

Indicators of School Crime and Safety: 2009



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Rachel Dinkes

Education Statistics Services Institute –
American Institutes for Research

Jana Kemp

Education Statistics Services Institute –
American Institutes for Research

Katrina Baum

Bureau of Justice Statistics

Thomas D. Snyder

Project Officer
National Center for Education Statistics

U.S. Department of Education

Arne Duncan

*Secretary***Institute of Education Sciences**

John Q. Easton

*Director***National Center for Education Statistics**

Stuart Kerachsky

*Deputy Commissioner***U.S. Department of Justice**

Eric Holder

*Attorney General***Office of Justice Programs**

Laurie O. Robinson

*Assistant Attorney General***Bureau of Justice Statistics**

Michael D. Sinclair

Acting Director

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

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

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Contact at NCES

Thomas Snyder

202-502-7452

tom.snyder@ed.gov**Contact at BJS**

Katrina Baum

202-307-5889

katrina.baum@usdoj.gov

Executive Summary

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

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

This report is the twelfth 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 2006 to 2007–08. 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.

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Key Findings

In the 2007–08 school year, an estimated 55.7 million students were enrolled in prekindergarten through grade 12 (Snyder, Dillow, and Hoffman 2009). Preliminary data show that among youth ages 5–18, there were 43 school-associated violent deaths¹ from July 1, 2007, through June 30, 2008 (*Indicator 1*). In 2007, among students ages 12–18, there were about 1.5 million victims of nonfatal crimes at school,² including 826,800 thefts³ and 684,100 violent crimes⁴ (simple assault and serious violent crime⁵) (*Indicator 2*). During the 2007–08 school year, 85 percent of public schools recorded that at least one violent crime, theft, or other crime occurred at their school (*Indicator 6*). The following section presents key findings from each section of the report.

Violent Deaths

- » From July 1, 2007, through June 30, 2008, there were 21 homicides and 5 suicides of school-age youth (ages 5–18) at school (*Indicator 1*), or about 1 homicide or suicide of a school-age youth at school per 2.1 million students enrolled during the 2007–08 school year.

Nonfatal Student and Teacher Victimization

- » In 2007, students ages 12–18 were victims of about 1.5 million nonfatal crimes (theft³ plus violent crime⁴) while they were at school,⁶ compared to about 1.1 million nonfatal crimes while they were away from school (*Indicator 2*).

- » In 2007, the rates for theft³ and violent crime⁴ were higher at school than away from school. In that year, students were victims of 31 thefts per 1,000 students at school, compared to 21 thefts per 1,000 students away from school. At school there were 26 violent crimes per 1,000 students, compared to 20 violent crimes per 1,000 students away from school (*Indicator 2*).

- » Although there was an overall decline in the victimization rates for students ages 12–18 at school between 1992 and 2007, there was no measurable difference in the rate of crime at school between 2004 and 2007. Between 1992 and 2007 the rate of crime for students away from school declined (*Indicator 2*).

- » In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 3 percent reported theft,³ and 2 percent reported violent victimization⁴ (*Indicator 3*). Less than half of a percent of students reported serious violent victimization.⁵

- » In 2007, 10 percent of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the past year, compared to 5 percent of female students (*Indicator 4*).

- » Higher percentages of Black students (10 percent) and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property than White students (7 percent) and American Indian/Alaska Native students (6 percent) (*Indicator 4*).

- » 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

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

² See appendix B for a detailed definition of “at school.”

³ Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

⁴ Violent crimes include serious violent incidents and simple assault.

⁵ Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

⁶ “At school” includes inside the school building, on school property, or on the way to or from school.

percentage of elementary school teachers (6 percent) reported being physically attacked than secondary school teachers (2 percent).

School Environment

- » During the 2007–08 school year, 85 percent of public schools recorded that one or more incidents of crime had taken place at school,² amounting to an estimated 2.0 million crimes (table 6.1). This figure translates to a rate of 43 crimes per 1,000 public school students enrolled in 2007–08. During the same year, 62 percent of public schools reported an incident of crime that occurred at school to the police, amounting to about 704,000 crimes—or 15 crimes per 1,000 public school students enrolled (*Indicator 6*).
- » In 2007–08, 75 percent of public schools recorded one or more violent incidents of crime,⁴ 17 percent recorded one or more serious violent incidents,⁵ 47 percent recorded one or more thefts,³ and 67 percent recorded one or more other incidents.⁷ Thirty-eight percent of public schools reported at least one violent incident to police, 13 percent reported at least one serious violent incident to police, 31 percent reported at least one theft to police, and 49 percent reported one or more other incidents to police (*Indicator 6*).
- » During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis. With regard to other discipline problems reported as occurring at least once a week, 6 percent of public schools reported student verbal abuse of teachers, 4 percent reported widespread disorder in the classroom, 4 percent reported student racial/ethnic tensions, and 3 percent reported student sexual harassment of other students (*Indicator 7*).
- » Twenty percent of public schools reported that gang activities had happened at all during 2007–08 and 3 percent reported that cult or extremist activities had happened at all during that school year (*Indicator 7*).
- » In 2007, 23 percent of students ages 12–18 reported that there were gangs at their schools (*Indicator 8*). Overall, a smaller percentage of White students (16 percent) and Asian students (17 percent) reported a gang presence at school than Black students (38 percent) and Hispanic students (36 percent).
- » In 2007, 22 percent of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the past 12 months (*Indicator 9*).
- » Ten percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (35 percent) reported seeing hate-related graffiti at school in 2007 (*Indicator 10*).
- » In 2007, 32 percent of students ages 12–18 reported having been bullied at school during the school year (*Indicator 11*). Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent of students said they were tried to make do things they did not want to do or that their property was destroyed on purpose.
- » In 2007–08, 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.
- » 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 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 vs. 79 percent) and by the principal in their school (86 vs. 89 percent).

⁷ 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.

Fights, Weapons, and Illegal Substances

- » In 2007, 36 percent of students in grades 9–12 reported they had been in a fight anywhere, and 12 percent said they had been in a fight on school property during the preceding 12 months (*Indicator 13*). In the same year, 44 percent of males said they had been in a fight anywhere, compared to 27 percent of females, and 16 percent of males said they had been in a fight on school property, compared to 9 percent of females.
- » Eighteen percent of students in grades 9–12 in 2007 reported they had carried a weapon⁸ anywhere, and 6 percent reported they had carried a weapon on school property during the previous 30 days (*Indicator 14*). There were at least three times as many males as females who reported carrying a weapon—either anywhere or on school property—in all survey years. In 2007, for example, 9 percent of males carried a weapon on school property, compared to 3 percent of females, and 29 percent of males carried a weapon anywhere, compared to 7 percent of females.
- » In 2007, 45 percent of students in grades 9–12 reported having consumed at least one drink of alcohol anywhere, and 4 percent reported having consumed at least one drink on school property during the previous 30 days (*Indicator 15*).
- » Twenty percent of students in grades 9–12 in 2007 reported using marijuana anywhere during the past 30 days, and 4 percent reported using marijuana on school property during this period (*Indicator 16*).

Fear and Avoidance

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

6 months because of fear of attack or harm: 3 percent of students avoided a school activity, and 6 percent avoided one or more places in school (*Indicator 18*).

Discipline, Safety, and Security Measures

- » Forty-six percent of public schools (approximately 38,500 schools) took at least one serious disciplinary action against a student during the 2007–08 school year. Of the 767,900 serious disciplinary actions taken, 76 percent were suspensions for 5 days or more, 19 percent were transfers to specialized schools, and 5 percent were removals with no services for the remainder of the school year (*Indicator 19*).
- » Although the overall percentage of public schools taking a serious disciplinary action declined between 1999–2000 (54 percent) and 2003–04 (46 percent), there has been no measurable change since then. This same general pattern of decline between the period of 1999–2000 and 2003–04 with no measurable change in more recent survey years held both for the percentage of public schools that reported taking serious disciplinary actions for the offense of physical attacks or fights and for the offense of insubordination (*Indicator 19*).
- » Between the 1999–2000 and 2007–08 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 90 percent); controlled access to school grounds during school hours (from 34 to 43 percent); students required to wear badges or picture IDs (from 4 to 8 percent); faculty required to wear badges or picture IDs (from 25 to 58 percent); the use of one or more security cameras to monitor school (from 19 to 55 percent); the provision of telephones in most classrooms (from 45 to 72 percent); and the requirement that students wear uniforms (from 12 to 18 percent) (*Indicator 20*).
- » Between the 2003–04 and 2007–08 school years, there was an increase in the percentage of public schools reporting the drug testing of student athletes (from 4 to 6 percent), as well as an increase in the percentage of public schools reporting the drug testing of students in other extracurricular activities (from 3 to 4 percent) (*Indicator 20*).

