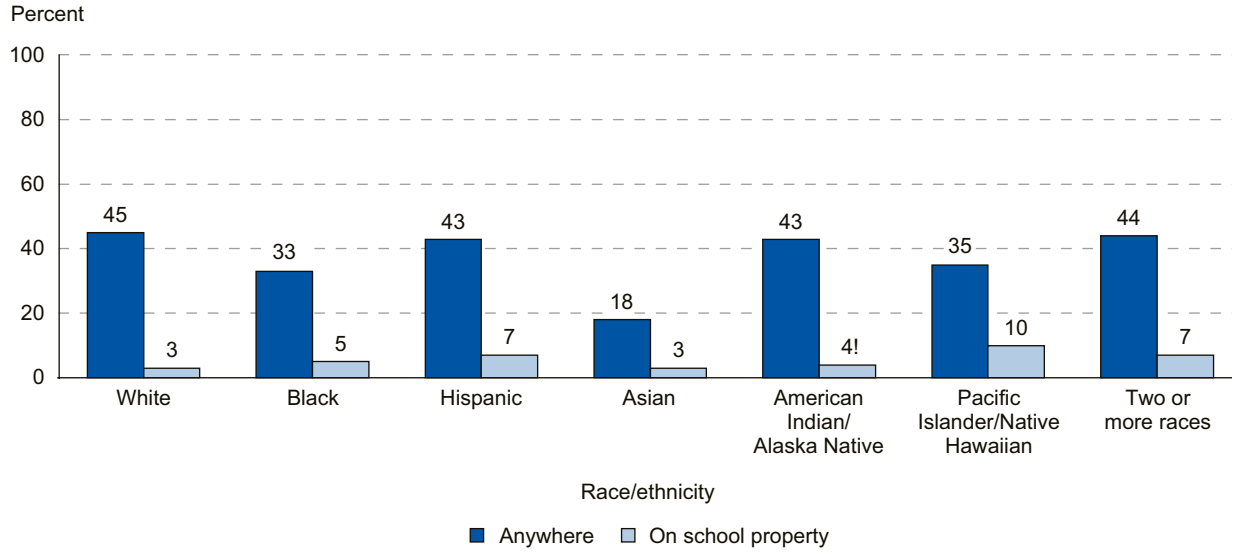
State level data were available in 42 states for students who reported drinking alcohol anywhere and in 38 states for students who reported drinking alcohol on school property. The percentage of students who reported drinking alcohol anywhere and on school property varied among the states for which data were available. Among these states, the percentage of students who reported drinking alcohol anywhere at least one day during the previous 30 days ranged from 18 percent in Utah to 47 percent in Louisiana, while the percentage of students who reported drinking on school property ranged from 3 percent in Alaska, Kansas, Missouri, Pennsylvania, Rhode Island, Tennessee, Utah, and Vermont to 8 percent in Hawaii and New Mexico (table 15.3).

Figure 15.3. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and grade: 2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days during the past 30 days they had at least one drink of alcohol.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Figure 15.4. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and race/ethnicity: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Race categories exclude persons of Hispanic ethnicity. "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days during the past 30 days they had at least one drink of alcohol.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Indicator 16
Students' Use of Marijuana on School Property and Anywhere

In 2009, 21 percent of students in grades 9–12 reported using marijuana anywhere at least one time in the past 30 days, while 5 percent reported using marijuana at least one time on school property.

The Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana at all (referred to as "anywhere" in this indicator) in the past 30 days as well as whether they had used marijuana on school property in the past 30 days.[35] According to students' reports in 2009, students were four times more likely to use marijuana anywhere than on school property. Of students in grades 9–12, twenty-one percent reported using marijuana at least one time anywhere in the past 30 days, while 5 percent reported using marijuana at least one time on school property in the past 30 days (figure 16.1 and table 16.1).

The percentage of students who reported using marijuana anywhere at least one time in the past 30 days was higher in 1999 (27 percent) than in 1993 (18 percent). Between 1999 and 2009, the percentage of students who reported using marijuana anywhere had declined to 21 percent. However, there was no measurable difference between the percentage of students who reported using marijuana anywhere in 2005 and the percentage who reported using it anywhere in 2009. With regard to marijuana use on school property, the percentage of students who reported using marijuana decreased between 1993 and 2009. In 1999, 7 percent of students reported using marijuana at least one time during the past 30 days on school property, and by 2009 this percentage had declined to 5 percent (figure 16.1 and table 16.1).

In every survey year, higher percentages of males than females reported using marijuana anywhere and on school property (figure 16.1 and table 16.1). For example, in 2009, 23 percent of males reported using marijuana anywhere during the previous 30 days, compared to 18 percent of females. According to students' reports, male students were twice as likely as females to use marijuana on school property in 2009 (6 percent vs. 3 percent, respectively). There were also differences between males and females in the reported number of times using marijuana in the past 30 days. Six percent of males reported using marijuana 40 times or more anywhere in the past 30 days, compared to 2 percent of females. One percent of males reported using marijuana 40 times or more on school property, compared to less than one-half percent of females (figure 16.2 and table 16.2).

Student reports on marijuana use anywhere and on school property differed by racial/ethnic group in 2009. Generally, the percentage of Asian students reporting using marijuana anywhere and on school property during the previous 30 days was smaller than that of most other racial/ethnic groups (figure 16.3 and table 16.1). For example, 7 percent of Asian students reported using marijuana anywhere, compared to 21 percent of White students; 22 percent each of Black students, Hispanic students, and students of two or more races; 25 percent of Pacific Islander/Native Hawaiian students; and 32 percent of American Indian/Alaska Native students. Similarly, a smaller percentage of Asian students (2 percent) reported using marijuana on school property than White students (4 percent), students of two or more races (5 percent), Black students and Hispanic students (6 percent each), and Pacific Islander/Native Hawaiian students (9 percent). There was no statistically significant difference between the percentage of Asian students and the percentage of American Indian/Alaska Native students reporting using marijuana on school property.

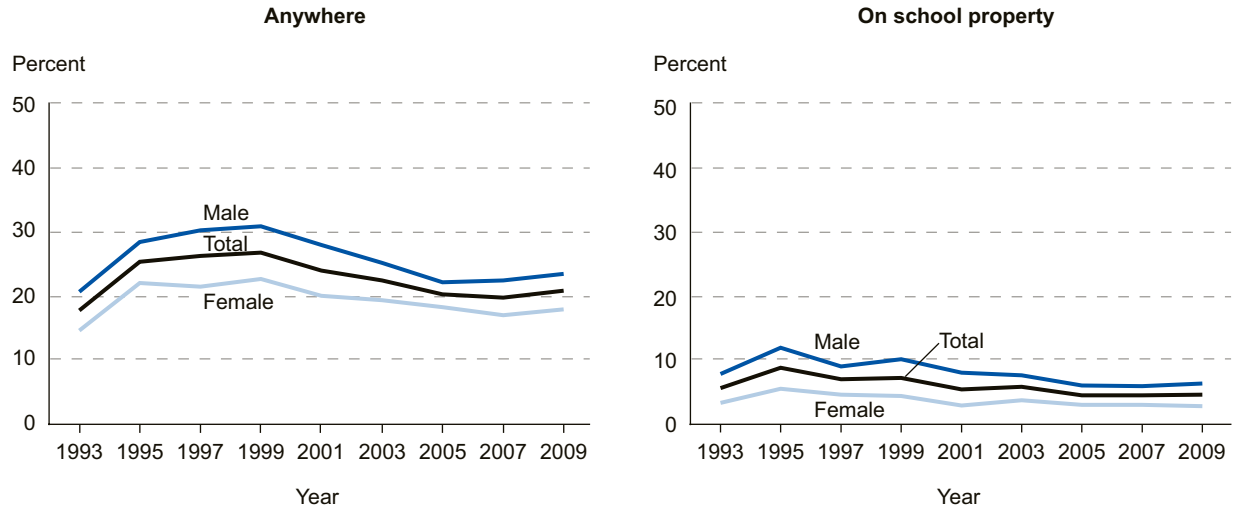
The percentages of 9th-, 10th-, and 12th-grade students, who reported using marijuana anywhere in 2009 were lower than the percentages of students in those grades who used marijuana anywhere in 1999 (table 16.1). However, compared to a decade ago, there was no significant change in the percentage of 11th-graders who reported using marijuana anywhere. Lower percentages of students at each of grade levels 9 through 12 reported using marijuana on school property in 2009 than in 1999.

Indicator 16 continued on page 68.

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

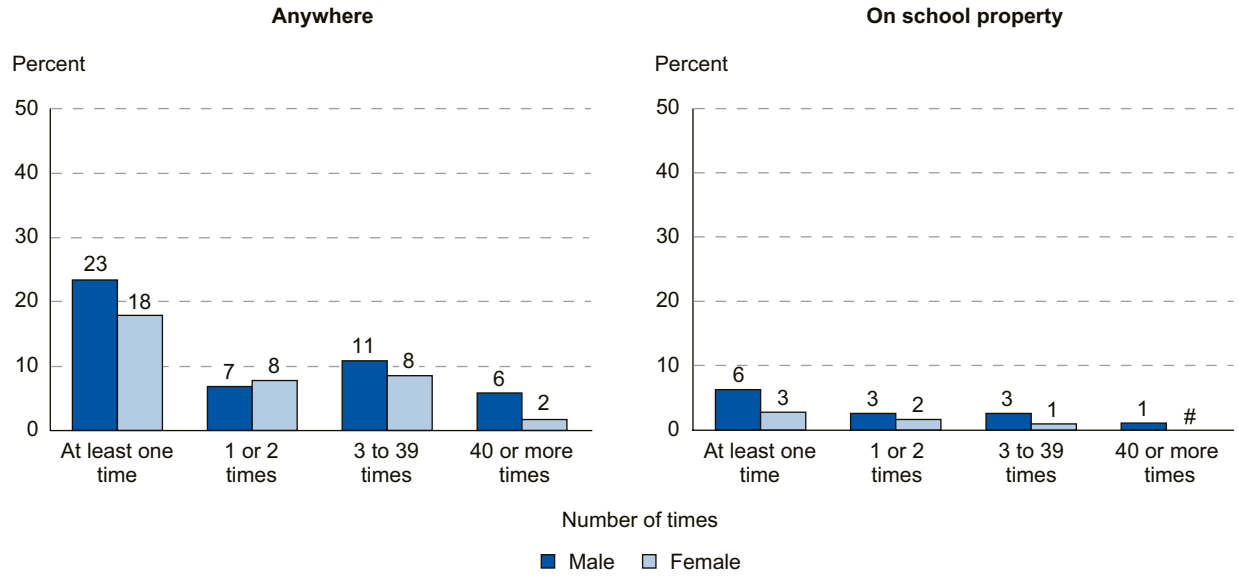
This indicator repeats information from the 2010 *Indicators of School Crime and Safety* report. For more information: Tables 16.1, 16.2, and 16.3 and Centers for Disease Control and Prevention (2010), (http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf).

Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and sex: Various years, 1993–2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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, 1993–2009.

Figure 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location, number of times, and sex: 2009

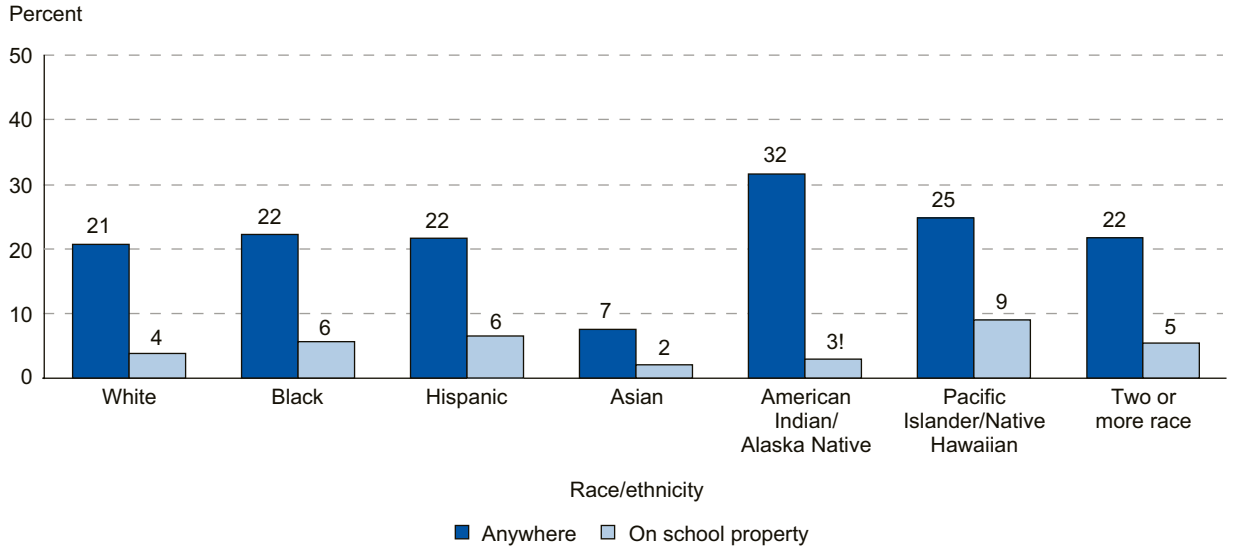


Rounds to zero.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times during the past 30 days they used marijuana. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

In 2009, a smaller percentage of 9th-graders reported using marijuana anywhere (16 percent), than 10th-graders (21 percent), 11th-graders (23 percent), and 12th-graders (25 percent) (figure 16.4 and table 16.1). There were no measurable differences between the percentages of students in any of the grades 9 thought 12 who reported the use of marijuana on school property in 2009.

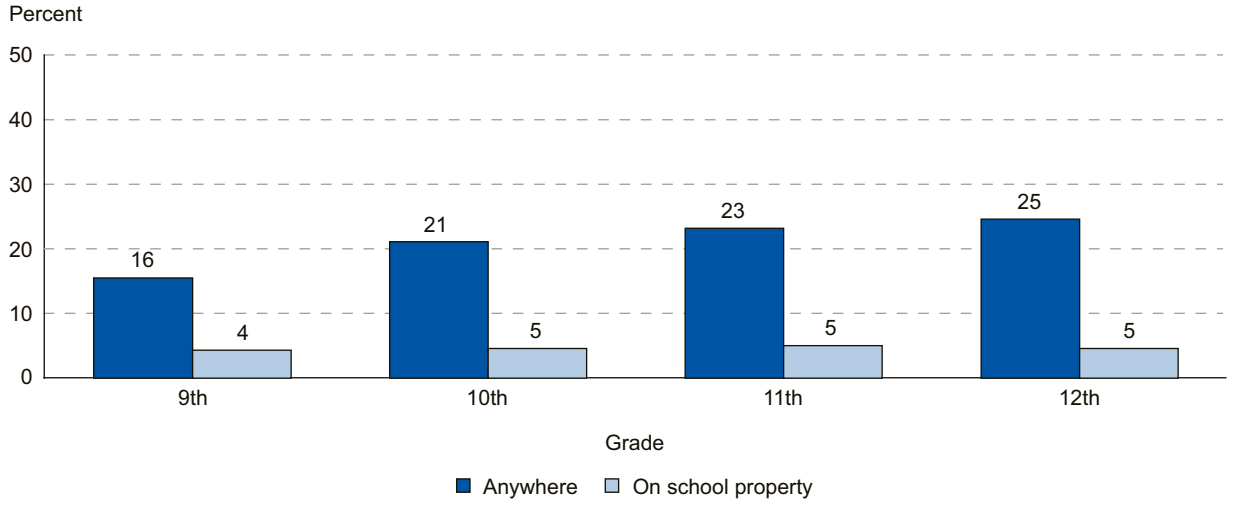
State level data were available in 42 states for students who reported using marijuana anywhere and in 38 states for students who reported using marijuana on school property. The percentage of students who reported using marijuana anywhere and on school property, varied among the states for which data were available in 2009. Among these states, the percentage of students who reported using marijuana anywhere ranged from 10 percent in Utah to 28 percent in New Mexico, while the percentage of students who reported using marijuana on school property ranged from 3 percent in Georgia, Idaho, Kansas, Kentucky, Mississippi, Missouri, Oklahoma, and South Dakota to 10 percent in New Mexico (table 16.3).

Figure 16.3. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and race/ethnicity: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Race categories exclude persons of Hispanic ethnicity. "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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), 2009.

Figure 16.4. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and grade: 2009



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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), 2009.

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Fear and Avoidance

Indicator 17
Students' Perceptions of Personal Safety at School and Away From School 72

Figure 17.1 73
Figure 17.2 73

Indicator 18
Students' Reports of Avoiding School Activities or Specific Places in School 74

Figure 18.1 75
Figure 18.2 76

Indicator 17

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

In 2009, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (3 percent) during the school year.

School violence can make students fearful and affect their readiness and ability to learn, and concerns about vulnerability to attacks can detract from a positive school environment (Scheckner et al. 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[36] they had been afraid of attack or harm "at school or on the way to and from school" as well as "away from school."[37] In 2009, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (3 percent) during the school year (figure 17.1 and table 17.1).

Student reports on their fears about their safety varied by sex and race/ethnicity. Though there were no measurable differences between the percentages of male and female students who reported being afraid of attack or harm at school in 2009, a greater percentage of female (4 percent) than male students (3 percent) reported being afraid of attack or harm away from school. A lower percentage of White students (3 percent) than Black students (7 percent) reported being afraid of attack or harm at school, and a lower percentage of White students (2 percent) than both Black students (6 percent) and Hispanic students (4 percent) reported being afraid of attack or harm away from school.

Differences in students' reports on their safety were also detected by grade level in 2009. For example, higher percentages of 6th-graders and 7th-graders (6 percent each) reported being afraid of attack or harm at school than 8th-graders (4 percent) and 11th-graders (3 percent). Away from school, a higher percentage of 10th-graders (6 percent) reported being afraid of attack or harm than students in the 9th, 11th, and 12th grades (2 to 3 percent).

School urbanicity was also related to students' fear of attack or harm. Both at school and away from school, a higher percentage of students in urban schools reported being afraid of attack or harm than the corresponding percentages of students in suburban and rural schools. Specifically, 7 percent of students in urban schools reported being afraid of attack or harm at school, compared with 4 percent in rural schools and 3 percent in suburban schools. Six percent of students in urban schools, compared with 2 percent each of students in suburban and in rural schools, reported being afraid of attack or harm away from school.

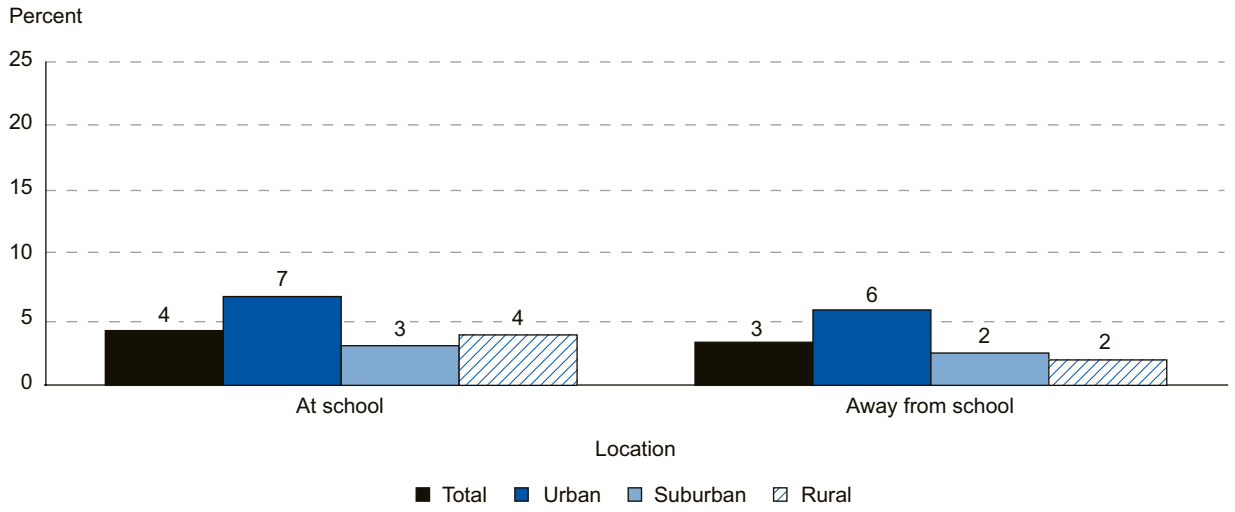
Between 1995 and 2009, the percentage of students who reported being afraid of attack or harm at school decreased from 12 to 4 percent (figure 17.2). A downward trend was also observed away from school: between 1999 and 2009, the percentage of students who feared attack or harm declined from 6 to 3 percent. Between the two most recent survey years, 2007 and 2009, the percentage of students who feared attack or harm at school was lower in 2009 (4 percent) than in 2007 (5 percent). However, no measurable differences were found between 2007 and 2009 in the percentages of students who feared attack or harm away from school.

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

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

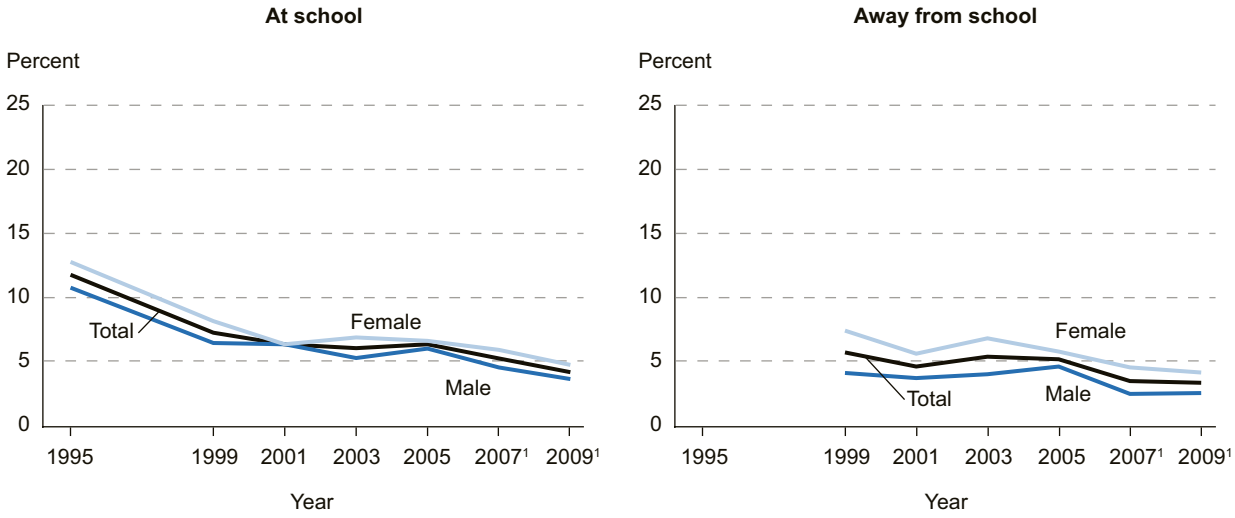
This indicator has been updated to include 2009 data. For more information: Table 17.1 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity: 2009



NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
"At school" includes the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Various years, 1995–2009



[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Fear of attack away from school was not collected in 1995. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

Indicator 18

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

In 2009, about 5 percent of students ages 12–18 reported that they avoided school activities or one or more places in school because they thought someone might attack or harm them.

School crime may lead students to perceive school as unsafe, and in trying to ensure their own safety, students may begin to skip school activities or avoid certain places in school (Schreck and Miller 2003). The percentage of students who avoid school activities and certain areas in school is a measure of their perception of school safety. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided school activities or one or more places in school because they were fearful that someone might attack or harm them.[38] In 2009, about 5 percent of students reported that they had avoided at least one school activity or one or more places in school during the previous school year because they feared being attacked or harmed. Specifically, 2 percent of students reported that they had avoided at least one school activity, and 4 percent reported that they had avoided one or more places in school[39] (figure 18.1 and table 18.1).

While there was no overall pattern of increase or decrease between 1999 and 2009 in the percentage of students who reported that they had avoided at least one school activity or one or more places in school because of fear of attack or harm, the percentage of students who reported this avoidance was lower in 2009 (5 percent) than in 2007 (7 percent). In 2009, about 1 percent of students ages 12–18 reported that they had avoided any activities, 1 percent reported that they had avoided any classes, and 1 percent reported that they had stayed home from school. By school building location, 2 percent of students reported that they had avoided the stairs or hallways, 1 percent reported that they had avoided the entrance to the school, 1 percent reported that they had avoided parts of the school cafeteria, 1 percent reported that they had avoided any school restrooms, and 1 percent reported that they had avoided other places inside the school building.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by student characteristics (figure 18.2 and table 18.2). In 2009, a higher percentage of Black students (6 percent) than White students (3 percent) reported avoiding one or more places in school (table 18.2). In addition, higher percentages of 6th-graders (7 percent), 7th-graders (5 percent), 8th-graders (5 percent), 9th-graders (4 percent), and 10th-graders (4 percent) reported avoiding one or more places in school than 12th-graders (2 percent) and 11th-graders (1 percent). No measurable differences were detected between the percentages of female and male students who avoided one or more places in school in 2009 (4 percent each).