⁸ Such as a gun, knife, or club.

- » During the 2007–08 school year, 43 percent of public schools reported that they had an electronic notification system for a school-wide emergency, and 31 percent of public schools reported that they had a structured, anonymous threat reporting system (*Indicator 20*).
- » The majority of students ages 12–18 reported that their school had a student code of conduct (96 percent) and a requirement that visitors sign in (94 percent) in 2007 (*Indicator 21*). Metal detectors were the least commonly observed security measure. Ten percent of students reported the use of metal detectors at their school.

Foreword

Indicators of School Crime and Safety: 2009 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 twelfth 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 2009 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of

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

The entire report is available on the Internet (<http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/>). 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.

Stuart Kerachsky

Deputy Commissioner
National Center for Education Statistics

Michael D. Sinclair

Acting Director
Bureau of Justice Statistics

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Contents

Executive Summary	iii
Key Findings.....	v
Foreword.....	ix
Acknowledgments	x
List of Tables.....	xii
List of Figures	xv
 Introduction.....	 1
Violent Deaths	5
Indicator 1. Violent Deaths at School and Away From School	6
Nonfatal Student and Teacher Victimization	9
Indicator 2. Incidence of Victimization at School and Away From School	10
Indicator 3. Prevalence of Victimization at School	14
Indicator 4. Threats and Injuries With Weapons on School Property.....	16
Indicator 5. Teachers Threatened With Injury or Physically Attacked by Students.....	18
School Environment.....	21
Indicator 6 . Violent and Other Crime Incidents at Public Schools and Those Reported to the Police.....	22
Indicator 7. Discipline Problems Reported by Public Schools	28
Indicator 8. Students' Reports of Gangs at School	32
Indicator 9. Students' Reports of Drug Availability on School Property	34
Indicator 10. Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti.....	36
Indicator 11. Bullying at School and Cyber-Bullying Anywhere.....	40
Indicator 12. Teachers' Reports on School Conditions.....	44
Fights, Weapons, and Illegal Substances	47
Indicator 13. Physical Fights on School Property and Anywhere	48
Indicator 14. Students Carrying Weapons on School Property and Anywhere.....	50
Indicator 15. Students' Use of Alcohol on School Property and Anywhere	52
Indicator 16. Students' Use of Marijuana on School Property and Anywhere	54
Fear and Avoidance.....	57
Indicator 17. Students' Perceptions of Personal Safety at School and Away From School	58
Indicator 18. Students' Reports of Avoiding School Activities or Specific Places in School	60
Discipline, Safety, and Security Measures	63
Indicator 19. Serious Disciplinary Actions Taken by Public Schools.....	64
Indicator 20. Safety and Security Measures Taken by Public Schools	68
Indicator 21. Students' Reports of Safety and Security Measures Observed at School.....	72
 References	 75
Supplemental Tables.....	79
Appendix A: Technical Notes	139
Appendix B: Glossary of Terms.....	151

List of Tables

<i>Table</i>	<i>Page</i>
1.1. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location and year: 1992–2008	80
1.2. Number of school-associated violent deaths of students, staff, and nonstudents, by type: 1992–2008	81
2.1. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students, by location, type of crime and year: 1992–2007	82
2.2. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students at school, by type of crime and selected student and school characteristics: 2007	83
2.3. Number of student-reported nonfatal crimes against students ages 12–18 and rate of crimes per 1,000 students away from school, by type of crime and selected student and school characteristics: 2007	84
3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Various years, 1995–2007	86
4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007	88
4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by state: 2003, 2005, and 2007	89
5.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08	90
5.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by urbanicity and selected teacher and school characteristics: Various school years, 1993–94 through 2007–08	91
5.3. Percentage and number of public school teachers who reported that they were threatened with injury by a student from school during the previous 12 months, by state: 1993–94 through 2007–08	92
5.4. Percentage and number of public school teachers who reported that they were physically attacked by a student from school during the previous 12 months, by state: 1993–94 through 2007–08	93
6.1. Percentage of public schools experiencing and reporting incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime: Various school years, 1999–2000 through 2007–08	94
6.2. Percentage of public schools experiencing incidents of crime, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08	96
6.3. Percentage of public schools reporting incidents of crime to the police, number of incidents, and the rate of crimes per 1,000 students, by type of crime and selected school characteristics: School year 2007–08	98

<i>Table</i>	<i>Page</i>
6.4. Percentage of public schools recording and reporting to the police violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08	100
6.5. Percentage of public schools recording and reporting to the police serious violent incidents of crime, by the number of incidents and selected school characteristics: School year 2007–08	102
7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and school characteristics: School year 2007–08.....	104
7.2. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency: Various school years, 1999–2000 through 2007–08.....	105
8.1. Percentage of students ages 12–18 who reported that gangs were present at school, by urbanicity and selected student and school characteristics: Various years, 2001–07	106
9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student and school characteristics: Various years, 1993–2007.....	107
9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by state: 2003, 2005, and 2007.....	108
10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school, by selected student and school characteristics: Various years, 1999–2007.....	109
10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by selected student and school characteristics: 2007	110
11.1. Percentage of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by selected bullying problems and selected student and school characteristics: 2007.....	112
11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and selected student and school characteristics: 2007	114
11.3. Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult, by selected student and school characteristics: 2007	116
12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08.....	118
12.2. Percentage of public and private school teachers who agreed or strongly agreed that school rules are enforced by other teachers and by the principal, by selected teacher and school characteristics: Various school years, 1987–88 through 2007–08	119
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.....	120
13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and selected student and school characteristics: Various years, 1993–2007.....	121

<i>Table</i>	<i>Page</i>
13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and state: 2003, 2005, and 2007	122
14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007.....	123
14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: 2003, 2005, and 2007	124
15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007 ...	125
15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and state: 2003, 2005, and 2007	126
16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and selected student and school characteristics: Various years, 1993–2007 ...	127
16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and state: 2003, 2005, and 2007	128
17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Various years, 1995–2007	129
18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm: Various years, 1995–2007	130
18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm, by selected student and school characteristics: Various years, 1995–2007	131
19.1. Number and percentage of public schools that took a serious disciplinary action, number of serious actions taken, and percentage distribution of serious actions, by type of action and type of offense: School year 2007–08	132
19.2. Percentage of public schools that took a serious disciplinary action and number of serious actions taken, by type of offense: Various school years, 1999–2000 through 2007–08	133
20.1. Percentage of public schools that used safety and security measures: Various school years, 1999–2000 through 2007–08.....	134
20.2. Percentage of public schools that used selected safety and security measures, by school characteristics: School year 2007–08	135
21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007	137

List of Figures

<i>Figure</i>	<i>Page</i>
A. Nationally representative sample and universe surveys used in this report	4
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: 1992–2008.....	7
1.2. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location: 2006–07	7
2.1. Rate of student-reported nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2007	11
2.2. Rate of student-reported nonfatal crimes against students ages 12–18 at and away from school per 1,000 students, by age and type of crime: 2007	13
3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2007	15
4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Various years, 1993–2007	17
4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by grade: 2007	17
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	19
5.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and instructional level: School year 2007–08	19
6.1. Percentage of public schools recording and reporting incidents of crime, and the rate of crimes per 1,000 students, by type of crime: School year 2007–08.....	23
6.2. Percentage of public schools recording and reporting violent and serious violent incidents of crime, by the number of incidents: School year 2007–08.....	25
6.3. Percentage of public schools recording and reporting to the police incidents of crime, by type of crime: Various school years, 1999–2000 through 2007–08	26
7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by school level: School year 2007–08	29
8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by school sector and race/ethnicity: 2007	33
8.2. Percentage of students ages 12–18 who reported that gangs were present at school, by sex: Various years, 2001–07	33
9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2007	35
9.2. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2007	35
10.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2007.....	37

<i>Figure</i>	<i>Page</i>
10.2. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the school year, by type of hate-related word: 2007.....	39
11.1. Percentage of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere during the school year, by sex: 2007.....	41
11.2. Percentage of students ages 12–18 who reported selected bullying problems at school and cyber-bullying problems anywhere during the school year: 2007.....	41
11.3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by location of bullying, injury, and sex: 2007.....	42
11.4. Percentage distribution of students ages 12–18 who reported being bullied at school and being cyber-bullied anywhere by the frequency of bullying at school during the school year and percentage of students who notified an adult: 2007.....	42
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 urbanicity: School year 2007–08.....	45
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.....	45
13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and sex: Various years, 1993–2007.....	49
13.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and grade: 2007.....	49
14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Various years, 1993–2007.....	51
14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and grade: 2007.....	51
15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and sex: Various years, 1993–2007.....	53
15.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and grade: 2007.....	53
16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and sex: Various years, 1993–2007.....	55
16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and grade: 2007.....	55
17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and race/ethnicity: 2007.....	59
17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and school sector: Various years, 1995–2007.....	59
18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm during the school year: 2007.....	61
18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by grade level and school sector: 2007.....	62

<i>Figure</i>		<i>Page</i>
19.1.	Percentage of public schools that took a serious disciplinary action, by type of offense: School year 2007–08	65
19.2.	Percentage distribution of serious actions taken by public schools, by type of action and type of offense: School year 2007–08.....	66
19.3.	Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000 through 2007–08	67
20.1.	Percentage of public schools that used selected safety and security measures: School year 2007–08	69
20.2.	Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000 through 2007–08	70
21.1.	Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2007.....	73

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Introduction

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: 2009 is the twelfth 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: 2009 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. A glossary of terms and a reference section appear at the end of the report. Standard errors for the estimate tables are available online.

This year's report contains updated data for 8 indicators: violent deaths (*Indicator 1*), nonfatal student victimization (*Indicator 2*), teachers threatened with injury or physically attacked by students (*Indicator 5*), violent and other crime incidents at public schools and those reported to the police (*Indicator 6*), discipline problems reported by public schools (*Indicator 7*), teachers' reports on school conditions (*Indicator 12*), serious disciplinary actions taken by public schools (*Indicator 19*), and safety and security measures taken by public schools (*Indicator 20*).

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

Data

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

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.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on select security and safety measures used in schools. *Indicator 20* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2007-08 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 2007, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent crime at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of crime, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Figure A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that limitations inherent to self-reported data may affect estimates (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. For example, in *Indicator 11*, which reports on bullying using data from the School Crime Supplement survey, the 2007 questionnaire was revised to include information on cyber-bullying. Due to this change, the text of this indicator is no longer presenting trend information.

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the “margin of error” for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. Throughout this report, in cases where the standard error was at least 30 percent of the associated estimate, the estimates were noted with a “!” symbol (interpret data with caution). In cases where the standard error was greater than 50 percent of the associated estimate, the estimate was suppressed. See appendix A for more information.

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
National Crime Victimization Survey (NCVS)	Individuals age 12 or older living in households and group quarters	1992–2007 Annually	Incidents occurring during the calendar year ¹	2
The School-Associated Violent Deaths Surveillance Study (SAVD)	Universe	1992 through 2008 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year ²	1995, 1999, 2001, 2003, 2005, and 2007	Incidents during the school year ²	3, 8, 10, 11, 17, and 18
			Not specified	21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools ³	1999–2000, 2003–04, 2005–06, and 2007–08	1999–2000, 2003–04, 2005–06, and 2007–08 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 2007 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal	Universe	1992 through 2006 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007	Incidents during the previous 12 months	4, 9, and 13
			Incidents during the previous 30 days	14, 15, and 16

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

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

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

Violent Deaths

Indicator 1
Violent Deaths at School and Away From School6
 Figure 1.17
 Figure 1.27

Indicator 1

Violent Deaths at School and Away From School

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

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. From July 1, 2007, through June 30, 2008, there were 43 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and tables 1.1 and 1.2). In this indicator, a school-associated violent death is defined as “a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States.” Victims of school-associated violent deaths include students, staff members, and others who are not students. School-associated violent deaths include 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 43 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2007, and June 30, 2008, 36 were homicides, 6 were suicides, and 1 was a legal intervention (table 1.2). Data for school-associated violent deaths for the 2007–08 school year are preliminary.²

At-school and away-from-school homicide and suicide data were drawn from a number of sources. The most recent data available for total suicides of youth ages 5–18 are for the 2006 calendar year; the most recent data available for total homicides of youth ages 5–18

are for the 2006–07 school year.³ During 2006–07, there were 1,748 homicides of youth ages 5–18 (figure 1.2 and table 1.1). During the 2006 calendar year, there were 1,296 suicides of youth ages 5–18. From July 1, 2007, through June 30, 2008, there were 21 homicides and 5 suicides of school-age youth (ages 5–18) at school (figure 1.1 and table 1.1). In each year during the period 1992–93 to 2006–07, there were at least 50 times as many homicides of youth away from school than at school and generally at least 150 times as many suicides of youth away from school than at school. During the 2007–08 school year, there was approximately one homicide or suicide of a school-age youth at school per 2.1 million students enrolled.⁴

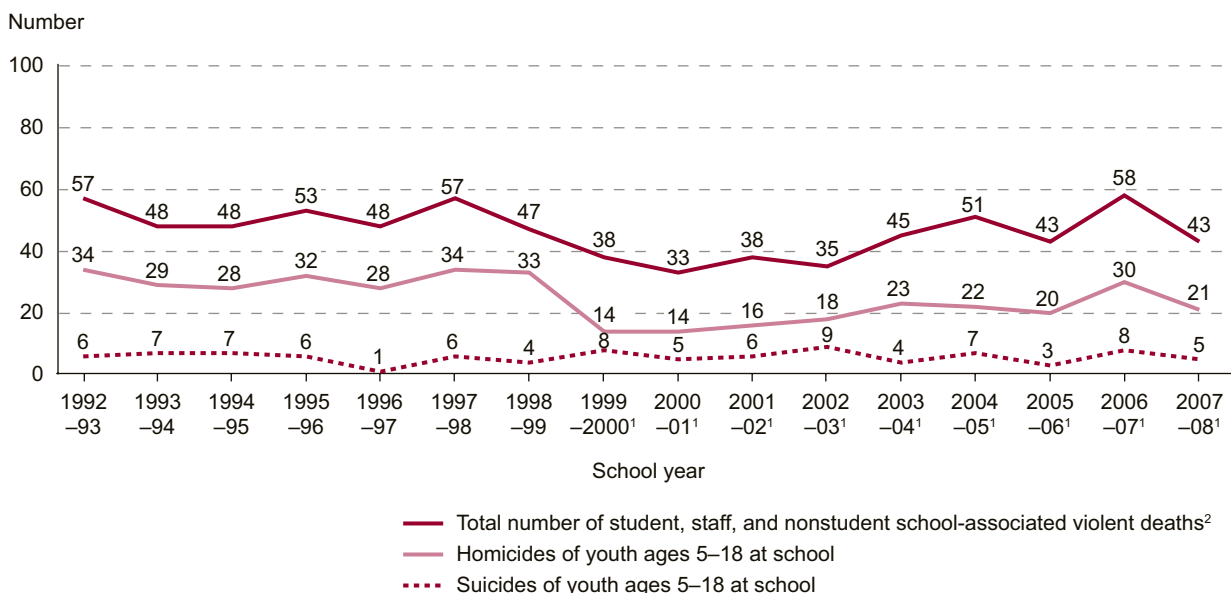
The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years, even though the absolute number of homicides of school-age youth at school varied to some degree across the years (figure 1.1 and table 1.1). Between the 1992–93 and 2007–08 school years, from 1 to 9 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. 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 Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.