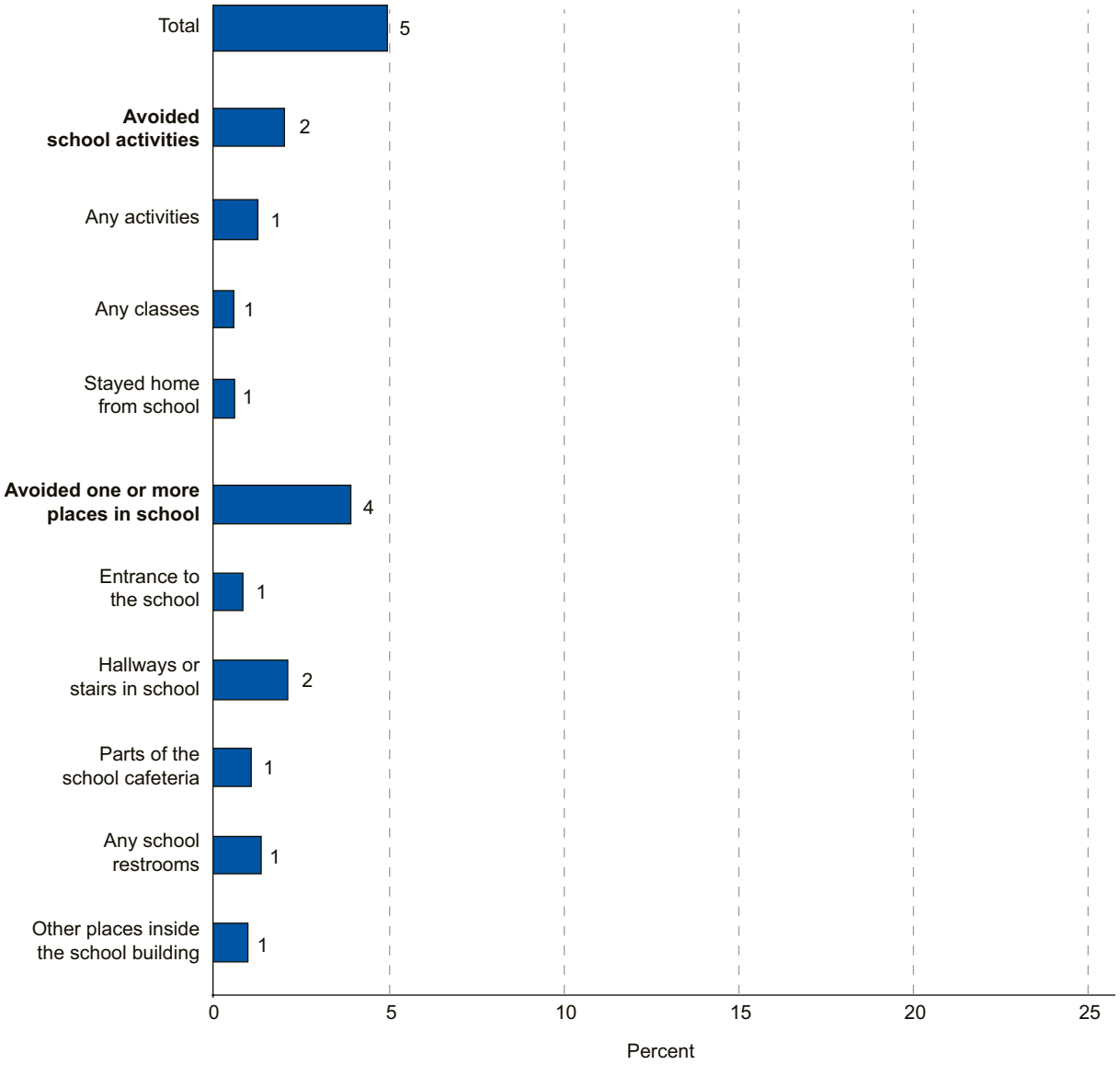
In 2009, school locale also was related to students' reports of avoidance of places in school out of fear of attack or harm. A higher percentage of students in urban schools (6 percent) than in suburban schools (3 percent) reported avoiding one of more places during the school year.

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

[39] "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007 and 2009, the survey wording was changed from "any extracurricular activities" to "any activities." Please use caution when comparing changes in this item over time. Avoiding one or more places in school includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

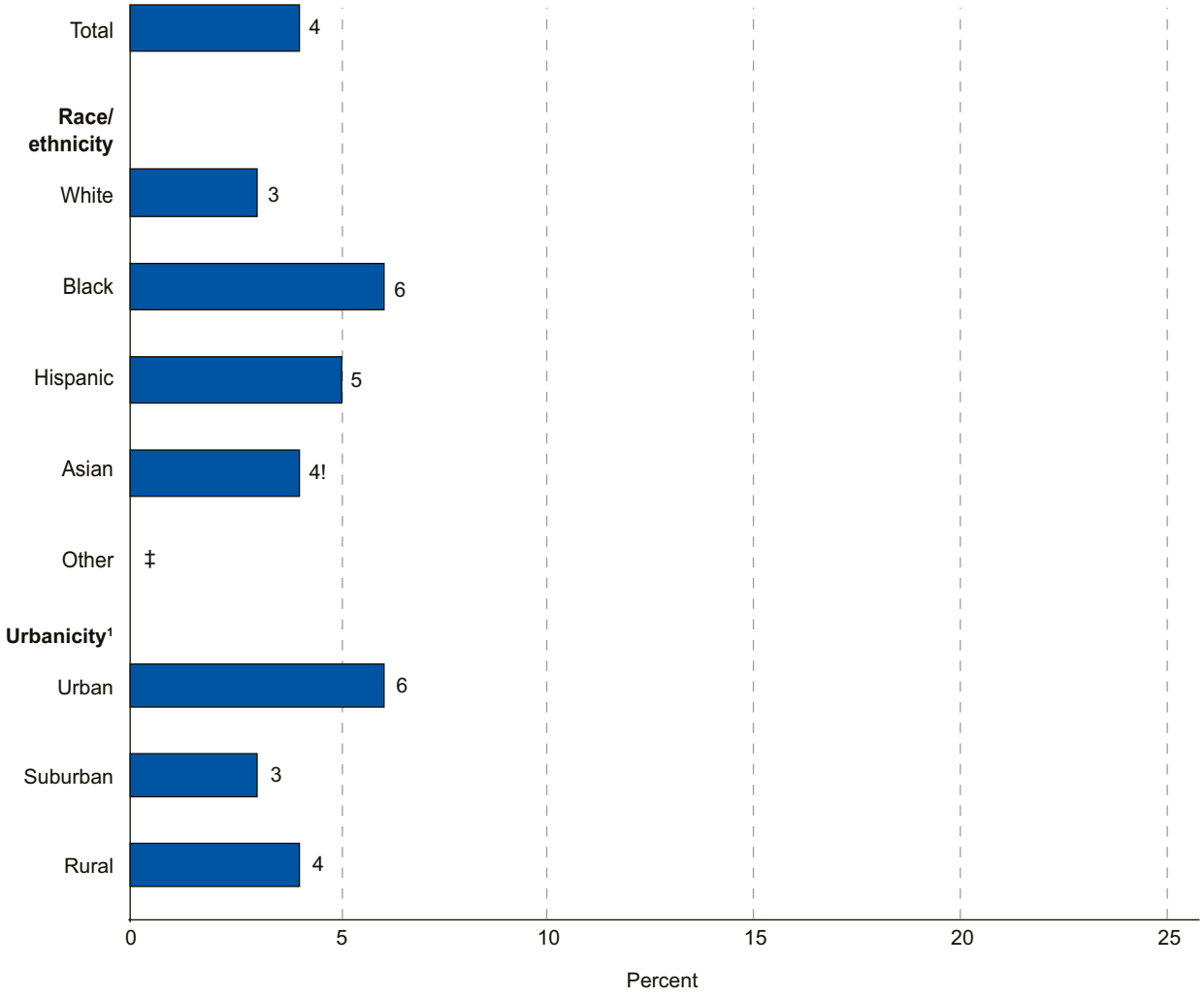
This indicator has been updated to include 2009 data. For more information: Tables 18.1 and 18.2 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm during the school year: 2009



NOTE: "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. Detail may not sum to totals due to rounding and because students could report avoiding more than one school activity and avoiding more than one place in school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Figure 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by race/ethnicity and urbanicity: 2009



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Other includes American Indian, Alaska Native, Pacific Islander, and two or more races. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

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Indicator 19
Serious Disciplinary Actions Taken by Public Schools

During the 2009–10 school year, 39 percent of public schools took at least one serious disciplinary action against a student for specific offenses. A total of 433,800 serious disciplinary actions were taken by public schools during this period.

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

During the 2009–10 school year, 39 percent of public schools (32,300 schools) took at least one serious disciplinary action—including suspensions lasting 5 days or more, removals with no services for the remainder of the school year (i.e., expulsions), and transfers to specialized schools—for specific offenses (table 19.1).

Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (29 percent) to respond with at least one serious disciplinary action (figure 19.1 and table 19.1). In response to other offenses by students, 20 percent of schools reported that they took disciplinary action for the distribution, possession, or use of illegal drugs; 13 percent took action for the use or possession of a weapon other than a firearm or explosive device; 9 percent did so for the distribution, possession, or use of alcohol; and 3 percent did so for the use or possession of a firearm or explosive device.

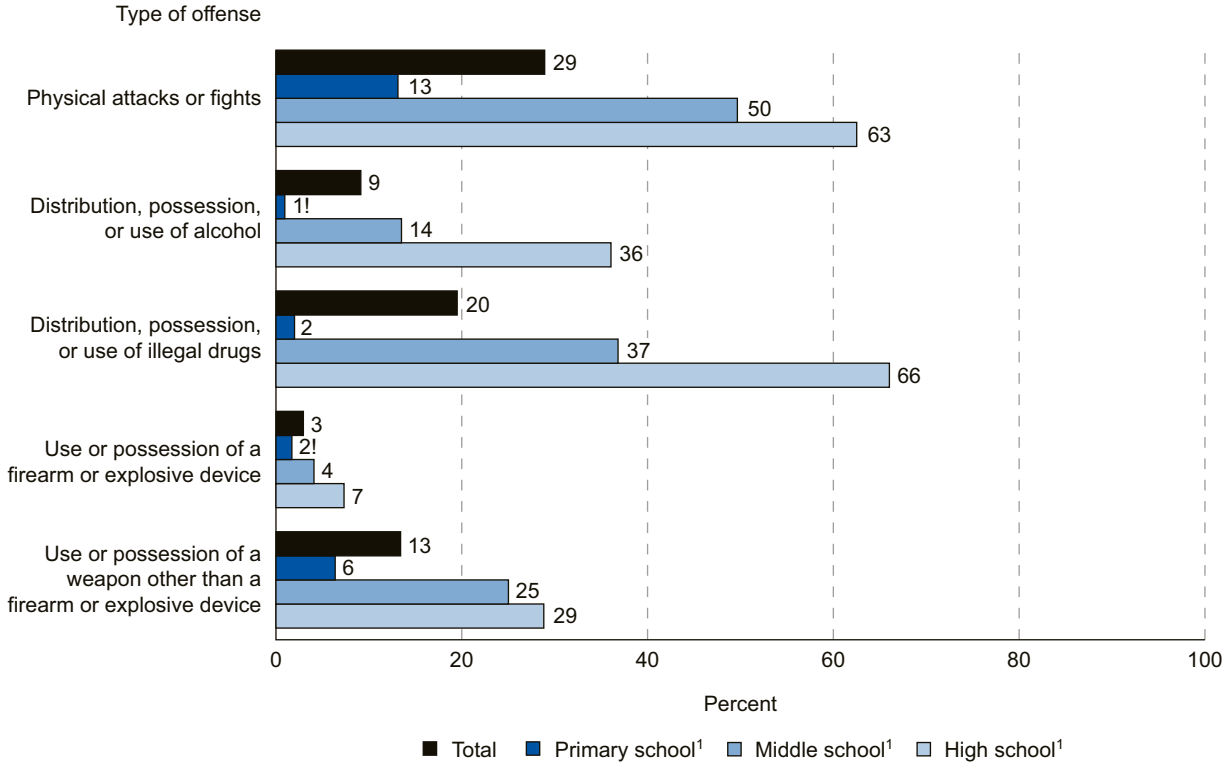
During the 2009–10 school year, the percentage of public schools that took serious disciplinary actions increased with school level. A higher percentage of high schools (83 percent) took at least one serious disciplinary action than did middle schools (67 percent) and primary schools (18 percent). Combined schools took at least one serious disciplinary action at a higher percentage (49 percent) than primary schools, but at a lower percentage than either middle schools or high schools. This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 66 percent of high schools took serious disciplinary actions in response to distribution, possession, or use of illegal drugs, compared with 37 percent of middle schools, 23 percent of combined schools, and 2 percent of primary schools.

A total of 433,800 serious disciplinary actions were taken by public schools during the 2009–10 school year. Most of these reported disciplinary actions were taken in response to physical attacks or fights (265,100 actions). The number of disciplinary actions taken in response to the use or possession of a firearm or explosive device (5,800 actions) was smaller than for other offenses reported. Of the serious disciplinary actions taken during the 2009–10 school year, 74 percent were suspensions for 5 days or more, 20 percent were transfers to specialized schools, and 6 percent were removals with no services for the remainder of the school year.

Indicator 19 continued on page 80.

This indicator has been updated to include 2009–10 data. For more information: Tables 19.1 and 19.2, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 19.1. Percentage of public schools that took a serious disciplinary action, by type of offense and school level: School year 2009–10



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

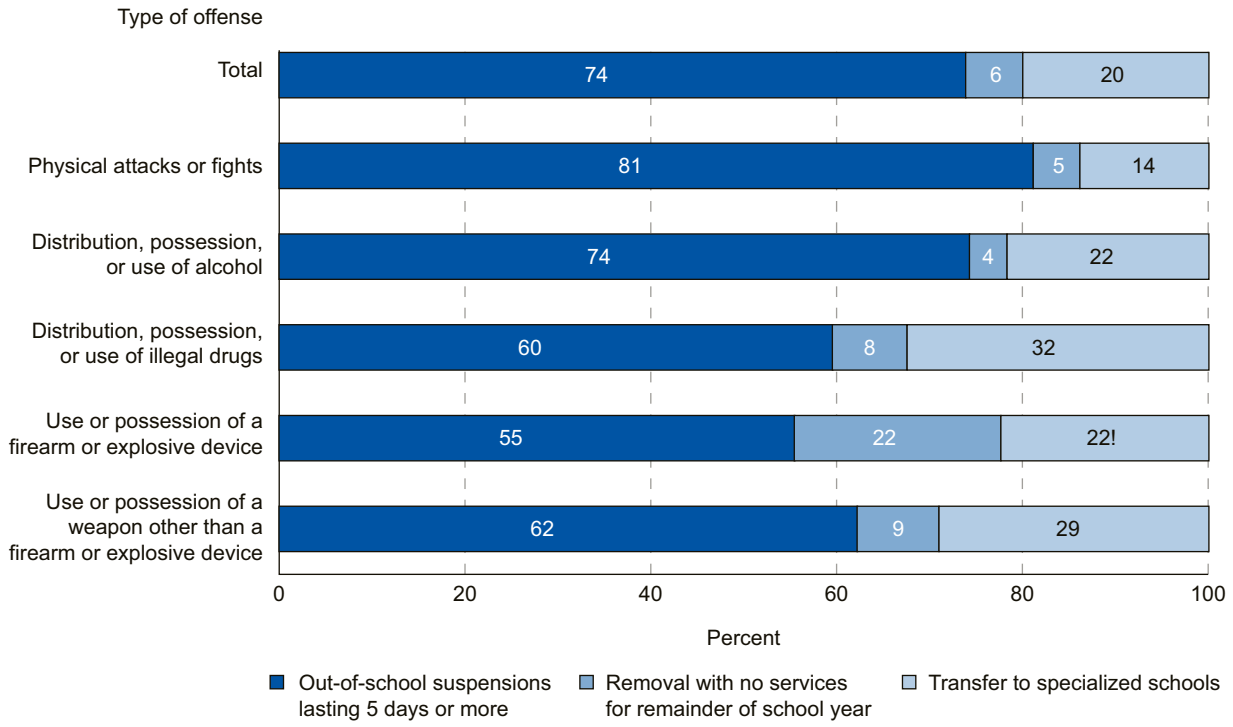
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Greater percentages of out-of-school suspensions lasting 5 days or more were imposed upon students in response to physical attacks or fights (81 percent) and the distribution, possession, or use of alcohol (74 percent) than were imposed in response to the other offenses covered in the survey (ranging from 55 to 62 percent) (figure 19.2). Greater percentages of removals with no services for the remainder of the school year were imposed upon students in response to the use or possession of a firearm or explosive device (22 percent) than were imposed in response to other offenses reported (ranging from 4 to 9 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of illegal drugs (32 percent) and the use or possession of a weapon other than a firearm or explosive device (29 percent) than were imposed in response to the distribution, possession, or use of alcohol (22 percent) and physical attacks or fights (14 percent).

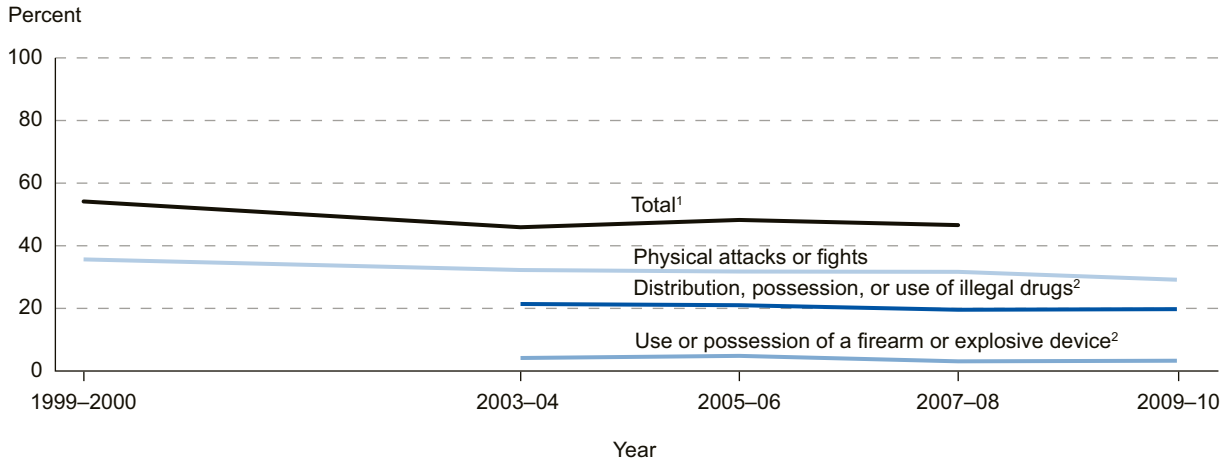
Figure 19.2. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2009–10



! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

The percentage of schools taking at least one serious disciplinary action declined between 1999–2000 and 2009–10 from 54 to 39 percent (figure 19.3, table 19.2, and table 19.3). This same pattern of decline held true for the percentage of schools taking at least one serious disciplinary action for physical attacks or fights between 1999–2000 (35 percent) and 2009–10 (29 percent). No linear trends were detected in the percentages of schools that took at least one serious disciplinary action for other offenses over time between 1999–2000 and 2009–10, nor were measurable differences detected in the percentages between the two most recent survey years.

Figure 19.3. Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000 through 2009–10



[1] The total for 2009–10 is not available. For years prior to 2009–10 the total includes insubordination. In 2009–10 the SSOCS questionnaire was redesigned and excluded insubordination.
[2] Data not available prior to 2003–04.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Indicator 20
Safety and Security Measures Taken by Public Schools

During the 2009–10 school year, 93 percent of public schools reported that they had limited the access to social networking websites from school computers, and 91 percent reported that they had prohibited the use of cell phones and text messaging devices during school hours.

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

In the 2009–10 school year, nearly all public schools reported that they required visitors to sign in or check in (99 percent) (table 20.1). Other frequently reported safety and security measures included limiting access to social networking websites from school computers (93 percent), controlling access to school buildings by locking or monitoring doors during school hours (92 percent), and prohibiting the use of cell phones and text messaging devices during school hours (91 percent) (figure 20.1). In addition, 63 percent of public schools reported that they had an electronic notification system for a schoolwide emergency, and 36 percent reported that they had a structured, anonymous threat reporting system in place.

The use of safety and security measures varied by school level during the 2009–10 school year. In general, higher percentages of high schools than middle or primary schools and higher percentages of middle schools than primary schools reported using the following safety and security measures: drug testing for athletes; drug testing for students in extracurricular activities;[40] requiring students to wear badges or picture IDs; random dog sniffs to check for drugs;[40] random sweeps for contraband;[41,42] and using security cameras to monitor the school[40] (table 20.2). For example, 84 percent of high schools, 73 percent of middle schools, and 51 percent of primary schools reported that they used security cameras to monitor their schools. In addition, the percentages of middle schools (71 percent) and high schools (67 percent) that reported having an electronic notification system for a schoolwide emergency were higher than the percentage of primary schools with such a system (61 percent), and the percentages of middle schools (48 percent) and high schools (46 percent) having a structured, anonymous threat reporting system in place were higher than the percentage of primary schools (30 percent) having such a system in place. However, a lower percentage of high schools (86 percent) than middle schools and primary schools (94 percent each) reported controlling access to buildings during school hours, and the percentage of high schools (80 percent) that reported prohibiting the use of cell phones and text messaging devices was lower than the corresponding percentages of primary schools (93 percent) and middle schools (97 percent). The percentage of higher schools (10 percent) that reported requiring students to wear uniforms was lower than the percentages of middle schools (19 percent) and primary schools (22 percent) with such a requirement.

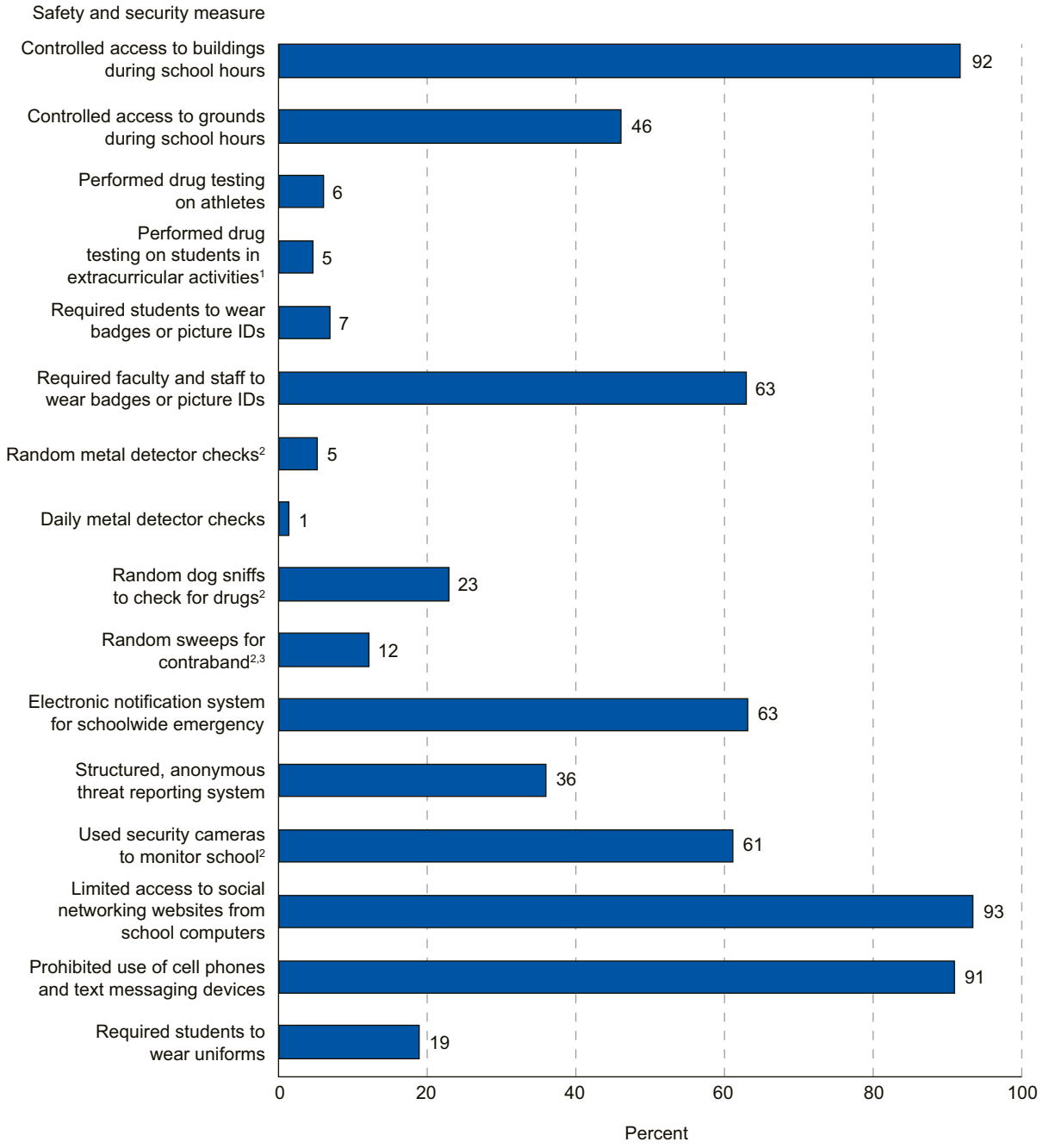
In the 2009–10 school year, the use of safety and security measures also differed by school enrollment size. Higher percentages of public schools with 1,000 or more students than schools with fewer students reported the use of the following safety and security measures: controlling access to grounds during school hours; drug testing for athletes; requiring students to wear badges or picture IDs; metal detector checks on students (including both random checks and requiring students to pass through checks daily); random dog sniffs to check for drugs; having a structured, anonymous threat reporting system in place; and using security cameras to monitor the school. For example, 56 percent of schools with an enrollment size of 1,000 or more students reported having a structured, anonymous threat reporting system, compared with 38 percent of schools with an enrollment size of 500–999 students, 32 percent of schools with an enrollment size of 300–499 students, and 28 percent of schools with an enrollment size of less than 300 students.

Indicator 20 continued on page 84.

[40] Students in extracurricular activities other than athletics.
[41] One or more checks, sweeps, or cameras.
[42] For example, drugs or weapons. Does not include dog sniffs.

This indicator has been updated to include 2009–10 data. For more information: Tables 20.1 and 20.2, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 20.1. Percentage of public schools that used selected safety and security measures: School year 2009–10

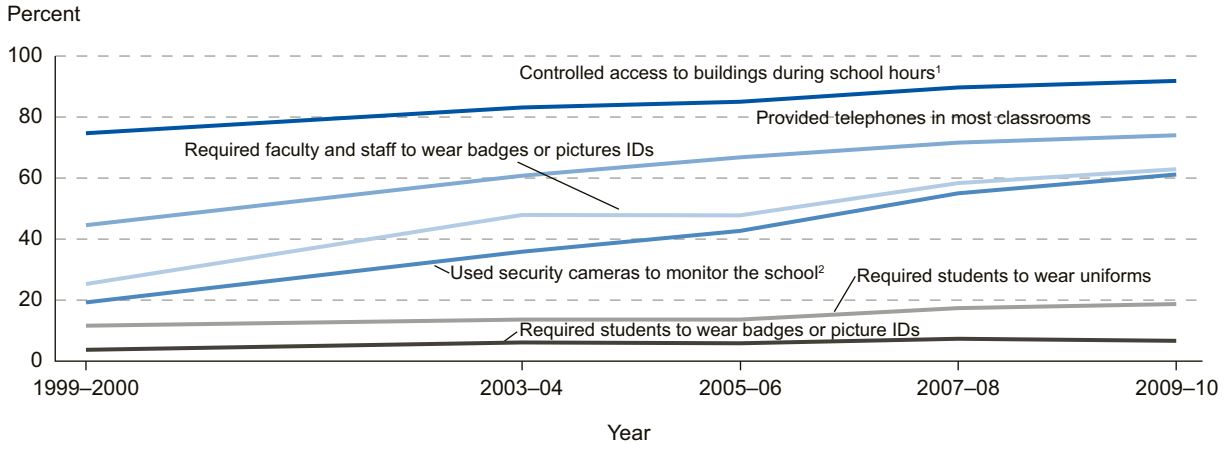


[1] Excludes athletics.
[2] One or more checks, sweeps, or cameras.
[3] For example, drugs or weapons. Does not include dog sniffs.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Locale and the school's percentage of students who are eligible for free or reduced-price lunch were also associated with the use of safety and security measures in the 2009–10 school year. Higher percentages of city schools than schools in suburban, town, and rural areas reported controlling access to school grounds during school hours, conducting random metal detector checks, and requiring students to wear uniforms. For example, 35 percent of city schools reported requiring students to wear uniforms, compared with 19 percent of suburban schools, 10 percent of schools in towns, and 9 percent of rural schools reporting such a requirement. Higher percentages of high-poverty schools (where 76 percent or more students are eligible for free or reduced-price lunch) than low-poverty schools (where 25 percent or less of students are eligible for free or reduced-price lunch) reported controlling access to school grounds during school hours, requiring students to wear badges or picture IDs, conducting random metal detector checks on students, and requiring students to wear uniforms. For instance, 11 percent of high-poverty schools reported conducting random metal detector checks on students, compared with 1 percent of low-poverty schools reporting such checks.

The percentage of schools using various security measures has changed over time. Between the 1999–2000 and 2009–10 school years, the percentages of public schools reporting the use of the following safety and security measures increased: controlling access to buildings during school hours (from 75 to 92 percent); controlling access to school grounds during school hours (from 34 to 46 percent); requiring faculty to wear badges or picture IDs (from 25 to 63 percent); using one or more security cameras to monitor the school (from 19 to 61 percent); providing telephones in most classrooms (from 45 to 74 percent); and requiring that students wear uniforms (from 12 to 19 percent) (figure 20.2 and table 20.1). In addition, between the 2007–08 and 2009–10 school years, there was an increase in the percentage of schools reporting the use of an electronic notification system for a schoolwide emergency (from 43 to 63 percent) as well as an increase in the percentage of schools that reported having a structured, anonymous threat reporting system (from 31 to 36 percent).

Figure 20.2. Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000 through 2009–10



[1] For example, locked or monitored doors.
[2] One or more cameras.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

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

Sixty-four percent of students ages 12–18 reported observing locked entrance or exit doors during the day at their schools in 2009, compared with 61 percent of students in 2007.

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain security measures.[43] Security measures include metal detectors, locker checks, security cameras, security guards or police officers, adult supervision in hallways, badges or picture identification for students, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2009, nearly all students (99 percent) ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools (figure 21.1 and table 21.1).

The majority of students ages 12–18 reported in 2009 that their schools had a code of student conduct (96 percent) and a requirement that visitors sign in (94 percent). Approximately 68 percent of students reported the presence of security guards and/or assigned police officers, and 91 percent reported the presence of other school staff or other adult supervision in the hallway. Some 70 percent of students reported the use of security cameras at their schools, 64 percent reported locked entrance or exit doors during the day, and 54 percent reported locker checks. In addition, 23 percent of students reported that badges or picture identifications were required at their schools. Metal detectors were the least observed of the selected safety and security measures: 11 percent of students reported the use of metal detectors at their schools.

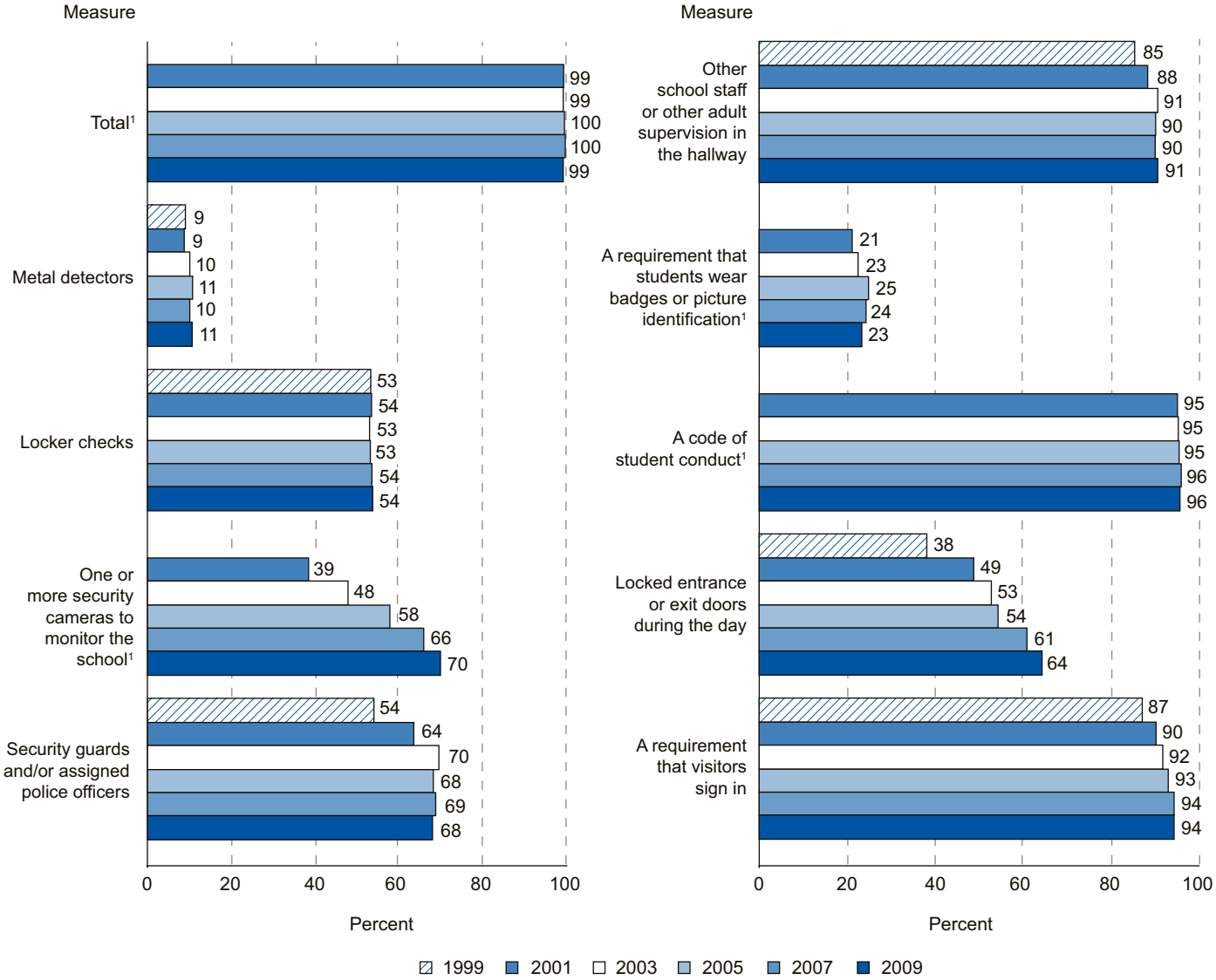
The percentages of students who reported the presence of some of the selected security measures at school has increased over time as well as between the two most recent survey years. Specifically, the percentage of students who reported observing the use of one or more security cameras at their schools was 70 percent in 2009, which represented an increase from 39 percent in 2001 as well as an increase from 66 percent in 2007. Similarly, the percentage of students who reported observing locked entrance or exit doors during the day was 64 percent in 2009, which represented an increase from 38 percent in 1999 as well as an increase from 61 percent in 2007. Higher percentages of students in 2009 than in 1999 reported the presence of security guards and/or assigned police officers (68 vs. 54 percent) and the presence of other school staff or other adult supervision in the hallway (91 vs. 85 percent).

Between 1999 and 2009, the percentage of students who reported a visitor sign-in requirement increased from 87 to 94 percent, although no measurable differences in the percentage were detected between the two most recent survey years, 2007 and 2009 (94 percent each). Across all survey years, no measurable differences were detected in the percentages of students who reported locker checks, requirements that students wear badges or picture identification, or a code of student conduct in their schools during the school year.

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

This indicator has been updated to include 2009–10 data. For more information: Table 21.1 and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2009



[1] Data for 1999 are not available.
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2009.

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Tables

Table 1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location and year: School years 1992–93 to 2009–10

Year	Total student, staff, and nonstudent school-associated violent deaths[1]	Homicides of youth ages 5–18		Suicides of youth ages 5–18	
		Homicides at school[2]	Total homicides[3]	Suicides at school[2]	Total suicides[4]
1992–93	57	34	2,719	6	1,680
1993–94	48	29	2,911	7	1,723
1994–95	48	28	2,691	7	1,767
1995–96	53	32	2,548	6	1,725
1996–97	48	28	2,210	1	1,633
1997–98	57	34	2,104	6	1,626
1998–99	47	33	1,791	4	1,597
1999–2000	37[5]	14[5]	1,566	8[5]	1,415
2000–01	34[5]	14[5]	1,501	6[5]	1,493
2001–02	36[5]	16[5]	1,494	5[5]	1,400
2002–03	36[5]	18[5]	1,538	10[5]	1,331
2003–04	45[5]	23[5]	1,459	5[5]	1,285
2004–05	52[5]	22[5]	1,545	8[5]	1,471
2005–06	44[5]	21[5]	1,687	3[5]	1,408
2006–07	63[5]	32[5]	1,796	9[5]	1,296
2007–08	47[5]	21[5]	1,740	5[5]	1,231
2008–09	41[5]	17[5]	1,579	7[5]	1,344
2009–10	33[5]	17[5]	—	1[5]	—

— Not available.

[1] A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), 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, 2010.

[2] Youth ages 5–18 from July 1, 1992, through June 30, 2010.

[3] Youth ages 5–18 from July 1, 1992, through June 30, 2009.

[4] Youth ages 5–18 in the calendar year from 1992 to 2008.

[5] The data from 1999–2000 onward are subject to change 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 more information on this survey, please see appendix A.

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), 1992–2010 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 2011); 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), 1999–2008, retrieved September 2011 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 1992–93 through 2008–09 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 (June 2011).

Table 1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: School years 1992–93 to 2009–10

Year	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths
1992–93	57	47	10	0	0
1993–94	48	38	10	0	0
1994–95	48	39	8	0	1
1995–96	53	46	6	1	0
1996–97	48	45	2	1	0
1997–98	57	47	9	1	0
1998–99	47	38	6	2	1
1999–2000[1]	37	26	11	0	0
2000–01[1]	34	26	7	1	0
2001–02[1]	36	27	8	1	0
2002–03[1]	36	25	11	0	0
2003–04[1]	45	37	7	1	0
2004–05[1]	52	40	10	2	0
2005–06[1]	44	37	6	1	0
2006–07[1]	63	48	13	2	0
2007–08[1]	47	38	7	2	0
2008–09[1]	41	26	15	0	0
2009–10[1]	33	25	5	3	0

[1] The data from 1999–2000 onward are subject to change 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 more information on this survey, please see appendix A.
NOTE: A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States" while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students. Estimates were revised and may differ from previously published data.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2010 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 2011).

Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimizations per 1,000 students, by type of victimization, location, and year: 1992–2010

	Number of victimizations				Rate of victimizations per 1,000 students			
Location and year	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
At school								
1992	3,633,900	2,393,700	1,240,200	197,600	154	101	53	8
1993	3,560,100	2,270,600	1,289,400	325,600	147	94	53	13
1994	3,798,300	2,305,400	1,492,900	329,800	151	92	59	13
1995	3,635,700	2,313,300	1,322,500	229,700	142	91	52	9
1996	3,256,700	2,051,400	1,205,400	251,500	125	79	46	10
1997	2,847,500	1,784,100	1,063,500	207,400	108	68	40	8
1998	2,556,500	1,475,600	1,080,900	215,400	95	55	40	8
1999	2,663,300	1,706,500	956,800	207,600	99	63	36	8
2000	2,021,400	1,287,000	734,400	126,900	75	47	27	5
2001	2,088,300	1,298,400	790,000	172,500	76	48	29	6
2002	1,745,700	1,041,600	704,100	110,600	63	38	25	4
2003	1,909,000	1,216,600	692,400	137,400	72	46	26	5
2004	1,664,300	1,027,400	636,900	107,300	63	39	24	4
2005	1,452,600	862,800	589,800	140,300	55	33	22	5
2006[2]	1,493,300	824,700	668,500	158,100	56	31	25	6
2007	1,623,000	883,900	739,100	116,100	61	33	28	4
2008	1,284,800	639,800	645,000	128,700	49	24	24	5
2009	1,109,400	578,600	530,900	116,700	43	22	20	4
2010	828,400	469,800	358,600	91,400	32	18	14	4
Away from school								
1992	3,530,600	1,760,600	1,770,000	810,300	150	75	75	34
1993	3,345,200	1,645,200	1,700,100	801,000	138	68	70	33
1994	3,283,900	1,566,000	1,717,900	808,700	131	62	68	32
1995	3,095,100	1,537,900	1,557,100	664,000	121	60	61	26
1996	3,033,300	1,537,100	1,496,200	661,700	116	59	57	25
1997	3,132,100	1,625,700	1,506,400	679,300	119	62	57	26
1998	2,702,500	1,337,700	1,364,800	581,300	101	50	51	22
1999	2,286,800	1,109,200	1,177,600	513,500	85	41	44	19
2000	2,020,200	1,103,200	917,000	363,700	75	41	34	13
2001	1,721,000	937,100	783,900	293,300	63	34	29	11
2002	1,530,400	820,100	710,300	299,600	55	30	26	11
2003	1,535,700	714,300	821,300	329,900	58	27	31	12
2004	1,318,200	707,000	611,200	247,700	50	27	23	9
2005	1,256,700	637,700	619,000	257,100	47	24	23	10
2006[2]	1,298,400	685,000	613,400	263,600	49	26	23	10
2007	1,182,800	586,300	596,600	188,700	44	22	22	7
2008	999,400	470,100	529,300	221,000	38	18	20	8
2009	857,200	484,200	372,900	176,800	33	19	14	7
2010	652,500	371,300	281,200	137,300	26	15	11	5

[1] Serious violent victimization is also included in violent victimization.
[2] Due to methodological changes, use caution when comparing 2006 estimates to other years.
NOTE: "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Theft" includes purse-snatching, pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Robbery is classified as a violent crime. "Total victimization" includes violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to total due to rounding. Estimates may vary from previously published reports Estimates of the number of crimes are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2010.

Table 2.2. Number of nonfatal victimizations against students ages 12–18 and rate of victimizations per 1,000 students at school, by type of victimization and selected student characteristics: 2010

Student characteristic	Number of victimizations				Rate of victimizations per 1,000 students			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
At school								
Total	828,400	469,800	358,600	91,400	32	18	14	4
Sex								
Male	437,100	257,200	179,900	37,700!	33	19	14	3!
Female	391,300	212,600	178,700	53,600	32	17	14	4
Age								
12–14	430,400	215,100	215,300	49,600	36	18	18	4
15–18	397,900	254,700	143,300	41,800!	29	19	11	3!
Race/ethnicity[2]								
White	427,400	248,600	178,800	43,200	29	17	12	3
Black	167,700	88,800	78,900	28,400!	44	23	21	8!
Hispanic	193,900	112,300	81,700	12,600!	37	21	16	2!
Other	39,300	20,100!	19,200!	7,200!	23	12!	11!	4!
Urbanicity[3]								
Urban	240,900	108,300	132,600	38,200	33	15	18	5
Suburban	489,000	293,100	195,900	44,200	35	21	14	3
Rural	98,500	68,400	30,100!	9,000!	23	16	7!	2!
Household income								
Less than $15,000	58,000	29,300	28,700!	2,100!	33	16	16!	1!
$15,000–29,999	135,200	71,200	64,100	27,700!	43	23	20	9!
$30,000–49,999	121,700	61,000	60,700	7,200!	30	15	15	2!
$50,000–74,999	156,600	94,300	62,300	22,400!	44	26	17	6!
$75,000 or more	222,400	158,200	64,100	8,200!	33	23	9	1!
Not reported	134,500	55,800	78,800	23,800!	22	9	13	4!

! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.
[1] Serious violent victimization is also included in violent victimization.
[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude persons of Hispanic ethnicity.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Theft" includes purse-snatching, pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Robbery is classified as a violent crime. "Total victimization" includes violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Population size is 25,546,000 students ages 12–18 in 2010. Detail may not sum to total due to rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2010.

Table 2.3. Number of nonfatal victimizations against students ages 12–18 and rate of victimizations per 1,000 students away from school, by type of victimization and selected student characteristics: 2010

Student characteristic	Number of victimizations				Rate of victimizations per 1,000 students			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Away from school								
Total	652,500	371,300	281,200	137,300	26	15	11	5
Sex								
Male	380,200	194,000	186,200	81,300	29	15	14	6
Female	272,300	177,300	95,000	56,000	22	14	8	5
Age								
12–14	233,000	115,400	117,600	62,100	20	10	10	5
15–18	419,500	255,900	163,600	75,200	31	19	12	6
Race/ethnicity[2]								
White	352,000	216,200	135,800	72,200	24	15	9	5
Black	141,300	62,700	78,600	36,100!	37	17	21	10!
Hispanic	120,400	70,900	49,500	23,400!	23	14	9	4!
Other	38,800	21,500!	17,300!	5,600!	23	13!	10!	3!
Urbanicity[3]								
Urban	190,700	101,600	89,000	58,100	26	14	12	8
Suburban	330,400	210,400	120,000	47,500	24	15	9	3
Rural	131,400	59,200	72,200	31,700!	30	14	17	7!
Household income								
Less than $15,000	61,800	33,800	28,000!	16,000!	35	19	16!	9!
$15,000–29,999	149,200	68,000	81,300	47,300	47	22	26	15
$30,000–49,999	136,300	69,100	67,200	26,300!	33	17	16	6!
$50,000–74,999	68,400	40,700	27,700!	19,500!	19	11	8!	5!
$75,000 or more	86,400	76,300	10,100!	6,800!	13	11	1!	1!
Not reported	150,400	83,400	66,900	21,400!	24	14	11	3!

! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.
[1] Serious violent victimization is also included in violent victimization.
[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude persons of Hispanic ethnicity.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "Theft" includes purse-snatching, pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Robbery is classified as a violent crime. "Total victimization" includes violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Population size is 25,546,000 students ages 12–18 in 2010. Detail may not sum to total due to rounding and missing data on student characteristics. Estimates of number of crimes are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2010.

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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 or school characteristics: Various years, 1995–2009

Student or school characteristic	1995				1999				2001			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	9.5	7.1	3.0	0.7	7.6	5.7	2.3	0.5	5.5	4.2	1.8	0.4
Sex												
Male	10.0	7.1	3.5	0.9	7.8	5.7	2.5	0.6	6.1	4.5	2.1	0.5
Female	9.0	7.1	2.4	0.4	7.3	5.7	2.0	0.5	4.9	3.8	1.5	0.4!
Race/ethnicity[2]												
White	9.8	7.4	3.0	0.6	7.5	5.8	2.1	0.4	5.8	4.2	2.0	0.4
Black	10.2	7.1	3.4	1.0!	9.9	7.4	3.5	1.2	6.1	5.0	1.3!	0.5!
Hispanic	7.6	5.8	2.7	0.9!	5.7	3.9	1.9	0.6!	4.6	3.7	1.5	0.8!
Asian	—	—	—	—	—	—	—	—	—	—	—	—
Other	8.8	6.5	2.5!	‡	6.4	4.4	2.2!	#	3.1	2.9	‡	#
Grade												
6th	9.6	5.4	5.1	1.5	8.0	5.2	3.8	1.3!	5.9	4.0	2.6	‡
7th	11.2	8.1	3.8	0.9	8.2	6.0	2.6	0.9!	5.8	3.4	2.6	0.6!
8th	10.5	7.9	3.1	0.8!	7.6	5.9	2.4	0.5!	4.3	3.3	1.3	0.3!
9th	11.9	9.1	3.4	0.7	8.9	6.5	3.2	0.6!	7.9	6.2	2.4	0.8!
10th	9.1	7.7	2.1	0.4!	8.0	6.5	1.7	‡	6.5	5.7	1.2	0.4!
11th	7.3	5.5	1.9	0.4!	7.2	5.5	1.8!	‡	4.8	3.8	1.6	‡
12th	6.1	4.6	1.9	‡	4.8	4.0	0.8!	‡	2.9	2.3	0.9!	‡
Urbanicity[3]												
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 or school characteristics: Various years, 1995–2009—Continued

Student or school characteristic	2003				2005				2007			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	5.1	4.0	1.3	0.2	4.3	3.1	1.2	0.3	4.3	3.0	1.6	0.4
Sex												
Male	5.4	4.0	1.8	0.3!	4.6	3.1	1.6	0.3!	4.5	3.0	1.7	0.5!
Female	4.8	4.1	0.9	‡	3.9	3.2	0.8	0.3	4.0	3.0	1.4	0.2!
Race/ethnicity[2]												
White	5.4	4.3	1.4	0.2!	4.7	3.4	1.3	0.3!	4.3	3.1	1.5	0.2!
Black	5.3	4.0	1.6	‡	3.8	2.7	1.3!	‡	4.3	3.0	1.6!	‡
Hispanic	3.9	3.0	1.1	0.4!	3.9	3.1	0.9	0.4!	3.6	2.2	1.4	0.8!
Asian	—	—	—	—	1.5!	‡	‡	‡	3.6!	3.2!	‡	‡
Other	5.0	4.4	‡	‡	4.3!	‡	‡	‡	8.1	4.5!	4.5!	‡
Grade												
6th	3.8	2.2	1.9	#	4.6	2.8	1.9	‡	4.1	2.7	1.5!	‡
7th	6.3	4.8	1.7	‡	5.4	2.9	2.6	‡	4.7	2.7	2.4	0.4!
8th	5.2	4.1	1.5	0.3!	3.6	2.4	1.4	‡	4.4	2.5	2.1	‡
9th	6.3	5.3	1.5	0.6!	4.7	3.7	1.0	‡	5.3	4.6	1.2!	‡
10th	4.8	3.7	1.4	#	4.3	3.8	0.5!	‡	4.4	3.6	1.2!	‡
11th	5.1	4.1	1.0!	‡	3.6	2.8	0.7!	‡	4.0	2.6	1.5!	0.6!
12th	3.6	3.1	0.5!	#	3.8	3.5	‡	‡	2.7	1.9	0.8!	‡
Urbanicity[3]												
Urban	6.1	4.5	1.8	0.4!	5.3	3.6	1.8	0.4!	4.5	2.8	2.0	0.7!
Suburban	4.8	3.8	1.2	0.1!	4.2	3.2	1.1	0.3!	4.1	3.0	1.3	0.2!
Rural	4.7	3.9	0.9!	‡	2.8	2.2!	0.6!	‡	4.4	3.2	1.7	‡
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!	‡	‡

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 or school characteristics: Various years, 1995–2009—Continued

Student or school characteristic	2009			
	Total	Theft	Violent	Serious violent[1]
Total	3.9	2.8	1.4	0.3
Sex				
Male	4.6	3.4	1.6	0.6
Female	3.2	2.1	1.1	‡
Race/ethnicity[2]				
White	3.9	2.9	1.2	0.3!
Black	4.4	2.5	2.3	‡
Hispanic	3.9	3.0	1.3!	‡
Asian	‡	‡	#	#
Other	‡	‡	‡	#
Grade				
6th	3.7	1.3!	2.6!	‡
7th	3.4	2.1	1.2!	‡
8th	3.8	2.0	2.0	‡
9th	5.3	4.9	0.9!	‡
10th	4.2	3.5	1.0!	‡
11th	4.7	3.3	1.5!	‡
12th	2.0	1.5	‡	‡
Urbanicity[3]				
Urban	4.2	2.9	1.8	0.6!
Suburban	4.0	2.8	1.3	0.3!
Rural	3.1	2.3	0.8!	‡
Sector				
Public	4.1	2.9	1.4	0.4
Private	1.8!	‡	‡	‡

— Not available.
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Serious violent victimization is also included in violent victimization.
[2] Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" include serious violent crimes and simple assault. "Total victimization" includes violent crimes and theft. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to totals due to rounding and student reports of "theft", "violent" and "serious violent" victimization may not sum to "total" victimization because respondents could report more than one type of victimization.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by selected student or school characteristics: Various years, 1993–2009

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	7.3	8.4	7.4	7.7	8.9	9.2	7.9	7.8	7.7
Sex									
Male	9.2	10.9	10.2	9.5	11.5	11.6	9.7	10.2	9.6
Female	5.4	5.8	4.0	5.8	6.5	6.5	6.1	5.4	5.5
Race/ethnicity[1]									
White	6.3	7.0	6.2	6.6	8.5	7.8	7.2	6.9	6.4
Black	11.2	11.0	9.9	7.6	9.3	10.9	8.1	9.7	9.4
Hispanic	8.6	12.4	9.0	9.8	8.9	9.4	9.8	8.7	9.1
Asian[2]	—	—	—	7.7	11.3	11.5	4.6	7.6!	5.5
American Indian/ Alaska Native	11.7	11.4!	12.5!	13.2!	15.2!	22.1	9.8	5.9	16.5
Pacific Islander/ Native Hawaiian[2]	—	—	—	15.6	24.8	16.3	14.5!	8.1!	12.5
Two or more races[2]	—	—	—	9.3	10.3	18.7	10.7	13.3	9.2
Grade									
9th	9.4	9.6	10.1	10.5	12.7	12.1	10.5	9.2	8.7
10th	7.3	9.6	7.9	8.2	9.1	9.2	8.8	8.4	8.4
11th	7.3	7.7	5.9	6.1	6.9	7.3	5.5	6.8	7.9
12th	5.5	6.7	5.8	5.1	5.3	6.3	5.8	6.3	5.2
Urbanicity[3]									
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. The coefficient of variation (CV) for this estimate is 30 percent or greater

[1] Race categories exclude persons of Hispanic ethnicity.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

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, 1993–2009.