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 2007 and total homicides 2007–08 are not yet available.

⁴ The total number of students enrolled in prekindergarten through 12th grade during the 2007–08 school year was 55,579,330 (Snyder, Dillow, and Hoffman 2009).

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: 1992–2008



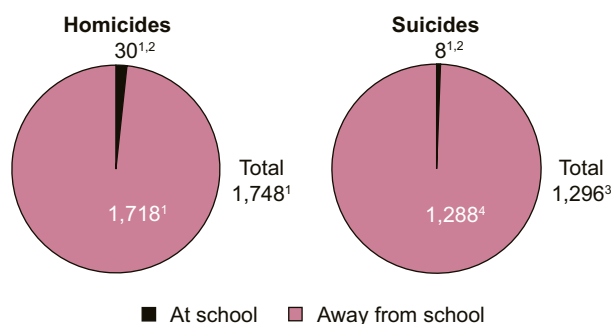
¹ Data from School Associated Violent Deaths Surveillance Study (SAVD) from 1999–2000 onward are considered preliminary. For more information on this survey, please see appendix A.

² A school-associated violent death is defined as a “homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States,” 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, 2008.

NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 1992–2008 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 2009).

Figure 1.2. Number of school-associated violent deaths, homicides, and suicides of youth ages 5–18, by location: 2006–07



¹ Youth ages 5–18 from July 1, 2006, through June 30, 2007.

² Data from School Associated Violent Deaths Surveillance Study (SAVD) are considered preliminary. For more information on this survey, please see appendix A.

³ Youth ages 5–18 in the 2006 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. Due to missing data for total suicides and homicides for the 2007–08 school year, this figure contains data for the 2006–07 school year. Estimates were revised and may differ from previously published data.

SOURCE: Data on total 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), 2006–07 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 2009); 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), 1999–2006, retrieved July 2009 from <http://www.cdc.gov/injury/wisqars/index.html>; and data on total homicides of youth ages 5–18 for the 2006–07 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (May 2009).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away

From School 10

Figure 2.1 11

Figure 2.2 13

Indicator 3

Prevalence of Victimization at School..... 14

Figure 3.1 15

Indicator 4

Threats and Injuries With Weapons on School

Property..... 16

Figure 4.1 17

Figure 4.2 17

Indicator 5

Teachers Threatened With Injury or Physically

Attacked by Students 18

Figure 5.1 19

Figure 5.2 19

Indicator 2

Incidence of Victimization at School and Away From School

For the first time since 1992, in 2007 the rate for violent crime at school was higher than the rate experienced away from school. The 2007 victimization rates for serious violent crime at school and the rates away from school were not measurably different.

Theft and violence at school and en route 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). Such victimization can also lead to higher than average rates of teacher turnover, student dropouts and transfers, and early retirement for principals and teachers (Crews, Crews, and Turner 2008).

In 2007, data from the National Crime Victimization Survey⁵ showed that students ages 12–18 were victims of about 1.5 million nonfatal crimes (theft⁶ and violent crime⁷) while they were at school,⁸ compared to about 1.1 million nonfatal crimes while they were away from school (table 2.1).⁹ These figures represent

total crime victimization rates of 57 crimes per 1,000 students at school and 41 crimes per 1,000 students away from school. Although there was an overall decline in the victimization rates for students ages 12–18 at school between 1992 and 2007, there was no measurable difference in the rate of crime at school between 2004 and 2007. This pattern describes the total crime rate as well as its three components: thefts, violent crimes, and serious violent crimes (figure 2.1). Between 1992 and 2007 the rates of total crime, thefts, violent crimes, and serious violent crimes for students away from school declined.

The 2007 survey estimates may indicate some trend changes. For the first time, rates of violent crime victimization at school were higher than rates of violent crime victimization away from school. In 2007, there were 26 violent crimes per 1,000 students at school, compared to 20 violent crimes per 1,000 students away from school.

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

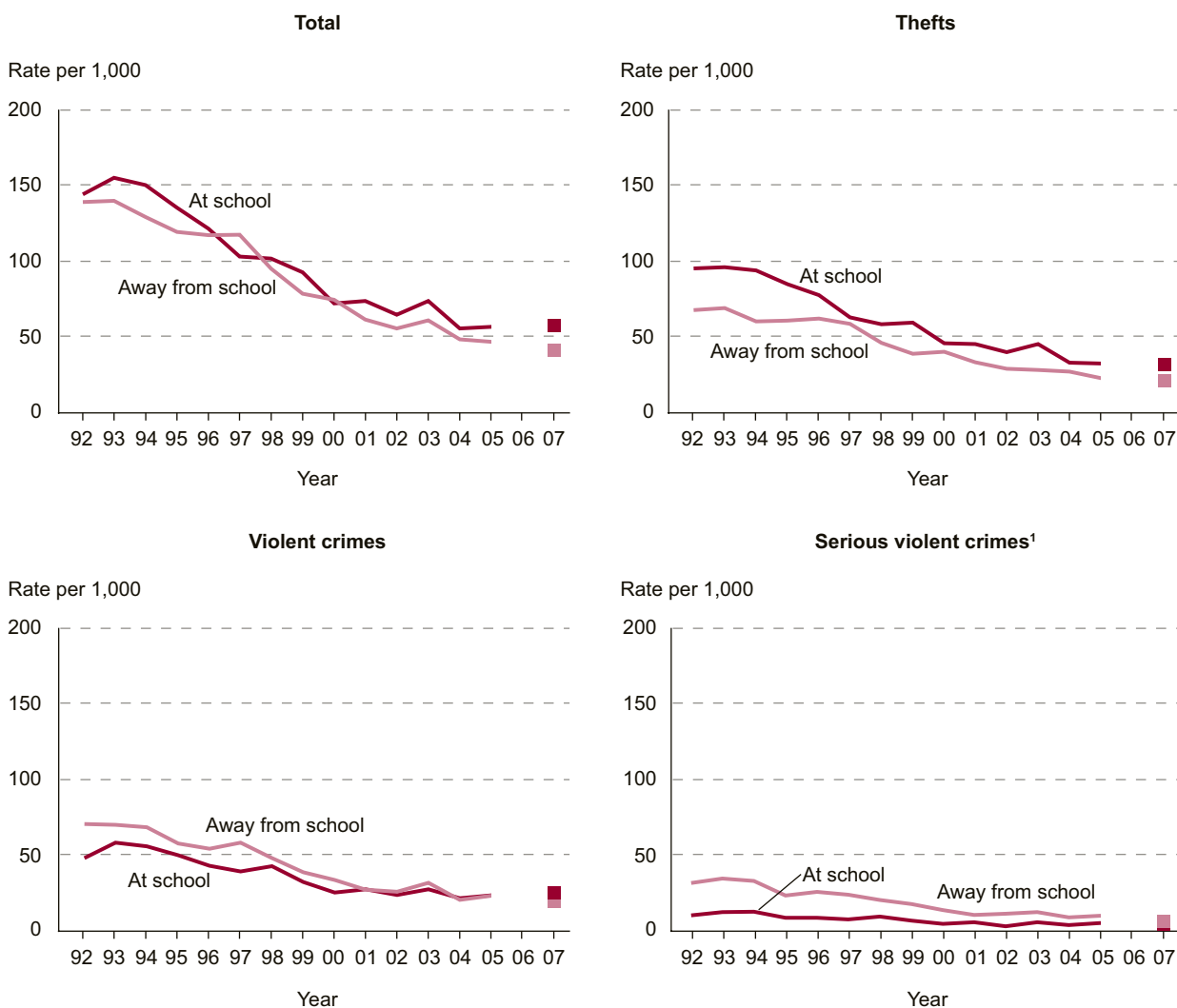
⁷ Violent crimes include serious violent crimes and simple assault.