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 number of times and selected student characteristics: 2009

Student characteristic	0 times	1 time	2 or 3 times	4 to 11 times	12 or more times
Total	92.3	3.2	1.9	1.4	1.2
Sex					
Male	90.4	3.7	2.2	1.9	1.8
Female	94.5	2.7	1.5	0.8	0.5
Race/ethnicity[1]					
White	93.6	2.9	1.7	1.0	0.8
Black	90.6	3.6	2.1	2.0	1.8
Hispanic	90.9	4.0	2.1	1.6	1.5
Asian	94.5	2.4!	1.5!	‡	1.3!
American Indian/ Alaska Native	83.5	8.1!	3.7!	‡	‡
Pacific Islander/ Native Hawaiian	87.5	2.5!	2.9!	3.7!	‡
Two or more races	90.8	2.6	2.8	2.1!	1.6!
Grade					
9th	91.3	4.1	2.0	1.4	1.2
10th	91.6	3.5	2.2	1.6	1.1
11th	92.1	3.2	1.8	1.6	1.3
12th	94.8	2.0	1.4	0.9	1.0

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
NOTE: "On school property" was not defined for survey respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Table 4.3. Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state: Various years, 2003–2009

State	2003	2005	2007	2009
Public school students				
United States	9.2	7.9	7.8	7.7
Alabama	7.2	10.6	—	10.4
Alaska	8.1	—	7.7	7.3
Arizona	9.7	10.7	11.2	9.3
Arkansas	—	9.6	9.1	11.9
California	—	—	—	—
Colorado	—	7.6	—	8.0
Connecticut	—	9.1	7.7	7.0
Delaware	7.7	6.2	5.6	7.8
District of Columbia	12.7	12.1	11.3	—
Florida	8.4	7.9	8.6	8.2
Georgia	8.2	8.3	8.1	8.2
Hawaii	—	6.8	6.4	7.7
Idaho	9.4	8.3	10.2	7.9
Illinois	—	—	7.8	8.8
Indiana	6.7	8.8	9.6	6.5
Iowa	—	7.8	7.1	—
Kansas	—	7.4	8.6	6.2
Kentucky	5.2	8.0	8.3	7.9
Louisiana	—	—	—	9.5
Maine	8.5	7.1	6.8	7.7
Maryland	—	11.7	9.6	9.1
Massachusetts	6.3	5.4	5.3	7.0
Michigan	9.7	8.6	8.1	9.4
Minnesota	—	—	—	—
Mississippi	6.6	—	8.3	8.0
Missouri	7.5	9.1	9.3	7.8
Montana	7.1	8.0	7.0	7.4
Nebraska	8.8	9.7	—	—
Nevada	6.0	8.1	7.8	10.7
New Hampshire	7.5	8.6	7.3	—
New Jersey	—	8.0	—	6.6
New Mexico	—	10.4	10.1	—
New York	7.2	7.2	7.3	7.5
North Carolina	7.2	7.9	6.6	6.8
North Dakota	5.9	6.6	5.2	—
Ohio	7.7	8.2	8.3	—
Oklahoma	7.4	6.0	7.0	5.8
Oregon	—	—	—	—
Pennsylvania	—	—	—	5.6
Rhode Island	8.2	8.7	8.3	6.5
South Carolina	—	10.1	9.8	8.8
South Dakota	6.5	8.1	5.9	6.8
Tennessee	8.4	7.4	7.3	7.0
Texas	—	9.3	8.7	7.2
Utah	7.3	9.8	11.4	7.7
Vermont	7.3	6.3	6.2	6.0
Virginia	—	—	—	—
Washington	—	—	—	—
West Virginia	8.5	8.0	9.7	9.2
Wisconsin	5.5	7.6	5.6	6.7
Wyoming	9.7	7.8	8.3	9.4

— Not available.

NOTE: "On school property" was not defined for survey respondents. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio and South Dakota include public and private schools.

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, various years, 2003–2009.

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 locale and selected teacher or school characteristics: Various school years, 1993–94 through 2007–08

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

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

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

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

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

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

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

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

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

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

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

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, in 2003–04 and 2007–08, two or more races. Race categories exclude persons of Hispanic ethnicity.
[2] Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition.
[3] The public sector includes public, public charter, and Bureau of Indian Education school teachers.
NOTE: Teachers who taught only prekindergarten students are excluded. Detail may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

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

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

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

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

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

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

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

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
NOTE: Teachers who taught only prekindergarten students are excluded. Private school teachers are excluded because the data are not state representative. The public sector includes public, public charter, and Bureau of Indian Education school teachers. Details may not sum to totals because of rounding. Estimates of number of reports are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, and 2007–08; "Charter School Teacher Data File," 1999–2000; and "Bureau of Indian Education Teacher Data File," 1999–2000, 2003–04, and 2007–08.

Table 6.1. Percentage distribution of public schools recording and reporting incidents of crime at school, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2009–10

	Recorded incidents						
	1999–2000	2003–04	2005–06	2007–08	2009–10		
Type of crime	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Number of incidents	Rate per 1,000 students
Total	86.4	88.5	85.7	85.5	85.0	1,876,900	39.6
Violent incidents	71.4	81.4	77.7	75.5	73.8	1,183,700	25.0
Physical attack or fight without a weapon	63.7	76.7	74.3	72.7	70.5	725,300	15.3
Threat of physical attack without a weapon	52.2	53.0	52.2	47.8	46.4	405,900	8.6
Serious violent incidents	19.7	18.3	17.1	17.2	16.4	52,500	1.1
Rape or attempted rape	0.7	0.8	0.3	0.8	0.5	600	#
Sexual battery other than rape	2.5	3.0	2.8	2.5	2.3	3,600	0.1
Physical attack or fight with a weapon	5.2	4.0	3.0	3.0	3.9	14,300	0.3
Threat of physical attack with a weapon	11.1	8.6	8.8	9.3	7.7	19,200	0.4
Robbery with a weapon	0.5!	0.6	0.4	0.4!	0.2	400!	#
Robbery without a weapon	5.3	6.3	6.4	5.2	4.4	14,300	0.3
Theft[1]	45.6	46.0	46.0	47.3	44.1	258,500	5.5
Other incidents[2]	72.7	64.0	68.2	67.4	68.1	434,700	9.2
Possession of a firearm/explosive device	5.5	6.1	7.2	4.7	4.7	5,000	0.1
Possession of a knife or sharp object	42.6	—	42.8	40.6	39.7	72,300	1.5
Distribution of illegal drugs	12.3	12.9	—	—	—	—	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	—	—	—	—
Distribution, possession, or use of illegal drugs	—	—	25.9	23.2	24.6	115,900	2.4
Inappropriate distribution, possession, or use of prescription drugs	—	—	—	—	12.1	29,300	0.6
Distribution, possession, or use of alcohol	—	—	16.2	14.9	14.1	40,700	0.9
Sexual harassment	36.3	—	—	—	—	—	—
Vandalism	51.4	51.4	50.5	49.3	45.8	171,500	3.6

See notes at end of table.

Table 6.1. Percentage distribution of public schools recording and reporting incidents of crime at school, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2009–10—Continued

	Reported incidents to police						
	1999–2000	2003–04	2005–06	2007–08	2009–10		
Type of crime	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Percent of schools	Number of incidents	Rate per 1,000 students
Total	62.5	65.2	60.9	62.0	60.0	689,100	14.6
Violent incidents	36.0	43.6	37.7	37.8	39.9	303,900	6.4
Physical attack or fight without a weapon	25.8	35.6	29.2	28.2	34.3	194,200	4.1
Threat of physical attack without a weapon	18.9	21.0	19.7	19.5	15.2	86,200	1.8
Serious violent incidents	14.8	13.3	12.6	12.6	10.4	23,500	0.5
Rape or attempted rape	0.6	0.8	0.3	0.8	0.5	500	#
Sexual battery other than rape	2.3	2.6	2.6	2.1	1.4	2,200	#
Physical attack or fight with a weapon	3.9	2.8	2.2	2.1	2.2	4,400	0.1
Threat of physical attack with a weapon	8.5	6.0	5.9	5.7	4.5	7,400	0.2
Robbery with a weapon	0.3!	0.6	0.4	0.4!	0.2	400!	#
Robbery without a weapon	3.4	4.2	4.9	4.1	3.5	8,500	0.2
Theft[1]	28.5	30.5	27.9	31.0	25.4	122,800	2.6
Other incidents[2]	52.0	50.0	50.6	48.7	46.3	262,400	5.5
Possession of a firearm/explosive device	4.5	4.9	5.5	3.6	3.1	3,400	0.1
Possession of a knife or sharp object	23.0	—	25.0	23.3	20.0	37,400	0.8
Distribution of illegal drugs	11.4	12.4	—	—	—	—	—
Possession or use of alcohol or illegal drugs	22.2	26.0	—	—	—	—	—
Distribution, possession, or use of illegal drugs	—	—	22.8	20.7	21.4	94,200	2.0
Inappropriate distribution, possession, or use of prescription drugs	—	—	—	—	9.6	24,900	0.5
Distribution, possession, or use of alcohol	—	—	11.6	10.6	10.0	28,000	0.6
Sexual harassment	14.7	—	—	—	—	—	—
Vandalism	32.7	34.3	31.9	30.8	26.8	74,500	1.6

— Not available.
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] "Theft or 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." This includes 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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[2] For SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008, 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. Beginning in 2009-10 the definition of other incidents was changed to include the inappropriate distribution, possession, or use of prescription drugs in addition to the aformentioned items. Caution should be used when making direct comparisons between years.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. Estimates of number of incidents are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Table 6.2. Percentage of public schools recording incidents of crime at school, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2009–10

School characteristic	Total number of schools	Violent incidents[1] Percent of schools	Violent incidents[1] Number of incidents	Violent incidents[1] Rate per 1,000 students	Serious violent incidents[2] Percent of schools	Serious violent incidents[2] Number of incidents	Serious violent incidents[2] Rate per 1,000 students
Total	82,800	73.8	1,183,700	25.0	16.4	52,500	1.1
School level[5]							
Primary	48,900	64.4	482,100	21.3	13.0	21,900	1.0
Middle	15,300	90.5	375,200	40.0	18.9	13,600	1.5
High school	12,200	90.9	264,400	21.4	27.6	13,500	1.1
Combined	6,400	73.7	62,000	20.8	15.5	‡	‡
Enrollment size							
Less than 300	18,900	62.8	111,300	27.2	10.4	6,100!	1.5!
300–499	25,200	71.3	274,400	26.5	15.7	14,200	1.4
500–999	29,800	76.4	487,900	25.0	15.9	16,400	0.8
1,000 or more	8,900	95.4	310,100	23.2	32.8	15,700	1.2
Locale							
City	21,500	74.9	396,300	28.8	21.7	17,400	1.3
Suburban	23,800	73.5	371,000	22.4	15.5	16,200	1.0
Town	12,100	80.3	166,300	28.2	15.6	6,300	1.1
Rural	25,300	70.2	250,100	22.5	13.2	12,600	1.1
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	11,700	69.6	108,500	23.3	12.6	5,400!	1.2!
5 percent to less than 20 percent	20,900	67.9	192,800	17.2	9.9	6,500	0.6
20 percent to less than 50 percent	20,000	75.9	293,600	23.1	18.6	15,100	1.2
50 percent or more	30,100	78.2	588,800	31.4	21.1	25,400	1.4
Percent of students eligible for free or reduced-price lunch							
0–25	17,100	62.6	141,700	11.9	10.5	6,700	0.6
26–50	22,700	76.0	290,500	22.1	16.2	12,500	1.0
51–75	23,800	73.8	334,400	27.3	15.8	13,100	1.1
76–100	19,100	81.4	417,200	41.3	22.9	20,100	2.0
Student/teacher ratio[6]							
Less than 12	12,300	69.7	118,000	28.1	13.2	5,200	1.2
12–16	32,600	75.3	470,600	27.0	16.0	19,600	1.1
More than 16	37,900	73.9	595,000	23.2	17.9	27,600	1.1

See notes at end of table.

Table 6.2. Percentage of public schools recording incidents of crime at school, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2009–10—Continued

School characteristic	Theft[3] Percent of schools	Theft[3] Number of incidents	Theft[3] Rate per 1,000 students	Other incidents[4] Percent of schools	Other incidents[4] Number of incidents	Other incidents[4] Rate per 1,000 students
Total	44.1	258,500	5.5	68.1	434,700	9.2
School level[5]						
Primary	25.7	41,700	1.8	57.3	101,900	4.5
Middle	65.2	69,000	7.4	81.9	104,000	11.1
High school	82.6	125,000	10.1	92.2	200,000	16.2
Combined	60.5	22,700	7.6	72.5	28,800	9.7
Enrollment size						
Less than 300	30.7	21,400	5.2	55.3	36,600	8.9
300–499	36.4	40,900	3.9	63.3	71,100	6.9
500–999	46.7	81,800	4.2	72.5	134,600	6.9
1,000 or more	84.9	114,500	8.6	94.3	192,500	14.4
Locale						
City	47.6	85,400	6.2	73.5	160,200	11.7
Suburban	43.1	81,000	4.9	66.1	133,200	8.0
Town	46.2	33,400	5.7	74.1	55,100	9.3
Rural	41.1	58,700	5.3	62.6	86,200	7.8
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	40.8	22,700	4.9	59.0	34,200	7.4
5 percent to less than 20 percent	38.3	53,300	4.8	61.2	79,800	7.1
20 percent to less than 50 percent	46.2	74,400	5.8	69.7	113,000	8.9
50 percent or more	48.0	108,100	5.8	75.5	207,700	11.1
Percent of students eligible for free or reduced-price lunch						
0–25	40.3	56,900	4.8	56.2	80,600	6.8
26–50	48.8	80,400	6.1	68.2	120,900	9.2
51–75	41.2	75,400	6.2	73.5	128,100	10.5
76–100	45.5	45,800	4.5	72.1	105,100	10.4
Student/teacher ratio[6]						
Less than 12	45.2	24,500	5.8	66.2	41,700	10.0
12–16	43.5	90,200	5.2	67.7	145,300	8.3
More than 16	44.2	143,800	5.6	69.2	247,700	9.6

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[2] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] "Theft or 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." This includes 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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.
[5] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[6] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 6.3. Percentage of public schools reporting incidents of crime at school 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 2009–10

School characteristic	Total number of schools	Violent incidents[1] Percent of schools	Violent incidents[1] Number of incidents	Violent incidents[1] Rate per 1,000 students	Serious violent incidents[2] Percent of schools	Serious violent incidents[2] Number of incidents	Serious violent incidents[2] Rate per 1,000 students
Total	82,800	39.9	303,900	6.4	10.4	23,500	0.5
School level[5]							
Primary	48,900	21.1	35,300	1.6	5.5	6,100	0.3
Middle	15,300	65.9	100,100	10.7	15.5	6,300	0.7
High school	12,200	76.6	146,200	11.8	24.9	10,200	0.8
Combined	6,400	51.0	22,300	7.5	8.4	1,000!	0.3!
Enrollment size							
Less than 300	18,900	22.6	14,800	3.6	4.7!	1,400	0.3
300–499	25,200	31.4	36,800	3.6	7.1	3,700	0.4
500–999	29,800	45.6	93,400	4.8	10.6	7,900	0.4
1,000 or more	8,900	81.1	159,000	11.9	31.1	10,600	0.8
Locale							
City	21,500	42.5	94,100	6.8	14.0	9,200	0.7
Suburban	23,800	39.9	107,600	6.5	10.0	7,300	0.4
Town	12,100	43.1	39,100	6.6	9.9	2,100	0.4
Rural	25,300	36.0	63,200	5.7	8.1	4,900	0.4
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	11,700	36.5	20,000	4.3	7.1	1,400	0.3
5 percent to less than 20 percent	20,900	35.8	48,800	4.4	6.5	3,200	0.3
20 percent to less than 50 percent	20,000	41.7	75,000	5.9	10.3	5,000	0.4
50 percent or more	30,100	42.8	160,200	8.5	14.5	14,100	0.7
Percent of students eligible for free or reduced-price lunch							
0–25	17,100	33.8	42,200	3.6	7.4	3,600	0.3
26–50	22,700	42.7	76,100	5.8	10.7	5,000	0.4
51–75	23,800	40.3	87,200	7.1	8.8	5,400	0.4
76–100	19,100	41.4	98,400	9.8	14.7	9,500	0.9
Student/teacher ratio[6]							
Less than 12	12,300	36.8	29,000	6.9	8.7	2,200	0.5
12–16	32,600	41.5	128,500	7.4	10.0	7,900	0.5
More than 16	37,900	39.4	146,400	5.7	11.3	13,400	0.5

See notes at end of table.

Table 6.3. Percentage of public schools reporting incidents of crime at school 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 2009–10—Continued

	Theft[3]			Other incidents[4]		
School characteristic	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
Total	25.4	122,800	2.6	46.3	262,400	5.5
School level[5]						
Primary	9.3	9,500	0.4	30.3	40,100	1.8
Middle	41.1	27,100	2.9	65.4	60,300	6.4
High school	64.1	73,800	6.0	83.6	146,200	11.8
Combined	36.9	12,500	4.2	52.0	15,900	5.3
Enrollment size						
Less than 300	14.6	7,800	1.9	30.1	16,000	3.9
300–499	17.1	12,800	1.2	40.2	33,100	3.2
500–999	26.4	31,000	1.6	48.9	74,300	3.8
1,000 or more	68.4	71,200	5.3	89.0	139,000	10.4
Locale						
City	23.7	37,000	2.7	50.6	91,000	6.6
Suburban	26.3	39,900	2.4	47.5	85,700	5.2
Town	26.9	16,400	2.8	48.1	35,900	6.1
Rural	25.3	29,500	2.7	40.8	49,800	4.5
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	23.5	10,200	2.2	38.5	20,200	4.3
5 percent to less than 20 percent	24.8	30,100	2.7	40.1	53,200	4.7
20 percent to less than 50 percent	26.8	34,900	2.7	46.3	65,500	5.1
50 percent or more	25.7	47,500	2.5	53.7	123,500	6.6
Percent of students eligible for free or reduced-price lunch						
0–25	26.8	30,500	2.6	40.6	54,200	4.6
26–50	31.2	43,300	3.3	48.0	76,900	5.9
51–75	22.9	31,200	2.6	47.5	72,300	5.9
76–100	20.3	17,800	1.8	48.0	59,000	5.8
Student/teacher ratio[6]						
Less than 12	24.8	11,400	2.7	46.4	22,100	5.3
12–16	25.8	42,100	2.4	45.6	88,900	5.1
More than 16	25.3	69,300	2.7	46.9	151,500	5.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

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

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

[3] "Theft or 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." This includes 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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

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

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

[6] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

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, 2000–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 6.4. Percentage of public schools recording and reporting to the police violent incidents of crime at school, by the number of incidents and selected school characteristics: School year 2009–10

School characteristic	Number of violent incidents recorded						
	None	1–2	3–5	6–9	10–14	15–19	20 or more
Total	26.2	7.6	14.5	14.5	11.1	6.6	19.4
School level[1]							
Primary	35.6	7.6	15.6	15.9	9.0	4.7	11.4
Middle	9.5	6.0	12.2	13.7	15.6	8.8	34.3
High school	9.1	8.4	12.1	10.6	14.0	11.0	34.8
Combined	26.3	10.3!	15.4	13.6	11.0!	7.6!	15.8
Enrollment size							
Less than 300	37.2	12.7	19.9	12.4	7.7	2.9!	7.3
300–499	28.7	8.2	13.2	15.9	11.5	6.4	16.0
500–999	23.6	5.2	15.1	15.6	12.7	8.1	19.8
1,000 or more	4.6	3.6	4.2	11.3	12.3	10.3	53.7
Locale							
City	25.1	4.5	13.4	14.4	10.5	7.2	25.0
Suburban	26.5	6.3	15.5	14.1	11.8	6.5	19.3
Town	19.7	8.1	14.8	16.5	12.2	8.0	20.8
Rural	29.8	11.4	14.2	14.1	10.5	5.8	14.2
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	30.4	15.1	12.1	13.8	11.7	4.5	12.4
5 percent to less than 20 percent	32.1	7.0	16.5	14.3	9.3	7.3	13.5
20 percent to less than 50 percent	24.1	8.4	14.7	15.1	9.5	6.6	21.6
50 percent or more	21.8	4.7	13.8	14.6	13.2	7.0	24.9
Percent of students eligible for free or reduced-price lunch							
0–25	37.4	7.4	14.9	13.1	10.0	5.1	12.1
26–50	24.0	9.0	16.2	14.3	10.9	6.7	18.9
51–75	26.2	7.9	13.2	14.2	10.0	7.5	21.0
76–100	18.6	5.9	13.5	16.5	13.8	6.9	24.7
Student/teacher ratio[2]							
Less than 12	30.3	11.1	15.7	16.7	8.1	5.9	12.3
12–16	24.7	7.9	15.2	14.0	12.0	6.1	20.0
More than 16	26.1	6.3	13.4	14.3	11.3	7.3	21.3

See notes at end of table.

Table 6.4. Percentage of public schools recording and reporting to the police violent incidents of crime at school, by the number of incidents and selected school characteristics: School year 2009–10—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	60.1	17.9	7.8	4.3	3.1	1.7	5.0
School level[1]							
Primary	78.9	16.9	1.9!	1.3	‡	‡	0.7!
Middle	34.1	22.1	17.1	8.8	5.9	3.1	9.0
High school	23.4	17.8	15.6	9.4	9.8	5.7	18.3
Combined	49.0	16.2	16.6	7.2!	6.9!	‡	2.5!
Enrollment size							
Less than 300	77.4	13.7	4.8	1.8!	2.0!	‡	‡
300–499	68.6	18.2	7.2	2.7	1.2!	0.9!	1.2!
500–999	54.4	22.8	9.4	5.3	2.8	1.4	3.8
1,000 or more	18.9	9.7	10.7	11.2	12.1	8.1	29.5
Locale							
City	57.5	19.3	6.2	4.5	3.4	2.1	7.1
Suburban	60.1	17.1	8.7	4.0	2.7	1.3	6.1
Town	56.9	17.9	10.4	4.7	3.9	2.4!	4.0
Rural	64.0	17.6	7.2	4.3	2.9	1.4	2.6
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	63.5	18.8	10.5	3.2!	1.7!	0.9!	1.5
5 percent to less than 20 percent	64.2	16.3	8.2	4.5	2.8	1.4	2.5
20 percent to less than 50 percent	58.3	19.8	7.2	3.8	3.8	1.9	5.3
50 percent or more	57.2	17.4	6.9	5.0	3.5	2.0	7.9
Percent of students eligible for free or reduced-price lunch							
0–25	66.2	14.4	7.9	3.4	3.8	1.4	3.0
26–50	57.3	19.6	9.7	4.0	2.9	1.8	4.7
51–75	59.7	18.0	7.1	4.9	3.3	2.1	5.1
76–100	58.6	19.0	6.5	4.9	2.7	1.4!	6.9
Student/teacher ratio[2]							
Less than 12	63.2	19.4	6.5	3.9!	2.4!	1.7!	2.8
12–16	58.5	18.2	9.2	4.6	3.2	1.9	4.4
More than 16	60.6	17.2	7.1	4.2	3.4	1.5	6.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. 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 due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime at school, by the number of incidents and selected school characteristics: School year 2009–10

School characteristic	Number of serious violent incidents recorded					
	None	1	2	3–5	6–9	10 or more
Total	83.6	7.9	3.0	2.8	1.2	1.5
School level[1]						
Primary	87.0	6.8	1.8!	2.2	1.3!	0.9!
Middle	81.1	8.6	4.5	2.9	1.0!	1.9
High school	72.4	11.2	5.2	6.4	2.0	2.9
Combined	84.5	8.6!	3.9!	‡	#	‡
Enrollment size						
Less than 300	89.6	5.7	‡	1.8!	‡	‡
300–499	84.3	8.4	3.2	1.9!	1.4!	‡
500–999	84.1	7.8	2.9	2.8	1.1!	1.4!
1,000 or more	67.2	11.7	6.3	7.5	2.2	5.2
Locale						
City	78.3	10.4	4.0	4.5	1.1!	1.7
Suburban	84.5	6.5	3.4	2.7	1.0!	2.0!
Town	84.4	9.3	1.3	1.1	3.0!	0.9!
Rural	86.8	6.4	2.5	2.3!	‡	1.3!
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	87.4	6.7	1.0!	2.9!	#	‡
5 percent to less than 20 percent	90.1	5.0	2.3	1.0!	‡	0.4!
20 percent to less than 50 percent	81.4	9.5	2.3	3.5	1.1!	2.2
50 percent or more	78.9	9.3	4.6	3.6	1.9	1.6
Percent of students eligible for free or reduced-price lunch						
0–25	89.5	5.2	2.0	1.3	0.4!	1.5!
26–50	83.8	8.1	3.2	2.6!	‡	1.0
51–75	84.2	7.7	2.7	3.2	1.2!	1.0!
76–100	77.1	10.3	3.9	3.9	2.1!	2.7!
Student/teacher ratio[2]						
Less than 12	86.8	7.8	1.4!	1.7!	‡	‡
12–16	84.0	8.0	2.7	2.6	1.2!	1.5!
More than 16	82.1	7.8	3.8	3.4	1.1!	1.8

See notes at end of table.

Table 6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime at school, by the number of incidents and selected school characteristics: School year 2009–10—Continued

School characteristic	Number of serious violent incidents reported to the police					
	None	1	2	3–5	6–9	10 or more
Total	89.6	5.9	1.9	1.6	0.5	0.6
School level[1]						
Primary	94.5	3.8	0.7!	0.6!	#	‡
Middle	84.5	8.3	4.0	1.7	0.8!	0.6!
High school	75.1	10.8	4.5	5.9	2.1	1.6
Combined	91.6	6.3!	‡	‡	#	‡
Enrollment size						
Less than 300	95.3	3.9!	‡	0.6!	‡	#
300–499	92.9	4.7	1.4!	0.7!	‡	‡
500–999	89.4	6.3	2.1	1.3	0.3!	0.6!
1,000 or more	68.9	11.9	6.2	7.3	2.4	3.2
Locale						
City	86.0	7.5	2.7	2.2	0.6	0.9!
Suburban	90.0	4.7	2.3	1.5	0.7	0.8!
Town	90.1	7.0	1.4!	1.0!	‡	‡
Rural	91.9	5.0	1.1	1.5	‡	‡
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students						
Less than 5 percent	92.9	5.5	‡	‡	‡	#
5 percent to less than 20 percent	93.5	3.6	1.6!	0.7	0.3!	0.2!
20 percent to less than 50 percent	89.7	6.3	2.0	1.2	0.3!	0.5!
50 percent or more	85.5	7.3	2.6	2.7	0.8	1.1!
Percent of students eligible for free or reduced-price lunch						
0–25	92.6	4.1	1.2	1.3	0.5!	0.4!
26–50	89.3	6.5	2.5	1.1	0.5	‡
51–75	91.2	4.8	1.7	1.6	0.2!	‡
76–100	85.3	7.9	2.1	2.7	0.7!	1.4!
Student/teacher ratio[2]						
Less than 12	91.3	5.5	1.7!	0.8!	‡	‡
12–16	90.0	6.0	1.5	1.8	0.3!	0.5!
More than 16	88.7	5.9	2.3	1.8	0.6	0.8!

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

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

[2] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. 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 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2009–10

School characteristic	Happens at least once a week[1]						
	Student racial/ethnic tensions	Student bullying	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect other than verbal abuse
Total	2.8	23.1	3.2	2.5	4.8	2.5	8.6
School level[3]							
Primary	2.1	19.6	1.8!	0.8!	3.4	1.9!	6.1
Middle	5.4	38.6	6.1	6.2	6.8	4.1	13.7
High school	3.3	19.8	3.2	3.1	8.6	4.4	14.3
Combined	‡	18.6	7.5!	6.0!	‡	#	4.4!
Enrollment size							
Less than 300	‡	16.5	4.5!	4.3!	‡	‡	3.3!
300–499	2.5	24.0	2.4!	1.0	5.2	2.4	9.5
500–999	3.0	25.3	2.6	2.4	4.3	2.6	8.3
1,000 or more	5.5	27.0	4.7	3.8	11.2	4.3	18.2
Locale							
City	5.3	27.0	3.6!	2.9!	9.1	4.5	11.7
Suburban	2.7	19.9	2.6	2.0	4.7	3.0	8.1
Town	1.0!	26.2	2.9!	2.0	3.3!	0.6!	11.6
Rural	1.6!	21.2	3.6	2.9	1.9!	1.3!	5.0
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students							
Less than 5 percent	‡	22.0	4.5!	2.7!	‡	‡	3.6!
5 percent to less than 20 percent	1.5	21.3	1.8!	1.9	1.8	0.5!	6.1
20 percent to less than 50 percent	3.2	22.3	2.6	2.6	4.5	1.1!	9.6
50 percent or more	4.3	25.2	4.1!	2.9!	8.5	5.7	11.7
Percent of students eligible for free or reduced-price lunch							
0–25	1.9	19.7	2.6	2.1	1.5	0.7!	3.6
26–50	2.6!	21.9	3.2	3.0	2.3	1.3!	6.9
51–75	2.4!	24.1	3.2!	2.7!	5.6	1.0!	10.7
76–100	4.3	26.1	3.9!	2.1!	9.6	7.5	12.5
Student/teacher ratio[4]							
Less than 12	1.6!	19.6	4.2!	3.6!	4.3	2.5!	7.0
12–16	3.1	21.8	2.4	2.2	4.8	3.0	9.0
More than 16	2.9	25.3	3.6	2.5	4.9	2.1	8.8
Prevalence of violent incidents[5]							
No violent incidents	3.5	28.5	4.1	3.2	6.4	3.0	11.4
Any violent incidents	‡	7.6	‡	‡	‡	‡	0.8!

See notes at end of table.

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2009–10—Continued

School characteristic	Happens at all[2]	
	Gang activities	Cult or extremist group activities
Total	16.4	1.7
School level[3]		
Primary	7.5	1.4!
Middle	29.2	1.4
High school	38.4	3.9
Combined	11.1	‡
Enrollment size		
Less than 300	6.5	‡
300–499	11.9	‡
500–999	16.4	1.3!
1,000 or more	49.8	5.6
Locale		
City	28.3	2.5
Suburban	14.6	1.2!
Town	13.9	1.7!
Rural	9.1	1.6!
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students		
Less than 5 percent	1.5	0.4!
5 percent to less than 20 percent	5.8	1.8!
20 percent to less than 50 percent	16.9	1.4
50 percent or more	29.1	2.4
Percent of students eligible for free or reduced-price lunch		
0–25	7.9	1.4
26–50	13.2	1.9!
51–75	17.4	1.3!
76–100	26.5	2.3!
Student/teacher ratio[4]		
Less than 12	12.3	‡
12–16	16.0	2.1!
More than 16	18.1	2.0
Prevalence of violent incidents[5]		
No violent incidents	21.6	2.1
Any violent incidents	1.7!	‡

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Includes schools that reported the activity happens either at least once a week or daily.
[2] Includes schools that reported the activity happens at all at their school during the school year.
[3] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[4] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[5] "Violent incidents" include rape, or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 7.2. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency: Various school years, 1999–2000 through 2009–10

Frequency and discipline problem	1999–2000	2003–04	2005–06	2007–08	2009–10
Happens at least once a week[1]					
Student racial/ethnic tensions[2]	3.4	2.1	2.8	3.7	2.8
Student bullying	29.3	26.8	24.5	25.3	23.1
Student sexual harassment of other students	—	4.0	3.5	3.0	3.2
Student harassment of other students based on sexual orientation or gender identity[3]	—	—	—	—	2.5
Student verbal abuse of teachers	12.5	10.7	9.5	6.0	4.8
Widespread disorder in the classrooms	3.1	2.8	2.3	4.0	2.5
Student acts of disrespect for teachers other than verbal abuse[4]	19.4	19.5	18.3	10.5	8.6
Happens at all[5]					
Undesirable gang activities	18.7	16.7	16.9	19.8	16.4
Undesirable extremist or cult group activities	6.7	3.4	3.7	2.6	1.7

— Not available.

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

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

[3] In the 2009–10 survey administration the questionnaire item “Student harassment of other students based on sexual orientation or gender identity” was added.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Table 7.3. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school daily or at least once a week, by selected school characteristics: School year 2009–10

School characteristic	Cyber-bullying among students	School environment is affected by cyber-bullying	Staff resources are used to deal with cyber-bullying
All public schools	7.9	4.4	3.8
School level[1]			
Primary	1.5	0.9!	0.9!
Middle	18.6	9.8	8.5
High school	17.6	9.9	8.6
Combined	12.6	7.4!	‡
Enrollment size			
Less than 300	4.8	3.2!	2.9!
300–499	4.6	2.8	2.7
500–999	9.3	4.6	3.7
1,000 or more	19.2	10.7	9.4
Locale			
City	5.7	3.8	3.6
Suburban	8.5	4.0	3.7
Town	9.6	5.8	4.1
Rural	8.4	4.5	4.0
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students			
Less than 5 percent	12.8	7.7	4.7
5 percent to less than 20 percent	10.1	5.1	4.7
20 percent to less than 50 percent	6.7	3.6	3.9
50 percent or more	5.3	3.1	2.8
Percent of students eligible for free or reduced-price lunch			
0–25	10.8	5.0	4.9
26–50	9.7	4.3	3.4
51–75	6.8	4.9	4.1
76–100	4.5	3.3	3.0
Student/teacher ratio[2]			
Less than 12	6.8	4.1	3.5
12–16	7.4	4.0	3.8
More than 16	8.7	4.8	3.9
Prevalence of violent incidents[3]			
No violent incidents	9.9	5.6	5.1
Any violent incidents	2.4!	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[3] "Violent incidents" include rape, or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.
NOTE: "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school, by urbanicity and selected student or school characteristics: Various years, 2001–2009

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

Student or school characteristic	2007[1]				2009[1]			
	Total	Urban	Sub-urban	Rural	Total	Urban	Sub-urban	Rural
Total	23.2	32.3	21.0	15.5	20.4	30.7	16.6	16.0
Sex								
Male	25.1	35.3	23.1	14.9	20.9	32.8	17.2	13.7
Female	21.3	29.2	18.9	16.1	19.9	28.6	16.0	18.1
Race/ethnicity[2]								
White	16.0	23.4	15.9	10.9	14.1	19.4	13.5	11.8
Black	37.6	39.7	35.5	36.8	31.4	40.0	20.2	35.4
Hispanic	36.1	40.4	33.3	27.5!	33.0	38.9	28.3	27.3!
Asian	17.4	18.4	16.3	‡	17.2	18.9	14.5	‡
Other	26.4	31.9	29.0	14.3!	15.3	23.2!	14.8!	‡
Grade								
6th	15.3	17.8	14.0	15.6!	11.0	14.5	9.7	8.3!
7th	17.4	24.1	15.4	13.1	14.8	21.0	11.2	16.5
8th	20.6	25.9	19.6	14.7	15.9	24.4	11.8	14.2!
9th	28.0	41.1	23.1	21.7	24.9	34.2	22.4	18.8
10th	28.1	38.6	26.6	15.2	27.7	44.8	21.0	19.6
11th	25.9	34.7	23.6	18.7	22.6	34.9	19.4	13.4
12th	24.4	38.4	22.4	7.6!	21.9	36.0	17.6	17.3!
Sector								
Public	24.9	35.6	22.7	15.6	22.0	33.7	18.1	16.2
Private	5.2	7.3	2.8!	11.8!	2.3!	4.1!	‡	‡

— Not available.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.

[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.

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

NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." 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, and, from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 2001–2009.

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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 or school characteristics: Various years, 1993–2009

Student or school characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	24.0	32.1	31.7	30.2	28.5	28.7	25.4	22.3	22.7
Sex									
Male	28.5	38.8	37.4	34.7	34.6	31.9	28.8	25.7	25.9
Female	19.1	24.8	24.7	25.7	22.7	25.0	21.8	18.7	19.3
Race/ethnicity[1]									
White	24.1	31.7	31.0	28.8	28.3	27.5	23.6	20.8	19.8
Black	17.5	28.5	25.4	25.3	21.9	23.1	23.9	19.2	22.2
Hispanic	34.1	40.7	41.1	36.9	34.2	36.5	33.5	29.1	31.2
Asian[2]	—	—	—	25.7	25.7	22.5	15.9	21.0	18.3
American Indian/Alaska Native	20.9	22.8	30.1	30.6	34.5	31.3	24.4	25.1	34.0
Pacific Islander/Native Hawaiian[2]	—	—	—	46.9	50.2	34.7	41.3	38.5	27.6
Two or more races[2]	—	—	—	36.0	34.5	36.6	31.6	24.6	26.9
Grade									
9th	21.8	31.1	31.4	27.6	29.0	29.5	24.0	21.2	22.0
10th	23.7	35.0	33.4	32.1	29.0	29.2	27.5	25.3	23.7
11th	27.5	32.8	33.2	31.1	28.7	29.9	24.9	22.8	24.3
12th	23.0	29.1	29.0	30.5	26.9	24.9	24.9	19.6	20.6
Urbanicity[3]									
Urban	—	—	31.2	30.3	32.0	31.1	—	—	—
Suburban	—	—	34.2	29.7	26.6	28.4	—	—	—
Rural	—	—	22.7	32.1	28.2	26.2	—	—	—

— Not available.

[1] Race categories exclude persons of Hispanic ethnicity.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

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, 1993–2009.

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: Various years, 2003–2009

State	2003	2005	2007	2009
United States	28.7	25.4	22.3	22.7
Alabama	26.0	26.2	—	27.6
Alaska	28.4	—	25.1	24.8
Arizona	28.6	38.7	37.1	34.6
Arkansas	—	29.2	28.1	31.4
California	—	—	—	—
Colorado	—	21.2	—	22.7
Connecticut	—	31.5	30.5	28.9
Delaware	27.9	26.1	22.9	20.9
District of Columbia	30.2	20.3	25.7	—
Florida	25.7	23.2	19.0	21.8
Georgia	33.3	30.7	32.0	32.9
Hawaii	—	32.7	36.2	36.1
Idaho	19.6	24.8	25.1	22.7
Illinois	—	—	21.2	27.5
Indiana	28.3	28.9	20.5	25.5
Iowa	—	15.5	10.1	—
Kansas	—	16.7	15.0	15.1
Kentucky	30.4	19.8	27.0	25.6
Louisiana	—	—	—	22.8
Maine	32.6	33.5	29.1	21.2
Maryland	—	28.9	27.4	29.3
Massachusetts	31.9	29.9	27.3	26.1
Michigan	31.3	28.8	29.1	29.5
Minnesota	—	—	—	—
Mississippi	22.3	—	15.6	18.0
Missouri	21.6	18.2	17.8	17.3
Montana	26.9	25.3	24.9	20.7
Nebraska	23.3	22.0	—	—
Nevada	34.5	32.6	28.8	35.6
New Hampshire	28.2	26.9	22.5	22.1
New Jersey	—	32.6	—	32.2
New Mexico	—	33.5	31.3	30.9
New York	23.0	23.7	26.6	24
North Carolina	31.9	27.4	28.5	30.2
North Dakota	21.3	19.6	18.7	19.5
Ohio	31.1	30.9	26.7	—
Oklahoma	22.2	18.4	19.1	16.8
Oregon	—	—	—	—
Pennsylvania	—	—	—	16.1
Rhode Island	26.0	24.1	25.3	25.2
South Carolina	—	29.1	26.6	27.6
South Dakota	22.1	20.9	21.1	17.7
Tennessee	24.3	26.6	21.6	18.8
Texas	—	30.7	26.5	25.9
Utah	24.7	20.6	23.2	19.7
Vermont	29.4	23.1	22.0	21.1
Virginia	—	—	—	—
Washington	—	—	—	—
West Virginia	26.5	24.8	28.6	28
Wisconsin	26.3	21.7	22.7	20.5
Wyoming	18.1	22.7	24.7	23.7

— Not available.

NOTE: "On school property" was not defined for survey respondents. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio and South Dakota include public and private schools.

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, various years, 2003–2009.

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 or school characteristics: Various years, 1999–2009

Student or school characteristic	Hate-related words						Hate-related graffiti					
	1999	2001	2003	2005	2007[1]	2009[1]	1999	2001	2003	2005	2007[1]	2009[1]
Total	—	12.3	11.7	11.2	9.7	8.7	36.3	35.5	36.3	38.4	34.9	29.2
Sex												
Male	—	12.8	12.0	11.7	9.9	8.5	33.8	34.9	35.0	37.7	34.4	29.0
Female	—	11.7	11.3	10.7	9.6	8.9	38.9	36.1	37.6	39.1	35.4	29.3
Race/ethnicity[2]												
White	—	12.1	10.9	10.3	8.9	7.2	36.4	36.2	35.2	38.5	35.5	28.3
Black	—	13.9	14.2	15.1	11.4	11.1	37.6	33.6	38.1	38.0	33.7	29.0
Hispanic	—	11.0	11.4	10.5	10.6	11.2	35.6	35.1	40.3	38.0	34.8	32.2
Asian	—	—	—	10.9	11.1	10.7	—	—	—	34.5	28.2	31.2
Other	—	13.6	14.1	14.2	10.6	10.0	32.2	32.1	31.4	46.9	38.7	25.8
Grade												
6th	—	12.1	11.9	11.1	12.1	8.3	30.3	34.9	35.7	34.0	35.5	28.1
7th	—	14.1	12.5	13.1	10.7	9.6	34.9	34.9	37.2	37.0	32.3	27.9
8th	—	13.0	12.8	11.2	11.0	10.9	35.6	36.7	34.2	35.7	33.5	30.8
9th	—	12.1	13.5	12.8	10.9	8.0	39.2	35.7	37.0	41.6	34.5	28.1
10th	—	13.1	11.6	10.9	9.0	9.7	38.9	36.2	40.7	40.7	36.4	31.0
11th	—	12.7	8.3	9.0	8.6	8.4	37.0	36.1	36.6	40.2	35.3	27.4
12th	—	7.9	10.8	9.7	6.0	5.8	35.6	33.0	32.2	37.8	37.7	30.4
Urbanicity[3]												
Urban	—	11.9	13.2	12.2	9.7	9.9	37.0	35.7	38.6	40.9	34.4	31.1
Suburban	—	12.4	10.7	9.4	9.3	8.3	37.3	36.0	35.9	38.0	34.2	28.6
Rural	—	12.4	12.2	15.5	11.0	8.1	32.7	33.8	33.9	35.8	37.8	27.7
Sector												
Public	—	12.7	11.9	11.6	10.1	8.9	38.0	37.3	37.9	40.0	36.4	30.7
Private	—	8.2	9.7	6.8	6.1	6.6	20.7	16.8	19.5	18.6	18.5	11.8

— Not available.

[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2009.

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 or school characteristics: 2009

Student or school characteristic	Total[1]	Hate-related words related to student's characteristics					
		Race	Ethnicity	Religion	Disability	Gender	Sexual orientation
Total	8.7	4.6	2.8	1.7	0.8	1.8	0.6
Sex							
Male	8.5	5.4	3.2	1.7	0.9	0.6	0.5!
Female	8.9	3.7	2.3	1.7	0.7	2.9	0.7
Race/ethnicity[2]							
White	7.2	2.2	1.1	1.7	0.9	1.9	0.6
Black	11.1	8.0	3.7	1.1!	‡	1.7!	‡
Hispanic	11.2	8.0	6.7	1.7	0.8!	1.7	‡
Asian	10.7	8.2!	5.2!	3.5!	‡	‡	#
Other	10.0	9.0	‡	‡	‡	‡	#
Grade							
6th	8.3	4.1	2.4	1.1!	0.9!	1.3!	#
7th	9.6	4.9	2.6	1.4!	0.9!	1.7	‡
8th	10.9	6.5	3.4	1.4!	‡	2.6	‡
9th	8.0	4.6	2.3	1.8	0.5!	1.8	‡
10th	9.7	4.4	2.9	3.3	0.9!	1.9	1.0!
11th	8.4	4.6	3.0	1.6!	0.8!	1.3!	0.6!
12th	5.8	2.6	2.5	0.9!	0.9!	1.4!	0.9!
Urbanicity[3]							
Urban	9.9	6.2	4.0	2.0	0.6!	2.8	‡
Suburban	8.3	4.0	2.5	1.8	0.8	1.3	0.8
Rural	8.1	3.6	1.5!	0.9!	0.9!	1.5!	‡
Sector							
Public	8.9	4.7	2.8	1.7	0.8	1.8	0.6
Private	6.6	2.6!	2.3!	‡	‡	1.6!	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
Rounds to zero.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] In the School Crime Supplement (SCS) questionnaire, students were asked if they had been the target of hate-related words at school. Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the total percentage of students who reported being called a hate-related word is less than the sum of the students' individual characteristics.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
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. Detail may not sum to totals due to rounding and because students may have reported being targets of hate-related words related to more than one student characteristic.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and selected student or school characteristics: 2009

Student or school characteristic	Total bullied at school or cyber-bullied anywhere	Bullying at school: Total	Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose	Pushed, shoved, tripped, or spit on	Of students who were pushed, shoved, tripped, or spit on, percentage reporting injury[1]
Total	29.0	28.0	18.8	16.5	5.7	3.6	4.7	3.3	9.0	21.6
Sex										
Male	27.8	26.6	18.4	12.8	5.6	4.0	3.8	3.4	10.1	21.1
Female	30.2	29.5	19.2	20.3	5.8	3.2	5.7	3.2	7.9	22.2
Race/ethnicity[2]										
White	30.3	29.3	20.5	17.4	5.4	3.7	5.2	3.3	9.1	23.1
Black	30.3	29.1	18.4	17.7	7.8	4.8	4.6	4.6	9.9	17.4!
Hispanic	26.5	25.5	15.8	14.8	5.8	2.7	3.6	2.6	9.1	18.8
Asian	17.8	17.3	9.6	8.1	‡	‡	3.4!	‡	5.5!	‡
Other	26.7	26.7	17.4	12.9	9.7!	4.5!	4.5!	3.8!	7.1!	‡
Grade										
6th	39.4	39.4	30.6	21.4	9.3	4.2!	6.6	4.0	14.5	29.0
7th	33.2	33.1	23.6	17.3	5.7	4.6	5.6	4.6	13.1	19.8
8th	32.3	31.7	22.8	18.1	6.8	5.4	6.9	6.1	12.8	21.5
9th	28.9	28.0	19.2	16.6	7.1	4.0	4.5	2.9	9.7	21.4
10th	28.2	26.6	15.0	17.0	5.8	3.1	4.0	2.9	7.3	21.6
11th	22.6	21.1	13.9	13.9	4.8	2.5	3.6	1.5!	4.4	‡
12th	22.2	20.4	11.1	13.1	2.0	1.7!	2.6	1.3!	3.0	‡
Urbanicity[3]										
Urban	28.8	27.4	17.0	16.5	6.6	4.2	4.0	4.2	9.0	19.6
Suburban	28.6	27.5	19.3	15.5	5.2	3.2	5.0	2.9	8.9	22.5
Rural	30.8	30.7	20.2	19.9	6.1	4.1	5.2	3.3	9.5	21.6
Sector										
Public	29.8	28.8	19.3	16.9	5.9	3.8	4.7	3.4	9.4	21.6
Private	20.1	18.9	13.3	11.6	4.4	1.9!	4.9	1.8!	4.5	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and two or more races.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Table 11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying and selected student or school characteristics: 2009

Student or school characteristic	Total	Percentage of students who where bullied, by location						
		Inside class-room	In hallway or stairwell	In bathroom or locker-room	Cafeteria	Some-where else in school	Outside on school grounds	On school bus
Total	28.0	34.4	48.2	9.2	6.5	3.3	24.2	6.5
Sex								
Male	26.6	33.6	44.3	10.3	5.3	2.8	27.1	7.1
Female	29.5	35.1	51.9	8.2	7.7	3.8	21.4	5.9
Race/ethnicity[1]								
White	29.3	32.0	51.6	9.4	7.6	3.4	20.7	8.1
Black	29.1	39.3	46.2	10.7	3.8!	2.5!	27.5	4.0!
Hispanic	25.5	35.1	42.8	8.0	4.1!	3.9!	30.4	3.9!
Asian	17.3	‡	‡	‡	‡	‡	‡	‡
Other	26.7	‡	‡	‡	‡	‡	‡	‡
Grade								
6th	39.4	29.9	38.0	9.4	8.2	3.4!	40.3	7.6
7th	33.1	33.5	45.9	10.1	9.6	2.5!	27.2	8.3
8th	31.7	34.4	45.1	10.5	5.4	3.0!	24.7	9.4
9th	28.0	40.8	49.0	7.4	5.8!	4.8!	20.5	7.2
10th	26.6	30.0	59.3	11.0	7.5	‡	17.8	5.2!
11th	21.1	39.1	52.3	4.6!	4.1!	3.8!	15.6	4.5!
12th	20.4	33.3	49.2	10.6	‡	4.9!	21.3	#
Urbanicity[2]								
Urban	27.4	35.4	47.1	10.9	4.6	2.4!	30.2	4.3!
Suburban	27.5	34.8	46.3	8.8	7.9	4.0	23.1	6.9
Rural	30.7	31.2	56.2	8.1	5.2	2.6!	18.3	8.5
Sector								
Public	28.8	34.4	48.9	9.1	6.4	3.3	23.5	6.7
Private	18.9	33.9	35.9	12.6!	9.4!	‡	36.6	‡

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and two or more races.
[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

Table 11.3. Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by selected cyber-bullying problems and selected student or school characteristics: 2009

Student or school characteristic	Cyber-bullying anywhere						
	Total cyber-bullying anywhere[1]	Hurtful information on internet	Subject of harassing instant messages	Subject of harassing text messages	Subject of harassing e-mails	Subject of harassing while gaming	Excluded on-line
Total	6.0	2.0	1.8	3.0	1.3	0.8	0.9
Sex							
Male	4.9	1.1	1.1	2.0	0.7	1.4	0.8
Female	7.2	2.9	2.5	4.0	2.0	‡	0.9
Race/ethnicity[2]							
White	6.8	2.3	2.0	3.4	1.4!	0.9	1.0
Black	5.5	2.0!	2.0!	3.0	0.9	‡	0.9!
Hispanic	5.0	1.4	1.5!	2.3	1.6	‡	1.0!
Asian	2.9!	‡	‡	#	‡	‡	#
Other	4.2!	‡	‡	‡	‡	#	#
Grade							
6th	5.0	1.8!	2.1!	2.1!	1.6!	‡	1.7!
7th	4.9	1.4!	2.0	2.6	1.1!	0.7!	1.1!
8th	6.5	2.4	2.6	2.0	1.5!	1.4!	1.5!
9th	6.7	2.4	2.2	3.3	1.6!	‡	1.0!
10th	7.2	2.3	1.5!	4.6	2.0	0.8!	‡
11th	5.6	2.1	1.6!	2.4	0.9!	0.8!	‡
12th	5.9	1.5!	‡	3.4	‡	‡	‡
Urbanicity[3]							
Urban	5.7	2.0	1.2	3.0	1.1!	1.1	1.0!
Suburban	6.3	2.1	2.0	2.8	1.5	0.7	1.0
Rural	5.7	1.6	2.0	3.6	1.3!	‡	‡
Sector							
Public	6.2	2.0	1.9	3.1	1.4	0.8	0.9
Private	4.0	1.5!	‡	1.9!	‡	‡	‡

Rounds to zero.
! Interpret data with caution.The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Cyber-bullying includes students who responded that another student posted hurtful information about the respondent on the Internet; students who responded that another student harassed the respondent via instant messaging; students who responded that another student harassed the respondent via Short Message Service (SMS) text messaging; students who responded that another student harassed the respondent via e-mail; students who responded that another student harassed the respondent while gaming; and students who responded that they were excluded on-line.
[2] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and two or more races.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Bullying types do not sum to total because students could have experienced more than one type of bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009.