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.

This indicator has been updated to include 2007 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 student-reported nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2007



¹ Serious violent crimes are also included in violent crimes.

NOTE: There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. For more information, please see appendix A. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Estimates were revised and may differ from previously published data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2007.

In each survey year between 1992 and 2005,¹⁰ the rate of serious violent crime—rape, sexual assault, robbery, and aggravated assault—per 1,000 students was lower at school than away from school. In 2007, however, there was no measurable difference between the rate of serious violent crimes¹¹ per 1,000 students at school and the rate per 1,000 students away from school. In that year, students ages 12–18 were victims of 4 serious violent crimes per 1,000 students at school and 6 serious violent crimes per 1,000 students away from school.

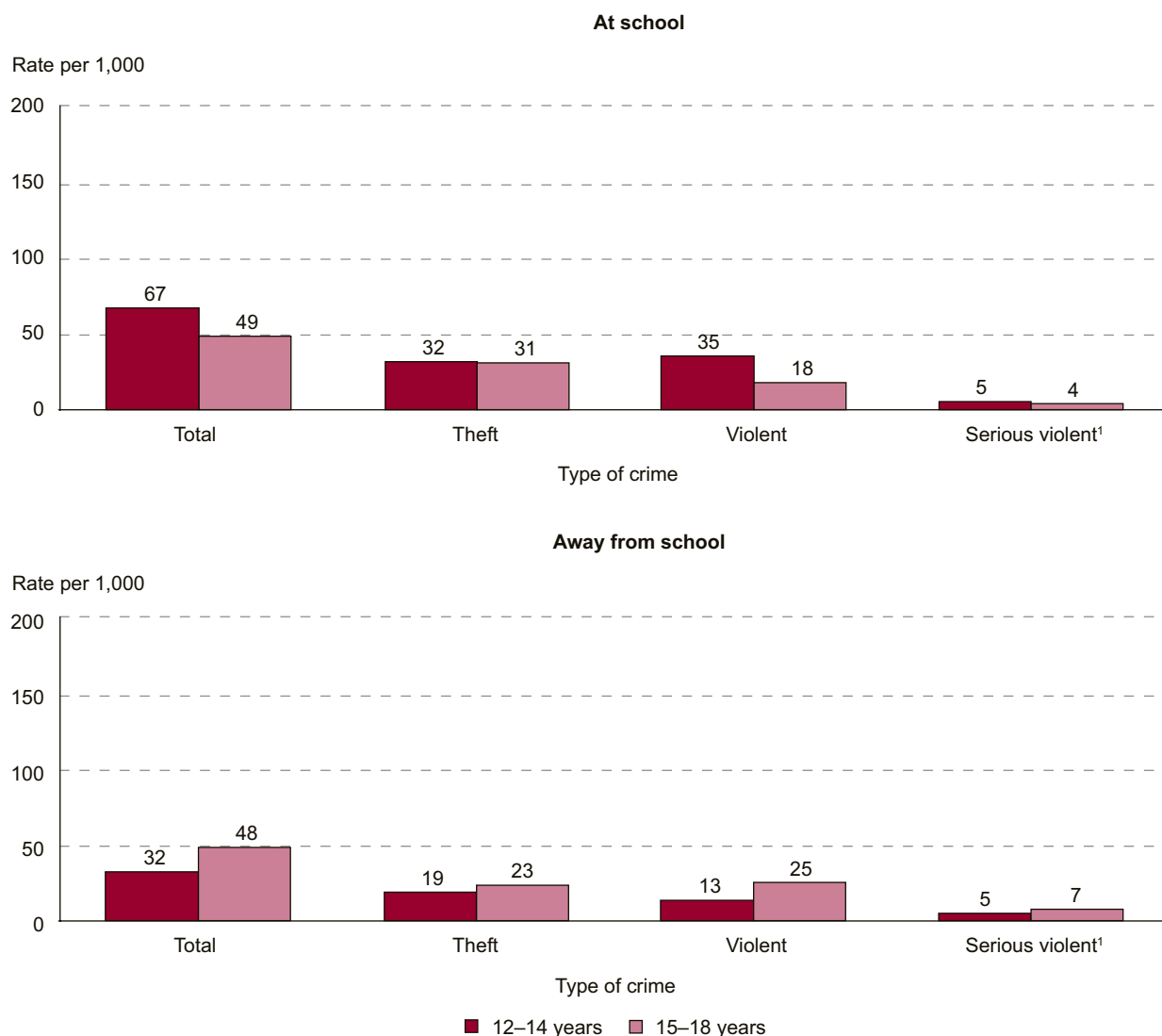
¹⁰ There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that impacted survey estimates. Due to this redesign, 2006 data are not presented in this indicator. Data from 2007 are comparable to earlier years. For more information, please see appendix A.

¹¹ Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Not all of the trends showed change. A greater percentage of students report experiencing theft at school than the other measured crimes. In 2007 the rate of thefts per 1,000 students was higher at school than away from school, which has generally held true for each survey year since 1992 (except 1997, 2000, and 2004) (figure 2.1). In 2007 there were 31 thefts per 1,000 students at school and 21 thefts per 1,000 students away from school.

In 2007, the victimization rates for students ages 12–18 varied according to student characteristics. The rate of violent crimes at school per 1,000 students was lower for older students (ages 15–18) than for younger students (ages 12–14), but the reverse was true for the rate of violent crimes away from school (figure 2.2 and tables 2.2 and 2.3). Females had lower rates than males for violent crime and total crime victimization occurring away from school, and they had lower rates of serious violent victimization than males both at school and away from school.

Figure 2.2. Rate of student-reported nonfatal crimes against students ages 12–18 at and away from school per 1,000 students, by age and type of crime: 2007



¹ Serious violent crimes are also included in violent crimes.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007.

Indicator 3

Prevalence of Victimization at School

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

Theft is the most frequent type of nonfatal victimization in the United States (U.S. Department of Justice 2007). Data from the School Crime Supplement¹² show the percentage of students ages 12–18 who reported criminal victimization at school¹³ during the previous 6 months. In 2007, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 3 percent of students reported theft,¹⁴ 2 percent reported violent victimization¹⁵ (figure 3.1 and table 3.1), and less than half of a percent reported serious violent victimization.¹⁶

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

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

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

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

¹² 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.

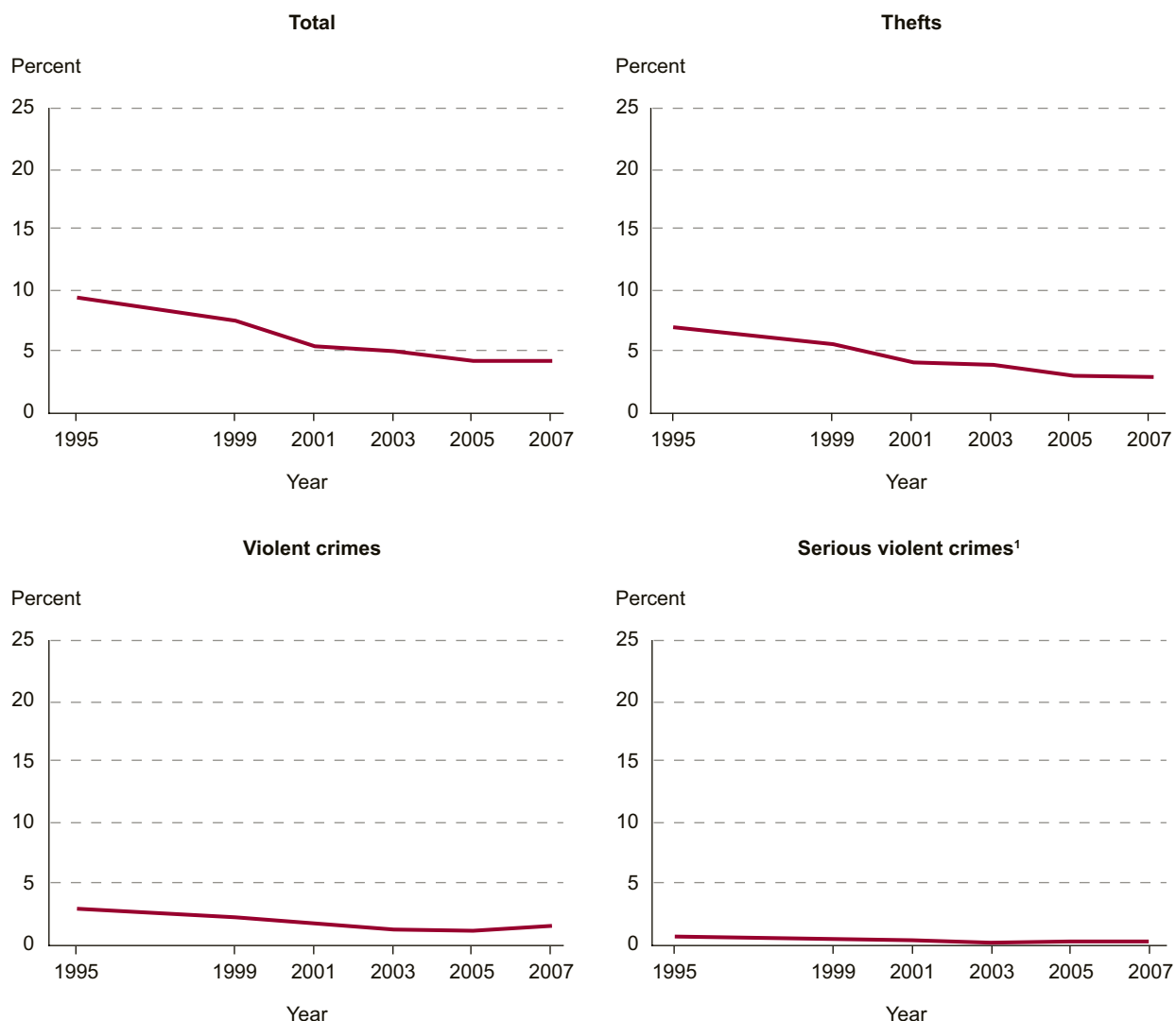
¹³ “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

¹⁴ Theft includes purse snatching, pick pocketing, all burglaries, attempted forcible entry, and all attempted and completed thefts except motor vehicle thefts. Theft does not include robbery in which threat or use of force is involved.

¹⁵ Violent victimization includes serious violent crimes and simple assault.

¹⁶ Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault.

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



¹ Serious violent crimes are also included in violent crimes.

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

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

Indicator 4

Threats and Injuries With Weapons on School Property

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

Every year, some students are threatened or injured with a weapon while they are on school property.¹⁷ The percentage of students victimized in this way provides an important measure of how safe our schools are, and how school safety has changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2007, 8 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). From 1993 through 2007, the percentage of students who were threatened or injured with a weapon fluctuated between 7 and 9 percent.

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

¹⁷ “On school property” was not defined for survey respondents.

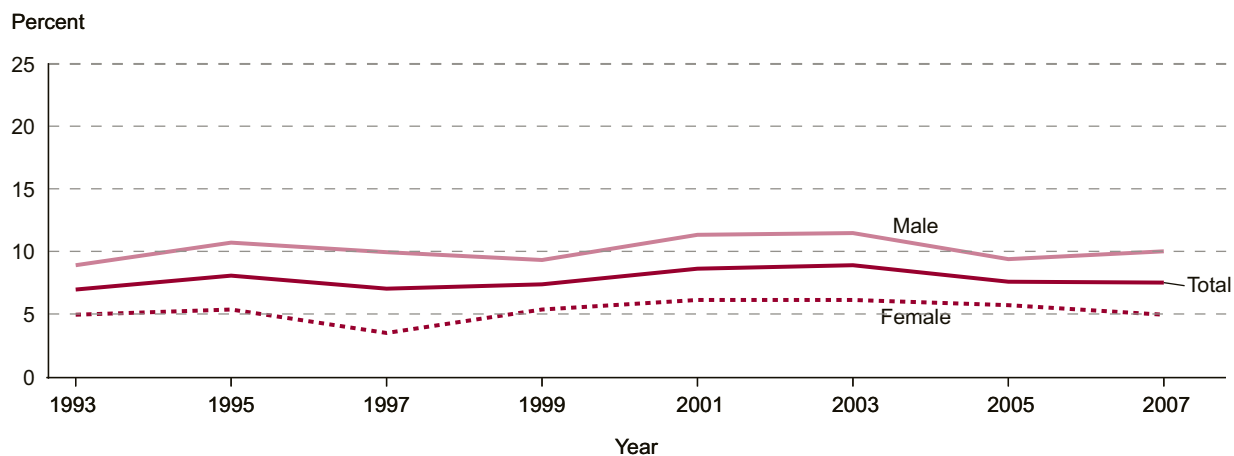
For example, in 2007, 9 percent of 9th-graders and 8 percent of 10th-graders reported that they were threatened or injured with a weapon on school property, compared with 7 percent of 11th-graders and 6 percent of 12th-graders.

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

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

This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 4.1 and 4.2 and Centers for Disease Control and Prevention (2008b), (<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>).

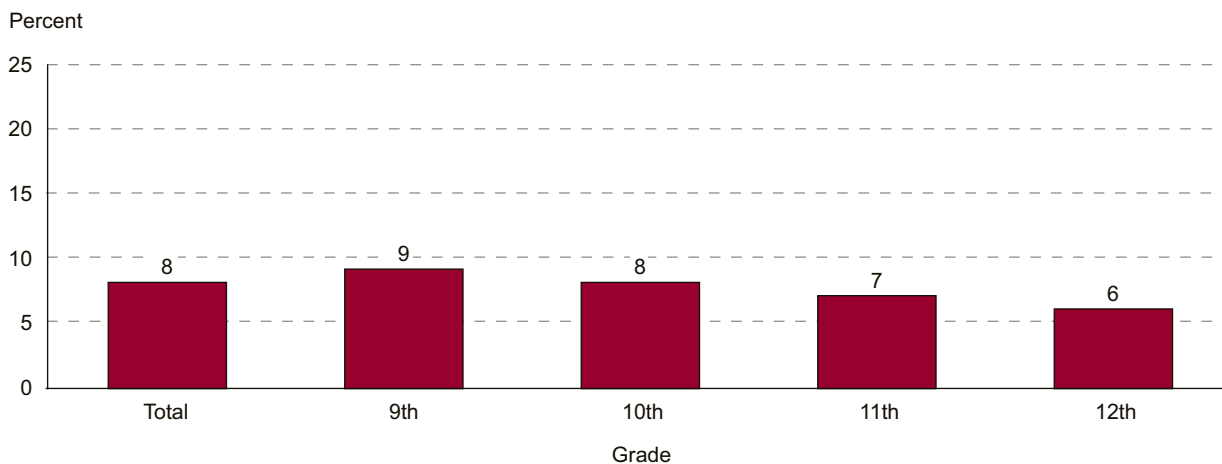
Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Various years, 1993–2007



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

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

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



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

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

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

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).