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Table 11.4. 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, percentage of students who notified an adult, and selected student or school characteristics: 2009

Student or school characteristic	Bullying at school				
	Distribution of the frequency of bullying incidents				
	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day	Adult notified[2]
Total	67.2	18.7	7.8	6.3	36.3
Sex					
Male	66.8	18.6	7.9	6.7	37.6
Female	67.5	18.9	7.7	6.0	35.0
Race/ethnicity[3]					
White	66.9	19.2	8.7	5.2	33.3
Black	71.9	15.0	4.7!	8.4!	42.0
Hispanic	64.3	19.0	8.2	8.5	39.4
Asian	‡	‡	‡	‡	‡
Other	‡	‡	‡	‡	48.8
Grade					
6th	66.6	16.7	8.0	8.7	51.9
7th	65.6	16.2	9.0	9.2	52.2
8th	61.0	22.5	8.6	7.9	37.2
9th	69.4	19.2	8.3	3.1!	35.5
10th	68.8	20.6	4.8!	5.7	21.1
11th	64.7	19.0	11.9	4.4!	28.6
12th	77.1	15.8	‡	‡	20.0
Urbanicity[4]					
Urban	65.4	18.4	7.0	9.2	40.9
Suburban	67.9	19.7	8.1	4.4	34.5
Rural	67.5	16.2	8.2	8.1	34.7
Sector					
Public	67.4	18.3	7.9	6.3	36.1
Private	62.4	25.9	‡	5.9!	38.8

See notes at end of table.

Table 11.4. 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, percentage of students who notified an adult, and selected student or school characteristics: 2009—Continued

	Cyber-bullying anywhere[1]				
	Distribution of the frequency of bullying incidents				
Student or school characteristic	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day	Adult notified[2]
Total	67.4	16.6	10.4	5.6	31.5
Sex					
Male	69.9	14.2	7.4!	8.4!	22.5
Female	65.6	18.3	12.4	3.7!	37.8
Race/ethnicity[3]					
White	67.6	18.1	12.3	‡	30.0
Black	‡	19.1!	‡	‡	44.2
Hispanic	72.8	‡	‡	16.4!	31.8
Asian	‡	‡	‡	‡	‡
Other	‡	‡	‡	‡	‡
Grade					
6th	‡	‡	‡	‡	‡
7th	52.5	15.6!	17.7!	14.2!	38.0
8th	63.2	17.1	10.2!	9.5!	39.5
9th	76.6	19.5	‡	#	32.1
10th	65.5	17.2	11.0!	‡	24.4
11th	68.2	15.9!	15.8!	#	27.9
12th	84.0	‡	‡	‡	21.5!
Urbanicity[4]					
Urban	65.1	15.5!	7.3!	12.1!	32.3
Suburban	70.1	17.5	10.3	‡	27.1
Rural	61.5	15.2!	15.7!	‡	47.1
Sector					
Public	66.7	17.1	10.6	5.6	32.1
Private	‡	‡	‡	‡	‡

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.

[1] Cyber-bullying includes students who responded that another student posted hurtful information about the respondent on the Internet; students who responded that another student harassed the respondent via instant messaging; students who responded that another student harassed the respondent via Short Message Service (SMS) text messaging; students who responded that another student harassed the respondent via e-mail; students who responded that another student harassed the respondent while gaming, and students who responded that they were excluded on-line.

[2] Teacher or other adult at school notified.

[3] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Asian or Pacific Islander, and, from 2003 onward, two or more races.

[4] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Detail may not sum to totals because of rounding. 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, 2009.

Table 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and selected student or school characteristics: 2005, 2007, and 2009

Student or school characteristic	Total bullying at school			Made fun of, called names, or insulted			Subject of rumors			Threatened with harm		
	2005	2007	2009	2005	2007	2009	2005	2007	2009	2005	2007	2009
Total	28.1	31.7	28.0	18.7	21.0	18.8	14.7	18.1	16.5	4.8	5.8	5.7
Sex												
Male	27.1	30.3	26.6	18.5	20.3	18.4	11.0	13.5	12.8	5.2	6.0	5.6
Female	29.2	33.2	29.5	19.0	21.7	19.2	18.5	22.8	20.3	4.4	5.6	5.8
Race/ethnicity[1]												
White	30.0	34.1	29.3	20.1	23.5	20.5	15.8	20.3	17.4	5.1	6.3	5.4
Black	28.5	30.4	29.1	18.5	19.5	18.4	14.2	15.7	17.7	4.9	5.8	7.8
Hispanic	22.3	27.3	25.5	14.7	16.1	15.8	12.4	14.4	14.8	4.6	4.9	5.8
Asian	—	18.1	17.3	—	10.6	9.6	—	8.2	8.1	—	‡	‡
Other	24.6	34.1	26.7	16.3	20.1	17.4	11.6	20.8	12.9	2.1	7.7	9.7!
Grade												
6th	36.6	42.7	39.4	26.3	31.2	30.6	16.4	21.3	21.4	6.4	7.0	9.3
7th	35.0	35.6	33.1	25.2	27.6	23.6	18.9	20.2	17.3	6.3	7.4	5.7
8th	30.4	36.9	31.7	20.4	25.1	22.8	14.3	19.7	18.1	4.3	6.9	6.8
9th	28.1	30.6	28.0	18.9	20.3	19.2	13.8	18.1	16.6	5.3	4.6	7.1
10th	24.9	27.7	26.6	15.5	17.7	15.0	13.6	15.0	17.0	4.9	5.8	5.8
11th	23.0	28.5	21.1	14.7	15.3	13.9	13.4	18.7	13.9	3.2	4.9	4.8
12th	19.9	23.0	20.4	11.3	12.1	11.1	12.5	14.1	13.1	3.5	4.3	2.0
Urbanicity[2]												
Urban	26.0	30.7	27.4	17.7	20.0	17.0	13.3	15.5	16.5	5.5	5.2	6.6
Suburban	28.9	31.2	27.5	18.9	21.1	19.3	14.6	17.4	15.5	4.4	5.7	5.2
Rural	29.0	35.2	30.7	19.8	22.1	20.2	17.2	24.1	19.9	5.0	7.0	6.1
Sector												
Public	28.6	32.0	28.8	19.0	21.1	19.3	14.9	18.3	16.9	5.1	6.2	5.9
Private	22.7	29.1	18.9	15.3	20.1	13.3	12.4	16.0	11.6	0.9!	1.3!	4.4

See notes at end of table.

Table 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and selected student or school characteristics: 2005, 2007, and 2009—Continued

Student or school characteristic	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		
	2005	2007	2009	2005	2007	2009	2005	2007	2009	2005	2007	2009
Total	9.0	11.0	9.0	3.5	4.1	3.6	4.6	5.2	4.7	3.4	4.2	3.3
Sex												
Male	10.9	12.2	10.1	3.9	4.8	4.0	4.1	4.6	3.8	3.5	4.0	3.4
Female	7.1	9.7	7.9	3.1	3.4	3.2	5.2	5.8	5.7	3.3	4.4	3.2
Race/ethnicity[1]												
White	9.7	11.5	9.1	3.6	4.8	3.7	5.3	6.1	5.2	3.4	4.2	3.3
Black	8.9	11.3	9.9	4.7	3.2	4.8	4.5	3.7	4.6	4.6	5.6	4.6
Hispanic	7.6	9.9	9.1	2.6	3.0	2.7	3.0	4.0	3.6	2.7	3.6	2.6
Asian	—	3.8!	5.5!	—	‡	‡	—	‡	3.4!	—	1.8!	‡
Other	6.8	14.4	7.1!	2.1!	3.1!	4.5!	2.5!	7.7	4.5!	2.5!	3.4!	3.8!
Grade												
6th	15.1	17.6	14.5	4.4	5.4	4.2!	7.4	7.4	6.6	3.9	5.2	4.0
7th	15.4	15.8	13.1	4.7	4.1	4.6	7.1	7.7	5.6	4.6	6.0	4.6
8th	11.3	14.2	12.8	3.8	3.6	5.4	5.4	5.4	6.9	4.5	4.6	6.1
9th	8.2	11.4	9.7	3.2	5.1	4.0	3.8	4.5	4.5	2.7	3.5	2.9
10th	6.8	8.6	7.3	3.6	4.6	3.1	3.6	4.6	4.0	2.9	3.4	2.9
11th	4.2	6.5	4.4	2.8	4.2	2.5	3.3	3.9	3.6	2.6	4.4	1.5!
12th	2.9	4.1	3.0	1.8	2.1	1.7!	2.2!	3.5	2.6	2.4	2.4	1.3!
Urbanicity[2]												
Urban	8.5	9.2	9.0	4.1	3.6	4.2	4.9	4.9	4.0	3.9	4.2	4.2
Suburban	9.0	11.2	8.9	3.1	4.1	3.2	4.5	5.0	5.0	3.0	4.0	2.9
Rural	9.9	13.1	9.5	3.7	5.1	4.1	4.5	6.3	5.2	3.8	4.9	3.3
Sector												
Public	9.3	11.4	9.4	3.5	4.2	3.8	4.5	5.2	4.7	3.5	4.1	3.4
Private	5.5	6.5	4.5	3.0!	3.6	1.9!	6.2	5.9	4.9	2.0!	5.0	1.8!

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and two or more races.
[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005, 2007, and 2009.

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 or school characteristics: Various school years, 1987–88 through 2007–08

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

— Not available.

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

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

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

NOTE: Teachers who taught only prekindergarten students are excluded.

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

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

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

— Not available.

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

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

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

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

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

NOTE: Teachers who taught only prekindergarten students are excluded.

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

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

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

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

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Table 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student or school characteristics: Various years, 1993–2009

Student or school characteristic	Anywhere								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	41.8	38.7	36.6	35.7	33.2	33.0	35.9	35.5	31.5
Sex									
Male	51.2	46.1	45.5	44.0	43.1	40.5	43.4	44.4	39.3
Female	31.7	30.6	26.0	27.3	23.9	25.1	28.1	26.5	22.9
Race/ethnicity[1]									
White	40.3	36.0	33.7	33.1	32.2	30.5	33.1	31.7	27.8
Black	49.5	41.6	43.0	41.4	36.5	39.7	43.1	44.7	41.1
Hispanic	43.2	47.9	40.7	39.9	35.8	36.1	41.0	40.4	36.2
Asian[2]	—	—	—	22.7	22.3	25.9	21.6	24.3	18.9
American Indian/ Alaska Native	49.8	47.2	54.7	48.7	49.2	46.6	44.2	36.0	42.4
Pacific Islander/ Native Hawaiian[2]	—	—	—	50.7	51.7	30.0	34.4	42.6	32.6
Two or more races[2]	—	—	—	40.2	39.6	38.2	46.9	47.8	34.2
Grade									
9th	50.4	47.3	44.8	41.1	39.5	38.6	43.5	40.9	37.0
10th	42.2	40.4	40.2	37.7	34.7	33.5	36.6	36.2	33.5
11th	40.5	36.9	34.2	31.3	29.1	30.9	31.6	34.8	28.6
12th	34.8	31.0	28.8	30.4	26.5	26.5	29.1	28.0	24.9
Urbanicity[3]									
Urban	—	—	38.2	37.0	36.8	35.5	—	—	—
Suburban	—	—	36.7	35.0	31.3	33.1	—	—	—
Rural	—	—	32.9	36.6	33.8	29.7	—	—	—

See notes at end of table.

Table 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student or school characteristics: Various years, 1993–2009—Continued

Student or school characteristic	On school property								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	16.2	15.5	14.8	14.2	12.5	12.8	13.6	12.4	11.1
Sex									
Male	23.5	21.0	20.0	18.5	18.0	17.1	18.2	16.3	15.1
Female	8.6	9.5	8.6	9.8	7.2	8.0	8.8	8.5	6.7
Race/ethnicity[1]									
White	15.0	12.9	13.3	12.3	11.2	10.0	11.6	10.2	8.6
Black	22.0	20.3	20.7	18.7	16.8	17.1	16.9	17.6	17.4
Hispanic	17.9	21.1	19.0	15.7	14.1	16.7	18.3	15.5	13.5
Asian[2]	—	—	—	10.4	10.8	13.1	5.9	8.5	7.7
American Indian/ Alaska Native	18.6	31.4	18.9	16.2!	18.2	24.2	22.0	15.0	20.7
Pacific Islander/ Native Hawaiian[2]	—	—	—	25.3	29.1	22.2	24.5	9.6!	14.8
Two or more races[2]	—	—	—	16.9	14.7	20.2	15.8	19.6	12.4
Grade									
9th	23.1	21.6	21.3	18.6	17.3	18.0	18.9	17.0	14.9
10th	17.2	16.5	17.0	17.2	13.5	12.8	14.4	11.7	12.1
11th	13.8	13.6	12.5	10.8	9.4	10.4	10.4	11.0	9.5
12th	11.4	10.6	9.5	8.1	7.5	7.3	8.5	8.6	6.6
Urbanicity[3]									
Urban	—	—	15.8	14.4	14.8	14.8	—	—	—
Suburban	—	—	14.2	13.7	11.0	12.8	—	—	—
Rural	—	—	14.7	16.3	13.8	10.0	—	—	—

— Not available.

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

[1] Race categories exclude persons of Hispanic ethnicity.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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, 1993–2009.

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, number of times, and selected student characteristics: 2009

Student characteristic	Anywhere				On school property			
	0 times	1 to 3 times	4 to 11 times	12 or more times	0 times	1 to 3 times	4 to 11 times	12 or more times
Total	68.5	24.0	5.0	2.6	88.9	9.6	0.9	0.6
Sex								
Male	60.7	28.4	6.9	4.0	84.9	12.8	1.2	1.0
Female	77.1	19.1	2.8	1.0	93.3	6.0	0.5	0.2
Race/ethnicity[1]								
White	72.2	22.0	3.8	1.9	91.4	7.7	0.5	0.4
Black	58.9	29.9	7.5	3.7	82.6	14.9	1.4	1.0!
Hispanic	63.8	26.5	6.8	3.0	86.5	11.4	1.3	0.8
Asian	81.1	13.8	2.2	2.9	92.3	5.6	0.8!	1.2!
American Indian/ Alaska Native	57.6	23.3	9.6	9.6	79.3	18.9	‡	‡
Pacific Islander/ Native Hawaiian	67.4	17.7	6.8!	8.0!	85.2	9.4	3.7!	‡
Two or more races	65.8	25.9	5.2	3.0	87.6	10.5	1.2!	0.7!
Grade								
9th	63.0	27.9	5.7	3.5	85.1	13.1	1.1	0.7
10th	66.5	25.3	5.5	2.6	87.9	10.6	1.0	0.5
11th	71.4	22.0	4.4	2.2	90.5	8.0	0.9	0.6!
12th	75.1	19.3	4.0	1.7	93.4	5.5	0.5	0.6!

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times in the last 12 months they had been in a physical fight. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Table 13.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state: Various years, 2003–2009

	Anywhere				On school property			
State	2003	2005	2007	2009	2003	2005	2007	2009
Public school students								
United States	33.0	35.9	35.5	31.5	12.8	13.6	12.4	11.1
Alabama	30.0	31.7	—	31.7	12.9	14.6	—	13.1
Alaska	27.1	—	29.2	27.8	8.6	—	10.4	9.8
Arizona	32.4	32.4	31.3	35.9	11.4	11.7	11.3	12.0
Arkansas	—	32.1	32.8	34.7	—	13.9	13.0	14.8
California	—	—	—	—	—	—	—	—
Colorado	—	32.2	—	32.0	—	12.1	—	10.7
Connecticut	—	32.7	31.4	28.3	—	10.5	10.5	9.6
Delaware	34.9	30.3	33.0	30.4	11.4	9.8	10.5	8.6
District of Columbia	38.0	36.3	43.0	—	15.2	16.4	19.8	—
Florida	32.1	30.0	32.3	29.8	13.3	11.5	12.5	10.5
Georgia	31.4	33.8	34.0	32.3	11.1	12.1	13.1	11.7
Hawaii	—	27.0	28.6	29.5	—	10.0	7.0	10.2
Idaho	28.3	32.3	30.0	29.0	11.7	12.1	12.3	10.2
Illinois	—	—	33.9	33.0	—	—	11.3	11.5
Indiana	30.6	29.3	29.5	29.1	10.9	11.2	11.5	9.5
Iowa	—	28.3	24.0	—	—	11.3	9.1	—
Kansas	—	27.9	30.3	27.8	—	10.1	10.6	9.0
Kentucky	26.4	29.6	27.0	28.7	10.1	12.7	10.6	9.5
Louisiana	—	—	—	36.1	—	—	—	13.7
Maine	26.5	28.2	26.5	22.8	9.1	10.0	10.1	9.1
Maryland	—	36.6	35.7	32.5	—	14.9	12.4	11.2
Massachusetts	30.7	28.6	27.5	29.2	10.2	10.2	9.1	8.7
Michigan	30.8	30.1	30.7	31.6	12.2	11.4	11.4	11.3
Minnesota	—	—	—	—	—	—	—	—
Mississippi	30.6	—	30.6	34.1	10.2	—	11.9	12.6
Missouri	28.2	29.8	30.9	28.7	9.8	10.2	10.7	9.0
Montana	28.6	30.5	32.8	31.7	10.3	10.9	12.0	10.8
Nebraska	29.6	28.5	—	—	10.6	9.3	—	—
Nevada	35.0	34.5	31.6	35.0	12.6	14.2	11.3	10.0
New Hampshire	30.5	26.4	27.0	25.9	11.6	10.7	11.3	9.1
New Jersey	—	30.7	—	27.5	—	10.1	—	—
New Mexico	—	36.7	37.1	37.3	—	15.6	16.9	15.0
New York	32.1	32.1	31.7	29.6	14.6	12.5	12.2	11.4
North Carolina	30.9	29.9	30.1	28.6	10.7	11.6	10.4	9.4
North Dakota	27.2	—	—	—	8.6	10.7	9.6	7.4
Ohio	31.5	30.2	30.4	—	11.3	10.2	9.4	—
Oklahoma	28.4	31.1	29.2	30.8	11.4	12.1	10.6	12.8
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	—	—	—	29.6	—	—	—	9.9
Rhode Island	27.6	28.4	26.3	25.1	11.4	11.2	9.6	9.1
South Carolina	—	31.3	29.1	36.4	—	12.7	10.8	12.1
South Dakota	27.0	26.5	29.8	27.1	9.0	8.4	9.3	8.3
Tennessee	28.3	30.9	31.8	32.3	12.2	10.9	12.4	11.3
Texas	—	34.2	34.9	33.3	—	14.5	13.9	13.2
Utah	28.7	25.9	30.1	28.2	11.9	10.4	11.6	10.6
Vermont	26.9	24.3	26.0	25.6	12.2	12.2	11.5	11.0
Virginia	—	—	—	—	—	—	—	—
Washington	—	—	—	—	—	—	—	—
West Virginia	26.5	29.1	29.9	31.7	10.3	12.1	12.9	11.3
Wisconsin	31.4	32.6	31.2	25.8	11.6	12.2	11.4	9.6
Wyoming	31.2	30.4	27.9	30.9	12.7	12.2	11.6	12.6

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times in the last 12 months they had been in a physical fight. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio and South Dakota include public and private schools.

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, various years, 2003–2009.

Table 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009

Student or school characteristic	Anywhere								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	22.1	20.0	18.3	17.3	17.4	17.1	18.5	18.0	17.5
Sex									
Male	34.3	31.1	27.7	28.6	29.3	26.9	29.8	28.5	27.1
Female	9.2	8.3	7.0	6.0	6.2	6.7	7.1	7.5	7.1
Race/ethnicity[1]									
White	20.6	18.9	17.0	16.4	17.9	16.7	18.7	18.2	18.6
Black	28.5	21.8	21.7	17.2	15.2	17.3	16.4	17.2	14.4
Hispanic	24.4	24.7	23.3	18.7	16.5	16.5	19.0	18.5	17.2
Asian[2]	—	—	—	13.0	10.6	11.6	7.0	7.8	8.4
American Indian/ Alaska Native	34.2	32.0	26.2	21.8	31.2	29.3	25.6	20.6	20.7
Pacific Islander/ Native Hawaiian[2]	—	—	—	25.3	17.4	16.3!	20.0!	25.5	20.3
Two or more races[2]	—	—	—	22.2	25.2	29.8	26.7	19.0	17.9
Grade									
9th	25.5	22.6	22.6	17.6	19.8	18.0	19.9	20.1	18.0
10th	21.4	21.1	17.4	18.7	16.7	15.9	19.4	18.8	18.4
11th	21.5	20.3	18.2	16.1	16.8	18.2	17.1	16.7	16.2
12th	19.9	16.1	15.4	15.9	15.1	15.5	16.9	15.5	16.6
Urbanicity[3]									
Urban	—	—	18.7	15.8	15.3	17.0	—	—	—
Suburban	—	—	16.8	17.0	17.4	16.5	—	—	—
Rural	—	—	22.3	22.3	23.0	18.9	—	—	—

See notes at end of table.

Table 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009—Continued

Student or school characteristic	On school property								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	11.8	9.8	8.5	6.9	6.4	6.1	6.5	5.9	5.6
Sex									
Male	17.9	14.3	12.5	11.0	10.2	8.9	10.2	9.0	8.0
Female	5.1	4.9	3.7	2.8	2.9	3.1	2.6	2.7	2.9
Race/ethnicity[1]									
White	10.9	9.0	7.8	6.4	6.1	5.5	6.1	5.3	5.6
Black	15.0	10.3	9.2	5.0	6.3	6.9	5.1	6.0	5.3
Hispanic	13.3	14.1	10.4	7.9	6.4	6.0	8.2	7.3	5.8
Asian[2]	—	—	—	6.5	7.2	6.6!	2.8!	4.1	3.6
American Indian/ Alaska Native	17.6!	13.0!	15.9	11.6!	16.4	12.9	7.2	7.7	4.2!
Pacific Islander/ Native Hawaiian[2]	—	—	—	9.3	10.0!	4.9!	15.4!	9.5!	9.8
Two or more races[2]	—	—	—	11.4	13.2	13.3!	11.9	5.0	5.8
Grade									
9th	12.6	10.7	10.2	7.2	6.7	5.3	6.4	6.0	4.9
10th	11.5	10.4	7.7	6.6	6.7	6.0	6.9	5.8	6.1
11th	11.9	10.2	9.4	7.0	6.1	6.6	5.9	5.5	5.2
12th	10.8	7.6	7.0	6.2	6.1	6.4	6.7	6.0	6.0
Urbanicity[3]									
Urban	—	—	7.0	7.2	6.0	5.6	—	—	—
Suburban	—	—	8.7	6.2	6.3	6.4	—	—	—
Rural	—	—	11.2	9.6	8.3	6.3	—	—	—

— Not available.

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

[1] Race categories exclude persons of Hispanic ethnicity.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked on 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, 1993–2009.

Table 14.2. Percentage of students in grades 9–12 who reported carrying a weapon during the previous 30 days, by location, number of days, and selected student characteristics: 2009

	Anywhere				On school property			
Student characteristic	0 days	1 day	2 to 5 days	6 or more days	0 days	1 day	2 to 5 days	6 or more days
Total	82.5	3.5	5.8	8.2	94.4	1.7	1.5	2.4
Sex								
Male	72.9	5.2	8.6	13.3	92.0	2.4	2.1	3.5
Female	92.9	1.7	2.8	2.6	97.1	0.9	0.9	1.1
Race/ethnicity[1]								
White	81.4	3.4	5.8	9.4	94.4	1.6	1.4	2.6
Black	85.6	2.8	4.7	7.0	94.7	1.7	1.3	2.3
Hispanic	82.8	4.6	6.6	6.0	94.2	2.0	2.1	1.7
Asian	91.6	1.9	3.2	3.2	96.4	‡	1.1!	1.6!
American Indian/ Alaska Native	79.3	‡	5.6!	13.4	95.8	‡	‡	‡
Pacific Islander/ Native Hawaiian	79.7	4.5!	6.9	8.8	90.2	‡	4.2!	2.5!
Two or more races	82.1	4.0	7.4	6.5	94.2	2.0!	1.2!	2.7
Grade								
9th	82.0	4.0	6.7	7.4	95.1	1.9	1.3	1.7
10th	81.6	3.8	5.8	8.8	93.9	2.1	1.8	2.3
11th	83.8	3.5	5.4	7.3	94.8	1.4	1.3	2.5
12th	83.4	2.6	4.7	9.3	94.0	1.2	1.6	3.2

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
NOTE: “On school property” was not defined for survey respondents. The term “anywhere” was not used in the YRBS questionnaire; students were simply asked on how many days they carried a weapon during the past 30 days. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Table 14.3. Percentage of public school students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and state: Various years, 2003–2009

	Anywhere				On school property			
State	2003	2005	2007	2009	2003	2005	2007	2009
Public school students								
United States	17.1	18.5	18.0	17.5	6.1	6.5	5.9	5.6
Alabama	19.9	21.0	—	22.9	7.3	8.4	—	8.7
Alaska	18.4	—	24.4	20.0	7.1	—	8.4	7.8
Arizona	18.4	20.6	20.5	19.9	5.8	7.4	7.0	6.5
Arkansas	—	25.9	20.7	22.9	—	10.5	6.8	8.4
California	—	—	—	—	—	—	—	—
Colorado	—	17.0	—	16.7	—	5.4	—	5.5
Connecticut	—	16.3	17.2	12.4	—	6.4	5.5	3.9
Delaware	16.0	16.6	17.1	18.5	5.0	5.7	5.4	5.1
District of Columbia	25.0	17.2	21.3	—	10.6	6.7	7.4	—
Florida	17.2	15.2	18.0	17.3	5.3	4.7	5.6	4.7
Georgia	18.7	22.1	19.5	18.8	5.0	7.5	5.3	6.0
Hawaii	—	13.3	14.8	15.9	—	4.9	3.7	4.7
Idaho	—	23.9	23.6	21.8	7.7	—	8.9	6.7
Illinois	—	—	14.3	16.0	—	—	3.7	4.8
Indiana	17.8	19.2	20.9	18.1	6.2	5.8	6.9	5.7
Iowa	—	15.7	12.8	—	—	4.3	4.4	—
Kansas	—	16.2	18.4	16.0	—	4.9	5.7	5.1
Kentucky	18.5	23.1	24.4	21.7	7.4	6.8	8.0	6.5
Louisiana	—	—	—	19.6	—	—	—	5.8
Maine	16.5	18.3	15.0	—	6.6	5.9	4.9	—
Maryland	—	19.1	19.3	16.6	—	6.9	5.9	4.6
Massachusetts	13.5	15.2	14.9	12.8	5.0	5.8	5.0	4.4
Michigan	15.2	15.8	17.9	16.6	5.1	4.7	5.0	5.4
Minnesota	—	—	—	—	—	—	—	—
Mississippi	20.0	—	17.3	17.2	5.2	—	4.8	4.5
Missouri	16.8	19.4	18.6	16.0	5.5	7.3	4.6	5.3
Montana	19.4	21.4	22.1	23.0	7.2	10.2	9.7	7.9
Nebraska	16.0	17.9	—	—	5.0	4.8	—	—
Nevada	14.9	18.4	14.5	19.1	6.3	6.8	4.7	6.2
New Hampshire	15.1	16.2	18.1	—	5.8	6.5	5.8	8.8
New Jersey	—	10.5	—	9.6	—	3.1	—	3.1
New Mexico	—	24.5	27.5	27.4	—	8.0	9.3	8.1
New York	13.5	14.3	14.2	13.9	5.2	5.2	4.7	4.8
North Carolina	19.2	21.5	21.2	19.6	6.3	6.4	6.8	4.7
North Dakota	—	—	—	—	5.7	6.0	5.0	5.4
Ohio	12.5	15.2	16.6	—	3.6	4.4	4.1	—
Oklahoma	21.8	18.9	22.3	19.0	8.0	7.0	9.0	5.6
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	—	—	—	14.8	—	—	—	3.3
Rhode Island	12.3	12.4	12.0	10.4	5.9	4.9	4.9	4.0
South Carolina	—	20.5	19.8	20.4	—	6.7	4.8	4.6
South Dakota	—	—	—	—	7.1	8.3	6.3	9.2
Tennessee	21.3	24.1	22.6	20.5	5.4	8.1	5.6	5.1
Texas	—	19.3	18.8	18.2	—	7.9	6.8	6.4
Utah	15.3	17.7	17.1	16.0	5.6	7.0	7.5	4.6
Vermont	—	—	—	—	8.3	9.1	9.6	9.0
Virginia	—	—	—	—	—	—	—	—
Washington	—	—	—	—	—	—	—	—
West Virginia	20.7	22.3	21.3	24.4	6.6	8.5	6.9	6.5
Wisconsin	13.2	15.8	12.7	10.9	3.2	3.9	3.6	3.4
Wyoming	24.6	28.0	26.8	26.0	10.1	10.0	11.4	11.5

— Not available.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio and South Dakota include public and private schools.

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, various years, 2003–2009.

Table 15.1. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009

Student or school characteristic	Anywhere								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	48.0	51.6	50.8	50.0	47.1	44.9	43.3	44.7	41.8
Sex									
Male	50.1	53.2	53.3	52.3	49.2	43.8	43.8	44.7	40.8
Female	45.9	49.9	47.8	47.7	45.0	45.8	42.8	44.6	42.9
Race/ethnicity[1]									
White	49.9	54.1	54.0	52.5	50.4	47.1	46.4	47.3	44.7
Black	42.5	42.0	36.9	39.9	32.7	37.4	31.2	34.5	33.4
Hispanic	50.8	54.7	53.9	52.8	49.2	45.6	46.8	47.6	42.9
Asian[2]	—	—	—	25.7	28.4	27.5	21.5	25.4	18.3
American Indian/ Alaska Native	45.3	51.4	57.6	49.4	51.4	51.9	57.4	34.5	42.8
Pacific Islander/ Native Hawaiian[2]	—	—	—	60.8	52.3	40.0	38.7	48.8	34.8
Two or more races[2]	—	—	—	51.1	45.4	47.1	39.0	46.2	44.3
Grade									
9th	40.5	45.6	44.2	40.6	41.1	36.2	36.2	35.7	31.5
10th	44.0	49.5	47.2	49.7	45.2	43.5	42.0	41.8	40.6
11th	49.7	53.7	53.2	50.9	49.3	47.0	46.0	49.0	45.7
12th	56.4	56.5	57.3	61.7	55.2	55.9	50.8	54.9	51.7
Urbanicity[3]									
Urban	—	—	48.9	46.5	45.2	41.5	—	—	—
Suburban	—	—	50.5	51.4	47.6	46.5	—	—	—
Rural	—	—	55.4	52.2	50.2	45.3	—	—	—

See notes at end of table.

Table 15.1. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009—Continued

Student or school characteristic	On school property								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	5.2	6.3	5.6	4.9	4.9	5.2	4.3	4.1	4.5
Sex									
Male	6.2	7.2	7.2	6.1	6.1	6.0	5.3	4.6	5.3
Female	4.2	5.3	3.6	3.6	3.8	4.2	3.3	3.6	3.6
Race/ethnicity[1]									
White	4.6	5.6	4.8	4.8	4.2	3.9	3.8	3.2	3.3
Black	6.9	7.6	5.6	4.3	5.3	5.8	3.2	3.4	5.4
Hispanic	6.8	9.6	8.2	7.0	7.0	7.6	7.7	7.5	6.9
Asian[2]	—	—	—	2.0	6.8	5.6	1.3!	4.4	2.9
American Indian/ Alaska Native	6.7!	8.1!	8.6!	‡	8.2	7.1!	6.2!	5.0	4.3!
Pacific Islander/ Native Hawaiian[2]	—	—	—	6.7	12.4	8.5!	‡	‡	10.0
Two or more races[2]	—	—	—	5.2	7.0!	13.3	3.5	5.4	6.7
Grade									
9th	5.2	7.5	5.9	4.4	5.3	5.1	3.7	3.4	4.4
10th	4.7	5.9	4.6	5.0	5.1	5.6	4.5	4.1	4.8
11th	5.2	5.7	6.0	4.7	4.7	5.0	4.0	4.2	4.6
12th	5.5	6.2	5.9	5.0	4.3	4.5	4.8	4.8	4.1
Urbanicity[3]									
Urban	—	—	6.4	5.0	5.4	6.1	—	—	—
Suburban	—	—	5.2	4.6	4.9	4.8	—	—	—
Rural	—	—	5.3	5.6	4.0	4.7	—	—	—

— Not available.
! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing two or more races.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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, 1993–2009.

Table 15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location, number of days, and selected student characteristics: 2009

	Anywhere				On school property			
Student characteristic	0 days	1 or 2 days	3 to 29 days	All 30 days	0 days	1 or 2 days	3 to 29 days	All 30 days
Total	58.2	20.5	20.5	0.8	95.5	2.8	1.3	0.4
Sex								
Male	59.2	17.9	21.7	1.3	94.7	3.0	1.7	0.6
Female	57.1	23.4	19.2	0.3	96.4	2.6	0.9	0.1!
Race/ethnicity[1]								
White	55.3	20.9	23.2	0.6	96.7	2.0	1.0	0.2
Black	66.6	18.5	14.0	0.9	94.6	3.0	1.8	0.5!
Hispanic	57.1	21.9	19.6	1.3	93.1	4.4	1.9	0.6
Asian	81.7	11.5	5.9	0.9!	97.1	1.4!	0.9!	‡
American Indian/ Alaska Native	57.2	17.0!	24.7	‡	95.7	3.5!	‡	#
Pacific Islander/ Native Hawaiian	65.2	12.4	22.0	‡	90.0	5.9	3.8!	‡
Two or more races	55.7	26.8	16.1	1.4!	93.3	4.7	1.6!	‡
Grade								
9th	68.5	17.9	12.9	0.7	95.6	3.0	1.0	0.4!
10th	59.4	19.5	20.3	0.8	95.2	2.9	1.5	0.4!
11th	54.3	21.7	23.2	0.8	95.4	2.9	1.4	0.3
12th	48.3	23.6	27.3	0.8	95.9	2.3	1.5	0.3!

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days during the past 30 days they had at least one drink of alcohol. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Table 15.3. Percentage of public school students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and state: Various years, 2003–2009

State	Anywhere				On school property			
	2003	2005	2007	2009	2003	2005	2007	2009
Public school students								
United States	44.9	43.3	44.7	41.8	5.2	4.3	4.1	4.5
Alabama	40.2	39.4	—	39.5	4.1	4.5	—	5.4
Alaska	38.7	—	39.7	33.2	4.9	—	4.1	3.0
Arizona	51.8	47.1	45.6	44.5	7.1	7.5	6.0	5.9
Arkansas	—	43.1	42.2	39.7	—	5.2	5.1	6.1
California	—	—	—	—	—	—	—	—
Colorado	—	47.4	—	40.8	—	5.9	—	4.1
Connecticut	—	45.3	46.0	43.5	—	6.6	5.6	5.0
Delaware	45.4	43.1	45.2	43.7	4.8	5.5	4.5	5.0
District of Columbia	33.8	23.1	32.6	—	4.9	4.6	6.1	—
Florida	42.7	39.7	42.3	40.5	5.1	4.5	5.3	4.9
Georgia	37.7	39.9	37.7	34.3	3.7	4.3	4.4	4.2
Hawaii	—	34.8	29.1	37.8	—	8.8	6.0	7.9
Idaho	34.8	39.8	42.5	34.2	3.8	4.3	6.2	3.5
Illinois	—	—	43.7	39.8	—	—	5.5	4.4
Indiana	44.9	41.4	43.9	38.5	3.9	3.4	4.1	3.5
Iowa	—	43.8	41.0	—	—	4.6	3.4	—
Kansas	—	43.9	42.4	38.7	—	5.1	4.8	3.2
Kentucky	45.1	37.4	40.6	37.8	4.8	3.5	4.7	5.2
Louisiana	—	—	—	47.5	—	—	—	5.6
Maine	42.2	43.0	39.3	32.2	3.7	3.9	5.6	4.0
Maryland	—	39.8	42.9	37.0	—	3.2	6.2	4.8
Massachusetts	45.7	47.8	46.2	43.6	5.3	4.2	4.7	3.8
Michigan	44.0	38.1	42.8	37.0	4.6	3.6	3.6	3.7
Minnesota	—	—	—	—	—	—	—	—
Mississippi	41.8	—	40.6	39.2	4.9	—	5.1	4.3
Missouri	49.2	40.8	44.4	39.3	2.6	3.3	3.4	3.0
Montana	49.5	48.6	46.5	42.8	6.7	6.4	5.7	5.1
Nebraska	46.5	42.9	—	—	4.6	3.6	—	—
Nevada	43.4	41.4	37.0	38.6	7.4	6.8	4.4	4.4
New Hampshire	47.1	44.0	44.8	39.3	4.0	—	5.1	4.3
New Jersey	—	46.5	—	45.2	—	3.7	—	—
New Mexico	—	42.3	43.2	40.5	—	7.6	8.7	8.0
New York	44.2	43.4	43.7	41.4	5.2	4.1	5.1	—
North Carolina	39.4	42.3	37.7	35.0	3.6	5.4	4.7	4.1
North Dakota	54.2	49.0	46.1	43.3	5.1	3.6	4.4	4.2
Ohio	42.2	42.4	45.7	—	3.9	3.2	3.2	—
Oklahoma	47.8	40.5	43.1	39.0	3.2	3.8	5.0	3.9
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	—	—	—	38.4	—	—	—	2.8
Rhode Island	44.5	42.7	42.9	34.0	4.6	5.3	4.8	3.2
South Carolina	—	43.2	36.8	35.2	—	6.0	4.7	3.6
South Dakota	50.2	46.6	44.5	40.1	5.4	4.0	3.6	—
Tennessee	41.1	41.8	36.7	33.5	4.2	3.7	4.1	3.0
Texas	—	47.3	48.3	44.8	—	5.7	4.9	4.7
Utah	21.3	15.8	17.0	18.2	3.8	2.1	4.7!	2.7
Vermont	43.5	41.8	42.6	39.0	5.3	4.8	4.6	3.3
Virginia	—	—	—	—	—	—	—	—
Washington	—	—	—	—	—	—	—	—
West Virginia	44.4	41.5	43.5	40.4	4.1	6.4	5.5	5.7
Wisconsin	47.3	49.2	48.9	41.3	—	—	—	—
Wyoming	49.0	45.4	42.4	41.7	6.2	6.2	6.9	6.4

— Not available.

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many days did they have at least one drink of alcohol during the past 30 days. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio, and South Dakota include public and private schools.

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, various years, 2003–2009.

Table 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009

Student or school characteristic	Anywhere								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	17.7	25.3	26.2	26.7	23.9	22.4	20.2	19.7	20.8
Sex									
Male	20.6	28.4	30.2	30.8	27.9	25.1	22.1	22.4	23.4
Female	14.6	22.0	21.4	22.6	20.0	19.3	18.2	17.0	17.9
Race/ethnicity[1]									
White	17.3	24.5	25.0	26.4	24.4	21.7	20.3	19.9	20.7
Black	18.6	28.6	28.2	26.4	21.8	23.9	20.4	21.5	22.2
Hispanic	19.4	27.8	28.6	28.2	24.6	23.8	23.0	18.5	21.6
Asian[2]	—	—	—	13.5	10.9	9.5	6.7	9.4	7.5
American Indian/ Alaska Native	17.4	28.0	44.2	36.2	36.4	32.8	30.3	27.4	31.6
Pacific Islander/ Native Hawaiian[2]	—	—	—	33.8	21.9	28.1	12.4!	28.7	24.8
Two or more races[2]	—	—	—	29.1	31.8	28.3	16.9	20.5	21.7
Grade									
9th	13.2	20.9	23.6	21.7	19.4	18.5	17.4	14.7	15.5
10th	16.5	25.5	25.0	27.8	24.8	22.0	20.2	19.3	21.1
11th	18.4	27.6	29.3	26.7	25.8	24.1	21.0	21.4	23.2
12th	22.0	26.2	26.6	31.5	26.9	25.8	22.8	25.1	24.6
Urbanicity[3]									
Urban	—	—	26.8	27.5	25.6	23.4	—	—	—
Suburban	—	—	27.0	26.1	22.5	22.8	—	—	—
Rural	—	—	21.9	28.0	26.2	19.9	—	—	—

See notes at end of table.

Table 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student or school characteristics: Various years, 1993–2009—Continued

Student or school characteristic	On school property								
	1993	1995	1997	1999	2001	2003	2005	2007	2009
Total	5.6	8.8	7.0	7.2	5.4	5.8	4.5	4.5	4.6
Sex									
Male	7.8	11.9	9.0	10.1	8.0	7.6	6.0	5.9	6.3
Female	3.3	5.5	4.6	4.4	2.9	3.7	3.0	3.0	2.8
Race/ethnicity[1]									
White	5.0	7.1	5.8	6.5	4.8	4.5	3.8	4.0	3.8
Black	7.3	12.3	9.1	7.2	6.1	6.6	4.9	5.0	5.6
Hispanic	7.5	12.9	10.4	10.7	7.4	8.2	7.7	5.4	6.5
Asian[2]	—	—	—	4.3	4.7!	4.3!	‡	2.7!	2.0
American Indian/ Alaska Native	‡	10.1!	16.2!	‡	21.5!	11.4!	9.2	8.2	2.9!
Pacific Islander/ Native Hawaiian[2]	—	—	—	11.0	6.4!	9.1!	‡	13.4!	9.0
Two or more races[2]	—	—	—	7.8	5.2	11.4!	3.6	3.6!	5.4
Grade									
9th	4.4	8.7	8.1	6.6	5.5	6.6	5.0	4.0	4.3
10th	6.5	9.8	6.4	7.6	5.8	5.2	4.6	4.8	4.6
11th	6.5	8.6	7.9	7.0	5.1	5.6	4.1	4.1	5.0
12th	5.1	8.0	5.7	7.3	4.9	5.0	4.1	5.1	4.6
Urbanicity[3]									
Urban	—	—	8.0	8.5	6.8	6.8	—	—	—
Suburban	—	—	7.0	6.4	4.7	6.0	—	—	—
Rural	—	—	4.9!	8.1	5.3	3.9	—	—	—

— Not available.
! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
[2] The response categories for race/ethnicity changed in 1999, making comparisons of some categories with earlier years problematic. In 1993, 1995, and 1997, Asian students and Pacific Islander students were not categorized separately and students were not given the option of choosing two or more races.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were 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, 1993–2009.

Table 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location, number of times, and selected student characteristics: 2009

Student characteristic	Anywhere				On school property			
	0 times	1 or 2 times	3 to 39 times	40 or more times	0 times	1 or 2 times	3 to 39 times	40 or more times
Total	79.2	7.2	9.7	3.8	95.4	2.1	1.8	0.7
Sex								
Male	76.6	6.8	10.8	5.8	93.7	2.6	2.6	1.1
Female	82.1	7.7	8.5	1.7	97.2	1.7	1.0	0.2
Race/ethnicity[1]								
White	79.3	7.4	9.6	3.7	96.2	1.9	1.4	0.5
Black	77.8	6.7	10.9	4.6	94.4	2.2	2.8	0.6!
Hispanic	78.4	8.2	9.8	3.6	93.5	3.2	2.3	1.0
Asian	92.5	3.0	3.3	1.2!	98.0	‡	1.1!	‡
American Indian/ Alaska Native	68.4	6.7!	19.6	5.3!	97.1	‡	‡	#
Pacific Islander/ Native Hawaiian	75.2	5.0!	13.0	6.8!	91.0	4.4!	3.7!	‡
Two or more races	78.3	7.8	9.8	4.1!	94.6	1.4!	2.2!	1.8!
Grade								
9th	84.5	5.8	7.6	2.1	95.7	2.3	1.4	0.6
10th	78.9	7.9	9.6	3.6	95.4	1.9	2.1	0.6
11th	76.8	7.9	11.2	4.1	95.0	2.5	2.0	0.5
12th	75.4	7.7	10.9	6.0	95.4	1.9	1.9	0.8

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity.
NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times during the past 30 days they used marijuana. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2009.

Table 16.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state: Various years 2003–2009

State	Anywhere 2003	Anywhere 2005	Anywhere 2007	Anywhere 2009	On school property 2003	On school property 2005	On school property 2007	On school property 2009
Public school students								
United States	22.4	20.2	19.7	20.8	5.8	4.5	4.5	4.6
Alabama	17.7	18.5	—	16.2	2.6	3.5	—	4.6
Alaska	23.9	—	20.5	22.7	6.5	—	5.9	5.9
Arizona	25.6	20.0	22.0	23.7	6.5	5.1	6.1	6.4
Arkansas	—	18.9	16.4	17.8	—	4.1	2.8	4.5
California	—	—	—	—	—	—	—	—
Colorado	—	22.7	—	24.8	—	6.0	—	6.1
Connecticut	—	23.1	23.2	21.8	—	5.1	5.9	6.2
Delaware	27.3	22.8	25.1	25.8	6.0	5.6	5.4	5.6
District of Columbia	23.5	14.5	20.8	—	7.5	4.8	5.8	—
Florida	21.4	16.8	18.9	21.4	4.9	4.0	4.7	5.2
Georgia	19.5	18.9	19.6	18.3	3.2	3.3	3.6	3.4
Hawaii	—	17.2	15.7	22.1	—	7.2	5.7	8.3
Idaho	14.7	17.1	17.9	13.7	2.7	3.9	4.7	3.0
Illinois	—	—	20.3	21.0	—	—	4.2	5.0
Indiana	22.1	18.9	18.9	20.9	3.8	3.4	4.1	4.4
Iowa	—	15.6	11.5	—	—	2.7	2.5	—
Kansas	—	15.6	15.3	14.7	—	3.2	3.8	2.7
Kentucky	21.1	15.8	16.4	16.1	4.3	3.2	3.9	3.1
Louisiana	—	—	—	16.3	—	—	—	3.6
Maine	26.4	22.2	22.0	20.5	6.3	4.6	5.2	—
Maryland	—	18.5	19.4	21.9	—	3.7	4.7	5.0
Massachusetts	27.7	26.2	24.6	27.1	6.3	5.3	4.8	5.9
Michigan	24.0	18.8	18.0	20.7	7.0	3.7	4.0	4.8
Minnesota	—	—	—	—	—	—	—	—
Mississippi	20.6	—	16.7	17.7	4.4	—	2.7	2.5
Missouri	21.8	18.1	19.0	20.6	3.0	4.0	3.6	3.4
Montana	23.1	22.3	21.0	23.1	6.4	6.1	5.0	5.8
Nebraska	18.3	17.5	—	—	3.9	3.1	—	—
Nevada	22.3	17.3	15.5	20.0	5.3	5.7	3.6	4.9
New Hampshire	30.6	25.9	22.9	25.6	6.6	—	4.7	6.8
New Jersey	—	19.9	—	20.3	—	3.4	—	—
New Mexico	—	26.2	25.0	28.0	—	8.4	7.9	9.7
New York	20.7	18.3	18.6	20.9	4.5	3.6	4.1	—
North Carolina	24.3	21.4	19.1	19.8	3.5	4.1	4.3	4.0
North Dakota	20.6	15.5	14.8	16.9	6.3	4.0	2.7	3.8
Ohio	21.4	20.9	17.7	—	4.2	4.3	3.7	—
Oklahoma	22.0	18.7	15.9	17.2	4.3	3.0	2.6	2.9
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	—	—	—	19.3	—	—	—	3.5
Rhode Island	27.6	25.0	23.2	26.3	7.4	7.2	6.5	5.1
South Carolina	—	19.0	18.6	20.4	—	4.6	3.3	3.7
South Dakota	21.5	16.8	17.7	15.2	4.5!	2.9	5.0!	2.9
Tennessee	23.6	19.5	19.4	20.1	4.1	3.5	4.1	3.8
Texas	—	21.7	19.3	19.5	—	3.8	3.6	4.6
Utah	11.4	7.6	8.7	10.0	3.7	1.7	3.8!	2.5
Vermont	28.2	25.3	24.1	24.6	8.0	7.0	6.3	6.3
Virginia	—	—	—	—	—	—	—	—
Washington	—	—	—	—	—	—	—	—
West Virginia	23.1	19.6	23.5	20.3	4.5	4.9	5.8	3.9
Wisconsin	21.8	15.9	20.3	18.9	—	—	—	—
Wyoming	20.4	17.8	14.4	16.9	5.1	4.0	4.7	5.3

— Not available.

! Interpret data with caution. The coefficient of variation (CV) is 30 percent or greater.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" was not used in the YRBS questionnaire; students were simply asked how many times during the past 30 days they used marijuana. National, state, territory, and local YRBS data come from separate scientific samples of schools and students. With the exception of Ohio and South Dakota, state representative samples are drawn from public schools only for the state level data. U.S. total, Ohio and South Dakota include public and private schools.

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, various years, 2003–2009.

Table 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student or school characteristics: Various years, 1995–2009

Student or school characteristic	At school							Away from school						
	1995	1999	2001	2003	2005	2007[1]	2009[1]	1995	1999	2001	2003	2005	2007[1]	2009[1]
Total	11.8	7.3	6.4	6.1	6.4	5.3	4.2	—	5.7	4.6	5.4	5.2	3.5	3.3
Sex														
Male	10.8	6.5	6.4	5.3	6.1	4.6	3.7	—	4.1	3.7	4.0	4.6	2.4	2.5
Female	12.8	8.2	6.4	6.9	6.7	6.0	4.8	—	7.4	5.6	6.8	5.8	4.5	4.1
Race/ethnicity[2]														
White	8.1	5.0	4.9	4.1	4.6	4.2	3.3	—	4.3	3.7	3.8	4.2	2.5	2.2
Black	20.3	13.5	8.9	10.7	9.2	8.6	7.0	—	8.7	6.3	10.0	7.3	4.9	5.7
Hispanic	20.9	11.7	10.6	9.5	10.3	7.1	4.9	—	8.9	6.5	7.4	6.2	5.9	3.9
Asian	—	—	—	—	6.2!	2.3!	5.9!	—	—	—	—	7.4	‡	7.1!
Other	13.5	6.7	6.4	5.0	5.7	3.3!	‡	—	5.4	6.6	3.9	3.1!	‡	4.0!
Grade														
6th	14.3	10.9	10.6	10.0	9.5	9.9	6.4	—	7.8	6.3	6.8	5.6	5.9	3.3
7th	15.3	9.5	9.2	8.2	9.1	6.7	6.2	—	6.1	5.5	6.7	7.5	3.0	4.0
8th	13.0	8.1	7.6	6.3	7.1	4.6	3.5	—	5.5	4.4	5.3	5.0	3.6	3.3
9th	11.6	7.1	5.5	6.3	5.9	5.5	4.6	—	4.6	4.5	4.3	3.8	4.0	2.6
10th	11.0	7.1	5.0	4.4	5.5	5.2	4.6	—	4.8	4.2	5.3	4.7	3.0	5.5
11th	8.9	4.8	4.8	4.7	4.6	3.1	3.3	—	5.9	4.7	4.7	4.2	2.3	2.2
12th	7.8	4.8	2.9	3.7	3.3	3.1	1.9!	—	6.1	3.3	4.9	5.4	3.2	2.1
Urbanicity[3]														
Urban	18.4	11.6	9.7	9.5	10.5	7.1	6.9	—	9.1	7.4	8.1	6.7	5.3	5.8
Suburban	9.8	6.2	4.8	4.8	4.7	4.4	3.0	—	5.0	3.8	4.4	4.6	2.7	2.5
Rural	8.6	4.8	6.0	4.7	5.1	4.9	3.9	—	3.0	3.0	4.0	4.7	2.8	1.9
Sector														
Public	12.2	7.7	6.6	6.4	6.6	5.5	4.4	—	5.8	4.6	5.4	5.2	3.6	3.5
Private	7.3	3.6	4.6	3.0	3.8	2.5!	1.9!	—	5.0	5.1	4.7	4.9	2.1!	1.8!