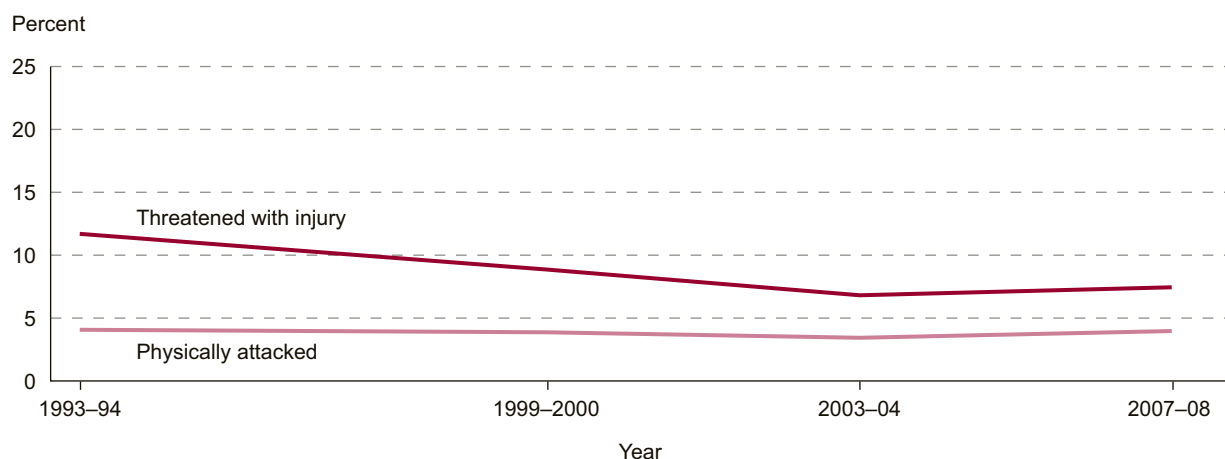
A greater percentage of public than private school teachers reported being threatened with injury (8 vs. 3 percent) or physically attacked (4 vs. 2 percent) by students during 2007–08 (tables 5.1 and 5.2). Among teachers in city schools, there were at least five times as many public school teachers as 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 has been updated to include 2007–08 data. For more information: Tables 5.1, 5.2, 5.3, and 5.4, appendix B for definitions of school levels and urbanicity codes, and Coopersmith (2009), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324>).

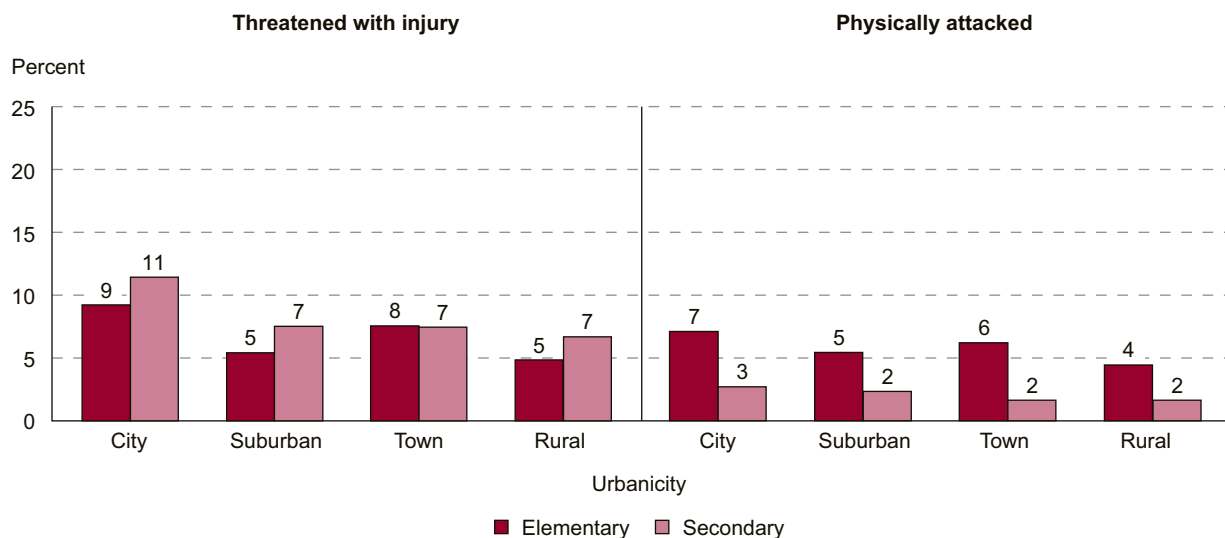
Figure 5.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Various school years, 1993–94 through 2007–08



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 urbanicity 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 Education Teacher Data File," 2007–08.

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School Environment

Indicator 6

Violent and Other Crime Incidents at Public Schools and Those Reported to the Police22

Figure 6.123

Figure 6.225

Figure 6.326

Indicator 7

Discipline Problems Reported by Public Schools....28

Figure 7.129

Indicator 8

Students' Reports of Gangs at School.....32

Figure 8.133

Figure 8.233

Indicator 9

Students' Reports of Drug Availability on School Property.....34

Figure 9.135

Figure 9.235

Indicator 10

Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti36

Figure 10.137

Figure 10.239

Indicator 11

Bullying at School and Cyber-Bullying Anywhere ...40

Figure 11.141

Figure 11.241

Figure 11.342

Figure 11.442

Indicator 12

Teachers' Reports of School Conditions44

Figure 12.145

Figure 12.245

Indicator 6

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

In 2007–08, 75 percent of public schools recorded one or more violent incidents of crime, 17 percent recorded one or more serious violent incidents, and 47 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 incidents²⁰ that occurred at their school;²¹ public school principals were also asked to provide the number of incidents 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. During the 2007–08 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 2.0 million crimes (figure 6.1 and table 6.1). This figure translates to a rate of 43 crimes per 1,000 students enrolled in 2007–08. During the same year, 62 percent of schools reported one of the specified crimes to the police, amounting to about 704,000 crimes—or 15 crimes per 1,000 students enrolled.

In 2007–08, 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. Similarly, the rate of recorded incidents per 1,000 students was higher than the rate of incidents reported to the police per 1,000 students; this held true for violent crime, serious violent crime, theft, and other crime. In 2007–08, 75 percent of schools recorded one or more violent incidents of crime, 17 percent recorded one or more serious violent incidents, 47 percent recorded one or more thefts, and 67 percent recorded one or more other incidents. In comparison, 38 percent of public schools reported at least one violent incident to police, 13 percent reported at least one serious violent incident to police, 31 percent reported at least one theft to police, and 49 percent reported one or more other incidents to police.

Indicator 6 continued on page 24.

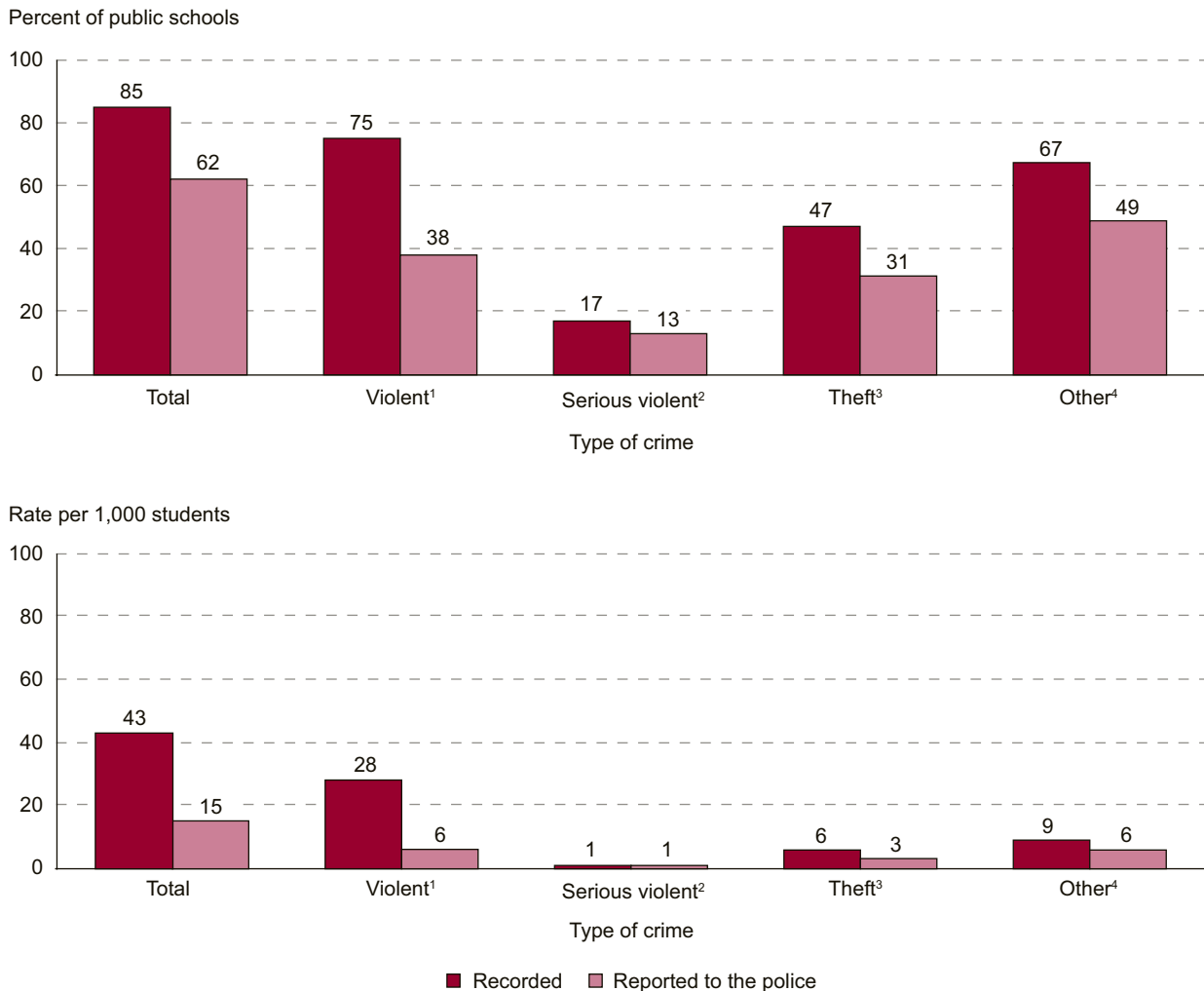
¹⁸ Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