— Not available.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.

[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.

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

[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared attack or harm at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. Fear of attack away from school was not collected in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

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, 1995–2009

Activity or place avoided	1995	1999	2001	2003	2005	2007[1]	2009[1]
Total	—	6.9	6.1	5.0	5.5	7.2	5.0
Avoided school activities	—	3.2	2.3	1.9	2.1	2.6	2.1
Any activities[2]	1.7	0.8	1.1	1.0	1.0	1.8	1.3
Any class	—	0.6	0.6	0.6	0.7	0.7	0.6
Stayed home from school	—	2.3	1.1	0.8	0.7	0.8	0.6
Avoided one or more places in school	8.7	4.6	4.7	4.0	4.5	5.8	4.0
Entrance to the school	2.1	1.1	1.2	1.2	1.0	1.5	0.9
Hallways or stairs in school	4.2	2.1	2.1	1.7	2.1	2.6	2.2
Parts of the school cafeteria	2.5	1.3	1.4	1.2	1.8	1.9	1.1
Any school restrooms	4.4	2.1	2.2	2.0	2.1	2.6	1.4
Other places inside the school building	2.5	1.4	1.4	1.2	1.4	1.5	1.0

— Not available.

[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.

[2] In 2007 and 2009, the survey wording was changed from “any extracurricular activities” to “any activities.” Please use caution when comparing changes in this item over time.

NOTE: For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.”

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

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 or school characteristics: Various years, 1995–2009

Student or school characteristic	1995	1999	2001	2003	2005	2007[1]	2009[1]
Total	8.7	4.6	4.7	4.0	4.5	5.8	4.0
Sex							
Male	8.8	4.6	4.7	3.9	4.9	6.1	3.9
Female	8.5	4.6	4.6	4.1	4.1	5.5	4.0
Race/ethnicity[2]							
White	7.1	3.8	3.9	3.0	3.6	5.3	3.3
Black	12.1	6.7	6.6	5.1	7.2	8.3	6.1
Hispanic	12.9	6.2	5.5	6.3	6.0	6.8	4.8
Asian	—	—	—	—	2.5	‡	3.7!
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	7.1
7th	11.8	6.1	6.2	5.7	5.8	7.5	5.5
8th	8.8	5.5	5.2	4.7	4.5	5.9	4.8
9th	9.5	5.3	5.0	5.1	5.2	6.7	4.5
10th	7.8	4.7	4.2	3.1	4.2	5.5	4.2
11th	6.9	2.5	2.8	2.5	3.3	4.2	1.2!
12th	4.1	2.4	3.0	1.2!	1.3!	3.2	1.6!
Urbanicity[3]							
Urban	11.7	5.8	6.0	5.7	6.3	6.1	5.5
Suburban	7.9	4.7	4.3	3.5	3.8	5.2	3.1
Rural	7.0	3.0	3.9	2.8	4.2	6.9	4.3
Sector							
Public	9.3	5.0	4.9	4.2	4.8	6.2	4.2
Private	2.2	1.6	2.0!	1.5!	1.4!	1.4!	1.8!

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] In 2007 and 2009, 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 and 2009 are comparable to previous years.
[2] Other includes American Indian, Alaska Native, Asian (prior to 2005), Pacific Islander, and, from 2003 onward, two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2009.

Table 19.1. Percentage of public schools that took a serious disciplinary action, by school level and type of offense: School year 2009–10

Type of offense	All public schools	Primary school[1]	Middle school[1]	High school[1]	Combined[1]
Total	39.1	18.1	67.0	82.7	49.2
Physical attacks or fights	29.0	13.2	49.7	62.6	35.6
Distribution, possession, or use of alcohol	9.2	1.0!	13.6	36.1	9.9
Distribution, possession, or use of illegal drugs	19.5	2.0	36.9	66.1	22.7
Use or possession of a firearm or explosive device	3.0	1.7!	4.1	7.3	‡
Use or possession of a weapon other than a firearm or explosive device	13.5	6.4	25.1	28.9	10.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) is 50 percent or greater.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to total because schools could report more than one type of offense, but were only counted once in the total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 19.2. 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 2009–10

	Schools using any serious disciplinary action			Percentage distribution of serious disciplinary actions		
Type of offense	Number of schools	Percent of all schools	Number of serious disciplinary actions	Out-of-school suspensions lasting 5 days or more	Removals with no services for remainder of school year	Transfers to specialized schools
Total	32,300	39.1	433,800	73.9	6.1	20.0
Physical attacks or fights	24,000	29.0	265,100	81.2	5.0	13.9
Distribution, possession, or use of alcohol	7,600	9.2	28,700	74.3	4.0	21.7
Distribution, possession, or use of illegal drugs	16,100	19.5	105,400	59.6	8.0	32.4
Use or possession of a firearm or explosive device	2,500	3.0	5,800	55.5	22.2	22.3!
Use or possession of a weapon other than a firearm or explosive device	11,200	13.5	28,800	62.2	8.8	29.0

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to total because schools could report more than one type of offense, but were only counted once in the total. Estimates of number of actions and schools are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 19.3. Percentage of public schools that took a serious disciplinary action and number of serious actions taken, by type of offense: Various school years, 1999–2000 through 2009–10

	Percent of schools					Number of serious disciplinary actions				
Type of offense	1999–2000	2003–04	2005–06	2007–08	2009–10	1999–2000	2003–04	2005–06	2007–08	2009–10
Total	54.0	45.7	48.0	46.4	—	—	655,700	830,700	767,900	—
Physical attacks or fights	35.4	32.0	31.5	31.5	29.0	332,500	273,500	323,900	271,800	265,100
Insubordination	18.3	21.6	21.2	21.4	—	253,500	220,400	309,000	327,100	—
Distribution, possession, or use of alcohol	—	9.2	10.2	9.8	9.2	—	25,500	30,100	28,400	28,700
Distribution, possession, or use of illegal drugs	—	21.2	20.8	19.3	19.5	—	91,100	106,800	98,700	105,400
Use or possession of a firearm or explosive device	—	3.9	4.5	2.8	3.0	—	9,900!	14,300	5,200	5,800
Use or possession of a weapon other than a firearm or explosive device[1]	—	16.8	19.3	15.3	13.5	—	35,400	46,600	36,800	28,800

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] The questionnaire wording prior to 2005–06 was "use or possession of a weapon other than a firearm".
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. The total for 2009–10 is not available as the SSOCS questionnaire was redesigned in 2009–10 and excluded insubordination. The totals prior to 2009–10 include insubordination. Detail may not sum to total because schools could report more than one type of offense, but were only counted once in the total. Estimates of number of actions are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Table 20.1. Percentage of public schools that used safety and security measures: Various school years, 1999–2000 through 2009–10

School safety and security measure	1999–2000	2003–04	2005–06	2007–08	2009–10
Controlled access during school hours					
Buildings (e.g., locked or monitored doors)	74.6	83.0	84.9	89.5	91.7
Grounds (e.g., locked or monitored gates)	33.7	36.2	41.1	42.6	46.0
Closed the campus for most students during lunch	64.6	66.0	66.1	65.0	66.9
Drug testing and tobacco use					
Any students	4.1	5.3	—	—	—
Athletes	—	4.2	5.0	6.4	6.0
Students in extracurricular activities other than athletics	—	2.6	3.4	4.5	4.6
Any other students	—	—	3.0	3.0	3.0
Prohibited all tobacco use on school grounds	90.1	88.8	90.3	91.4	—
Required to wear badges or picture IDs					
Students	3.9	6.4	6.1	7.6	6.9
Faculty and staff	25.4	48.0	47.8	58.3	62.9
Metal detector checks on students					
Random checks[1]	7.2	5.6	4.9	5.3	5.2
Required to pass through daily	0.9	1.1	1.1	1.3	1.4
Sweeps and technology					
Random dog sniffs to check for drugs[1]	20.6	21.3	23.0	21.5	22.9
Random sweeps for contraband[1,2]	11.8	12.8	13.1	11.4	12.1
Provided telephones in most classrooms	44.6	60.8	66.8	71.6	74.0
Electronic notification system for schoolwide emergency	—	—	—	43.2	63.1
Structured, anonymous threat reporting system	—	—	—	31.2	35.9
Used security cameras to monitor the school[1]	19.4	36.0	42.8	55.0	61.1
Provided two-way radios	—	71.2	70.8	73.1	73.3
Limited access to social networking websites from school computers	—	—	—	—	93.4
Prohibited use of cell phones and text messaging devices	—	—	—	—	90.9
Visitor requirements					
Sign in or check in	96.6	98.3	97.6	98.7	99.3
Pass through metal detectors	0.9	0.9	1.0	—	—
Dress code					
Required students to wear uniforms	11.8	13.8	13.8	17.5	18.9
Enforced a strict dress code	47.4	55.1	55.3	54.8	56.9
School supplies and equipment					
Required clear book bags or banned book bags on school grounds	5.9	6.2	6.4	6.0	5.5
Provided school lockers to students	46.5	49.5	50.6	48.9	52.1

— Not available.

[1] One or more checks, sweeps, or cameras.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Table 20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2009–10

School characteristic	Controlled access during school hours		Drug testing		Required to wear badges or pictures IDs		Metal detector checks on students	
	Buildings (e.g., locked or monitored doors)	Grounds (e.g., locked or monitored gates)	Athletes	Students in extra-curricular activities (excluding athletes)	Students	Faculty and staff	Random checks[1]	Required to pass through daily
Total	91.7	46.0	6.0	4.6	6.9	62.9	5.2	1.4
School level[3]								
Primary	93.8	50.8	1.3!	1.2!	2.4	67.6	1.9	‡
Middle	94.4	41.9	7.3	5.9	11.9	62.8	9.4	1.5!
High school	85.9	42.8	19.1	13.4	19.0	58.3	12.0	4.8
Combined	80.6	25.4	13.8	10.7	6.2!	35.9	6.9!	3.8!
Enrollment size								
Less than 300	88.6	37.5	7.0	6.9	3.1	42.4	2.8!	0.9!
300–499	93.0	45.3	4.6	3.6	4.5	71.7	3.9	1.0!
500–999	93.7	49.1	4.5	3.2	7.0	69.5	5.2	1.1
1,000 or more	88.4	55.8	12.6	7.1	21.5	71.7	13.6	4.0
Locale								
City	93.1	58.7	2.7	1.4	9.3	63.5	10.6	3.7
Suburban	92.8	46.6	2.8	1.8	8.7	75.6	3.4	0.9!
Town	92.9	45.4	9.3	7.8	5.2	61.5	5.0	‡
Rural	89.0	34.9	10.2	8.4	4.0	51.0	2.3	‡
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students								
Less than 5 percent	95.3	26.4	8.6	7.2	‡	49.6	1.8!	‡
5 percent to less than 20 percent	91.4	30.6	5.1	3.9	2.5	67.3	‡	#
20 percent to less than 50 percent	89.5	48.7	6.7	4.7	7.6	69.8	3.4	‡
50 percent or more	92.1	62.6	5.1	4.0	11.7	60.4	10.9	3.4
Percent of students eligible for free or reduced-price lunch								
0–25	91.7	35.5	3.6	2.1	4.5	71.7	1.3	‡
26–50	91.4	39.2	6.5	5.4	5.4	62.5	2.1	0.2!
51–75	91.6	47.8	7.7	6.1	7.8	60.5	6.1	1.4
76–100	92.3	61.3	5.3	4.0	9.7	58.5	11.1	3.7
Student/teacher ratio[4]								
Less than 12	89.0	41.3	10.6	9.0	7.3	51.8	5.4	2.3!
12–16	93.1	43.2	6.6	4.8	5.3	67.0	5.0	1.3
More than 16	91.4	50.0	4.0	3.0	8.2	62.9	5.2	1.1!

See notes at end of table.

Table 20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2009–10—Continued

School characteristic	Sweeps and technology: Random dog sniffs to check for drugs[1]	Random sweeps for contra-band[1,2]	Electronic notification system for schoolwide emergency	Structured, anonymous threat reporting system	Used security cameras to monitor school[1]	Limited access to social networking websites from school computers	Prohibited use of cell phones and text messaging devices	Required students to wear uniforms
Total	22.9	12.1	63.1	35.9	61.1	93.4	90.9	18.9
School level[3]								
Primary	4.0	3.6	61.1	30.1	50.6	92.4	92.6	21.5
Middle	43.3	20.1	70.9	47.7	73.4	96.0	97.1	19.3
High school	60.1	28.7	66.6	45.6	84.3	94.6	80.2	9.7
Combined	47.5	25.6	52.8	33.2	67.2	92.9	83.2	15.1
Enrollment size								
Less than 300	22.3	16.7	51.5	28.1	48.2	95.4	90.2	15.4
300–499	16.1	8.1	62.2	32.2	61.1	91.2	93.5	17.1
500–999	21.8	9.6	68.5	37.9	63.1	93.4	91.6	23.5
1,000 or more	46.8	21.5	72.0	56.0	81.2	95.2	82.3	15.9
Locale								
City	12.2	12.6	58.6	38.0	59.5	93.8	91.3	35.1
Suburban	16.4	7.1	70.2	36.2	62.0	92.4	92.9	19.3
Town	31.3	12.5	62.3	38.5	64.1	92.5	90.0	10.2
Rural	34.0	16.1	60.6	32.6	60.0	94.4	89.0	8.8
Percent combined enrollment of Black, Hispanic, Asian/ Pacific Islander, or American Indian/Alaska Native students								
Less than 5 percent	36.8	14.9	64.0	29.2	63.2	92.3	88.3	#
5 percent to less than 20 percent	25.2	7.2	69.0	30.4	61.5	93.3	88.3	1.8!
20 percent to less than 50 percent	23.0	10.0	62.3	38.4	63.5	93.5	92.4	10.6
50 percent or more	15.7	15.7	59.1	40.6	58.3	93.8	92.6	43.5
Percent of students eligible for free or reduced-price lunch								
0–25	21.0	6.8	73.8	35.9	60.3	91.2	87.6	4.5
26–50	31.5	11.0	65.3	35.0	61.7	94.4	89.2	6.3
51–75	22.8	13.4	61.0	34.3	65.6	93.7	91.6	17.9
76–100	14.3	16.2	53.5	38.8	55.3	93.7	94.9	47.9
Student/teacher ratio[4]								
Less than 12	26.6	15.7	60.3	34.6	56.0	95.5	89.2	17.2
12–16	23.3	12.1	63.7	35.1	67.1	93.3	91.8	21.2
More than 16	21.3	10.8	63.5	37.0	57.5	92.8	90.6	17.4

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) is 50 percent or greater.
[1] One or more checks, sweeps, or cameras.
[2] For example, drugs or weapons. Does not include dog sniffs.
[3] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[4] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2009

Security measure	1999	2001	2003	2005	2007	2009
Total	—	99.4	99.3	99.6	99.8	99.3
Metal detectors	9.0	8.7	10.1	10.7	10.1	10.6
Locker checks	53.3	53.5	53.0	53.2	53.6	53.8
One or more security cameras to monitor the school	—	38.5	47.9	57.9	66.0	70.0
Security guards and/or assigned police officers	54.1	63.6	69.6	68.3	68.8	68.1
Other school staff or other adult supervision in the hallway	85.4	88.3	90.6	90.1	90.0	90.6
A requirement that students wear badges or picture identification	—	21.2	22.5	24.9	24.3	23.4
A code of student conduct	—	95.1	95.3	95.5	95.9	95.6
Locked entrance or exit doors during the day	38.1	48.8	52.8	54.3	60.9	64.3
A requirement that visitors sign in	87.1	90.2	91.7	93.0	94.3	94.3

— Not available.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2009.

Appendix A: Technical Notes

General Information

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

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

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

Sources of Data

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

School-Associated Violent Deaths Surveillance Study (SAVD)

The School-Associated Violent Deaths Surveillance Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent death in the United States, and identify potential risk factors for these deaths. The surveillance system includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, or legal intervention in which 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 incidents 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 LexisNexis newspaper and media database. Then law enforcement 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 law enforcement official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full law enforcement report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspensions/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 change 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 most recent publication describes trends in school associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention 2008). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials. For several reasons, all data for years from 1999 to the present are flagged as preliminary . For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on nonmedia sources of information) will be discovered. Also, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases. For additional information about SAVD, contact:

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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 known 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 1980 to December 2009; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 581,709 murders (including non-negligent manslaughters) were committed from 1980 to 2009. Agencies provided detailed information on 522,564 of these homicide victims.

About 90 percent of homicides are included in the SHR. However, adjustments can be made to the weights to correct for missing victim 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 2009 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:

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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:

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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 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.

In past reports, the NCVS estimates were reported using the data-year format. Under the data-year format, crime incidents are reported based on the year that the incident actually occurred. Thus, given that the NCVS employs a six month retrospective reference period, 18 months of interviews are necessary to estimate a year of crime incidents. For example, a respondent interviewed in June, 2010 may indicate that a crime occurred in December, 2009. Under the data-year format that crime would be counted in 2009. Under the alternative collection-year format, crime incidents are reported based on when the interview was conducted, not when the crime occurred. In the previous example the crime would be counted in 2010. Whereas the data-year format requires 18 months of interviews to estimate crime incidents, the collection-year format requires only 12 months. Therefore, estimates of crime can be reported in a more timely fashion under the collection-year format. Analyses comparing victimization estimates based on collection year to those based on data year show a very small difference in the estimates and the majority of BJS publications use the collection-year format. Consequently, BJS has decided to update this report to include collection-year estimates for the NCVS.

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

There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that may have affected survey estimates. Caution should be used when comparing 2006 estimates to other years. Data from 2007 onward are comparable to earlier years. Analyses of the 2007 estimates indicate that the program changes made in 2006 had relatively small effects on NCVS changes. For more information on the 2006 NCVS data, see Criminal Victimization, 2006 at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf, the technical notes at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06tn.pdf, and Criminal Victimization, 2007 at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf.

The number of NCVS eligible households in sample in 2010 was about 41,000. 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 attempts to interview 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 73,000 persons age 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and included in the survey estimates. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of over 90 percent at the household level. The completion rates for persons within households in 2010 were about 87 percent. 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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School Crime Supplement (SCS)

Created as a supplement to the NCVS and co designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, and 2009 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey 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 the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their 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. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003. 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 sometime during the school year of the interview 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. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, and 2009 was calculated by using NCVS incident variables appended to the SCS data files of the same year. 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 (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at 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 subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

A total of 9,700 students participated in the 1995 SCS, 8,400 in 1999, about 8,400 in 2001, about 7,200 in 2003, about 6,300 in 2005, about 5,600 in 2007, and 5,000 in 2009. In the 2009 SCS, the household completion rate was 92 percent.

In the 1995, 1999, 2001, 2003, 2005, and 2007 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, and 90 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, and 58 percent respectively. For the 2009 SCS, the student completion rate was 56 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was 74 percent in 1995, about 73 percent in 1999, about 72 percent in 2001, about 64 percent in 2003, about 56 percent in 2005, about 53 percent in 2007, and 51 percent in 2009.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, and 2009, a unit nonresponse bias analysis was done. 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.

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

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

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other race/ethnicities.

Respondents from households with an income of $25,000 or more had higher response rates than those from households with incomes of less than $25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other race/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban 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. All analyses for this report are conducted with weighted survey data so that estimates are representative of the population. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents meaning there is little potential for item nonresponse bias for most items in the survey. 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 all SCS data years.

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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. 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, 2007, and 2009 YRBS data.

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

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. Three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. Approximately 16,300 students participated in the 1993 survey, 10,900 students participated in the 1995 survey, 16,300 students participated in the 1997 survey, 15,300 students participated in the 1999 survey, 13,600 students participated in the 2001 survey, 15,200 students participated in the 2003 survey, 13,900 students participated in the 2005 survey, 14,000 students participated in the 2007 survey, and 16,400 students participated in the 2009 survey.

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, 68 percent for the 2007 survey, and 71 percent for the 2009 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. 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 that do not have appropriate documentation are not weighted and are not included in this report.

In 2009, a total of 42 states and 20 districts had weighted data. Not all of the districts were contained in the 42 states. For example, California was not one of the 42 states that obtained weighted data but it contained several districts that did. For more information on the location of the districts please see http://www.cdc.gov/healthyyouth/yrbs/participation.htm. In sites with weighted data, the student sample sizes for the state and local YRBS ranged from 965 to 14,870. School response rates ranged from 73 to 100 percent, student response rates ranged from 61 to 90 percent, and overall response rates ranged from 60 to 94 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages where the denominator includes less than 100 unweighted cases.

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 2007 and in the 2009 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 in all 2007 and 2009 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, 2003–04, and 2007–08 SASS were collected by the U.S. Census Bureau and sponsored by the National Center for Education Statistics (NCES). The 1993–94, 1999–2000, and 2003–04 administrations of SASS consisted of four sets of linked surveys, including surveys of schools, the principals of each selected school, a subsample of teachers within each school, and public school districts. The 2007–08 administration of SASS consisted of five types of questionnaires: district questionnaires, principal questionnaires, school questionnaires, teacher questionnaires, and school library media center questionnaires. In 1993–94, there were two sets of teacher surveys, public and private school teachers. In 1999–2000, there were four sets of teacher surveys, public, private, public charter, and Bureau of Indian Education (BIE) school teachers. In 2003–04 and 2007–08, there were three sets of teacher surveys, public (including public charter), private, and BIE. For this report, BIE and public charter schools are included with public schools.

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

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

This report focuses on responses from teachers. The overall weighted response rate for public school teachers in 1993–94 was 88 percent. In 1999–2000, the overall weighted response rates were 77 percent for public school teachers, and 86 and 72 percent for BIE and public charter school teachers, respectively (which are included with public school teachers for this report). In 2003–04, the overall weighted response rates were 76 percent for public school teachers and 86 percent for BIE-funded school teachers (who are included with public school teachers). In 2007–08, the overall weighted response rates were 72 percent for public school teachers and 71 percent for BIE-funded school teachers (who are included with public school teachers). For private school teachers, the overall weighted response rates were 80 percent in 1993–94, about 67 percent in 1999–2000, about 70 percent in 2003–04, and 66 percent in 2007–08. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS, contact:

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School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. SSOCS collects extensive crime and safety data from principals and school administrators of U.S. public schools. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10. A sixth collection is planned for school year 2011–12.

SSOCS was developed by NCES and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2009–10 SSOCS (SSOCS:2010) was conducted by the U.S. Census Bureau. Data collection began on February 24, 2010, when questionnaire packets were mailed to sampled schools, and continued through June 11, 2010. A total of 2,648 public schools submitted usable questionnaires: 684 primary schools, 909 middle schools, 948 high schools, and 107 combined schools.

The sampling frame for SSOCS:2010 was constructed from the 2007–08 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in the United States and the District of Columbia (including charter schools).

A total of 3,476 schools were selected for the 2010 study. In February 2010, 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 2,648 schools completed the survey. The weighted overall response rate was 80.8 percent.[1] A nonresponse bias analysis was conducted on the 3 items with weighted item nonresponse rates below 85 percent. The detected bias was not deemed problematic enough to suppress any items from the data file. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2009–10 school year. For information on the 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 iterations, see Neiman, S. (2011). For more information about the School Survey on Crime and Safety, contact:

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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

[1] The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases/(total sample—known ineligibles).

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. The *t* test formula was not adjusted for multiple comparisons. The formula used to compute the *t* statistic is as follows:

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

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

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

where *r* is the correlation coefficient. Once the *t* value was computed, it was compared to 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 no linear relationship between student's age and being physically attacked is 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 to 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

General Terms

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

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

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

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

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

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

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

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

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

Specific Terms Used in Various Surveys

School-Associated Violent Deaths Surveillance Study (SAVD)

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 (NCVS)

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.

Serious violent victimization 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.

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

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. For personal crimes, the number of victimizations is equal to the number of victims involved. Each victimization that is reported by the respondents is counted, so there may be one incident with two victims, which would be counted as two victimizations. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Violent victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

School Crime Supplement (SCS)

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

Bullied Students were asked if any student had bullied them at school in one or more ways during the school year. Specifically, students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; forced them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose.

Cyber-bullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

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.

Hate-related graffiti Hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

Hate-related words Students were asked if anyone called them an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, gender, or sexual orientation.

Serious violent victimization 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 victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey (YRBS)

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 (SASS)

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 (SSOCS)

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

City As collected by the Common Core of Data and appended to the SSOCS data file, city includes territories inside an urbanized area and inside a principal city and includes large cities (populations of 250,000 or more), midsize cities (population less than 250,000 and greater than or equal to 100,000) and small cities (population less than 100,000).

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

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

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

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

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.

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.

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

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

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

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

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

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

Rural As collected by the Common Core of Data and appended to the SSOCS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster), distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster), and remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

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

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

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

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

Suburban As collected by the Common Core of Data and appended to the SSOCS data file, suburban includes territories outside a principal city and inside an urbanized area and includes large suburbs (populations of 250,000 or more), midsize suburbs (population less than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

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

Town As collected by the Common Core of Data and appended to the SSOCS data file, town includes fringe towns (territories inside an urban cluster that is less than or equal to 10 miles from an urbanized area), distant towns (territories inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area), and remote towns (territories which are inside an urban cluster that is more than 35 miles from an urbanized area).

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

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

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