¹⁹ Serious violent incidents include rape or attempted rape; sexual battery other than rape; physical attack or fight with a weapon; threat of physical attack with a weapon; and robbery with or without a weapon.

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; and vandalism.

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.

Figure 6.1. Percentage of public schools recording and reporting incidents of crime, and the rate of crimes per 1,000 students, by type of crime: School year 2007–08



¹ Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

The percentage of schools that recorded incidents of violent crime varied by school characteristics. For example, a smaller percentage of primary schools (65 percent) than middle schools or high schools (94 percent each) recorded violent incidents of crime (table 6.2). However, the rate of recorded violent crimes per 1,000 students was larger for middle schools (41 incidents per 1,000 students) than for primary schools (26 incidents per 1,000 students) or high schools (22 incidents per 1,000 students). With regard to public schools that reported incidents of violent crime to the police, a greater percentage of high schools (75 percent) reported violent crimes to the police than middle schools (64 percent) or primary schools (20 percent) (table 6.3). There was no measurable difference between the rate per 1,000 students of reported violent incidents at high schools and middle schools (11 percent each).

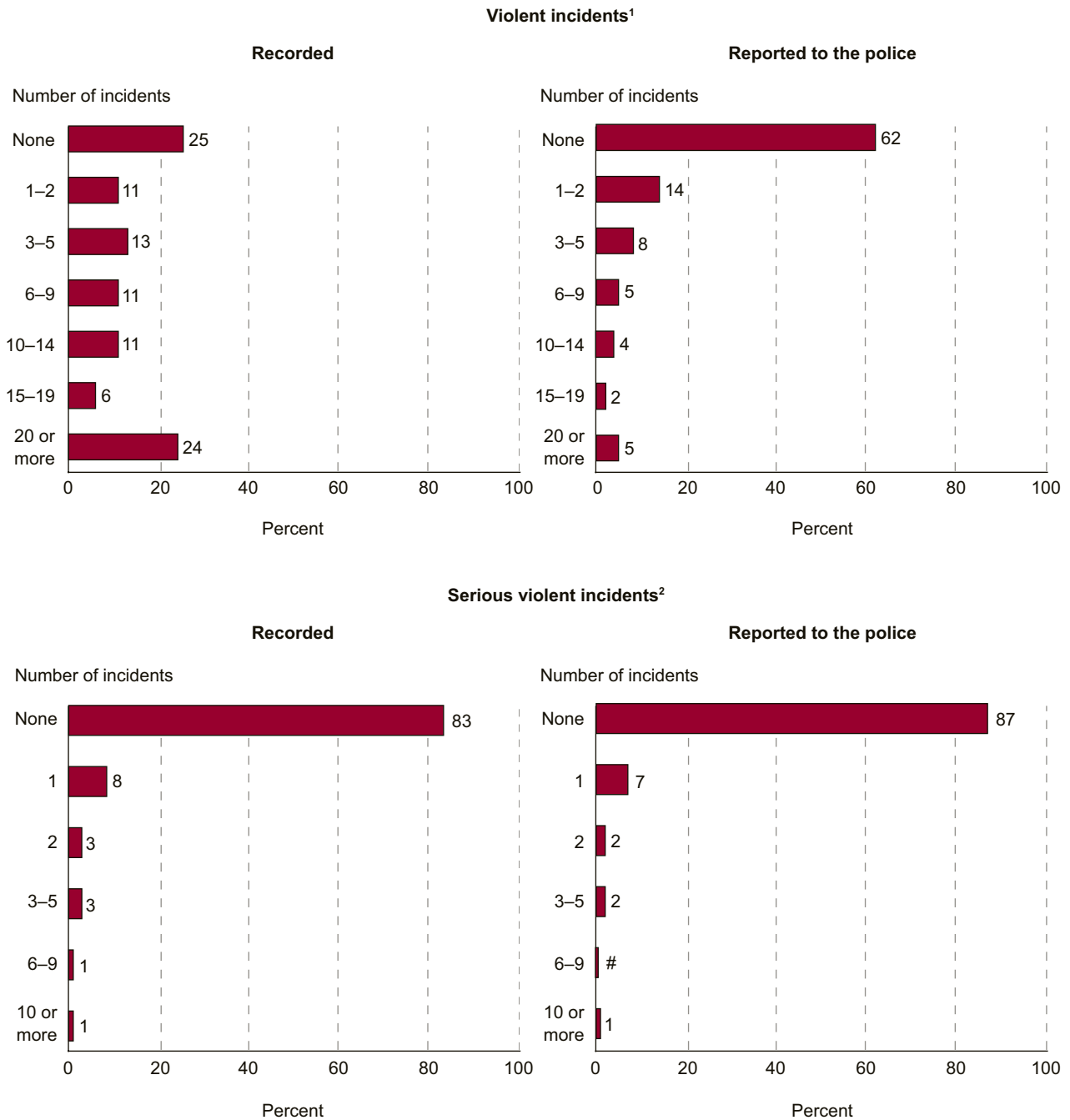
There was a range in the number of crimes recorded and reported by schools in 2007–08. One-quarter of schools recorded zero violent crimes, and 24 percent of schools recorded 20 or more violent crimes (figure 6.2 and table 6.4). Sixty-two percent of schools did not report a violent crime to the police, compared to 5 percent of schools that reported 20 or more violent crimes to the police. In regard to serious violent

crimes, 83 percent of schools did not record a serious violent crime, compared to 1 percent of schools that recorded 10 or more such crimes (table 6.5).

The range in the number of crimes recorded by schools varied by school characteristics. For example, a larger percentage of city schools recorded 20 or more violent incidents in 2007–08 than suburban schools, town schools, or rural schools (table 6.4). In 2007–08, 36 percent of city schools recorded 20 or more violent incidents, compared to 24 percent of suburban schools, 21 percent of town schools, and 14 percent of rural schools.

The percentages of public schools recording incidents of crime or reporting incidents of crime to the police in 2007–08 were not measurably different from the percentages of schools doing so in 1999–2000 (figure 6.3 and table 6.1). While this pattern held true for the percentage of public schools reporting violent incidents, as well as the percentage of schools recording and reporting serious violent incidents and thefts, there was an increase in the percentage of schools recording violent incidents over this period (from 71 to 75 percent) and a decrease in the percentage of schools recording other incidents during this period (from 73 to 67 percent).

Figure 6.2. Percentage of public schools recording and reporting violent and serious violent incidents of crime, by the number of incidents: School year 2007–08



Rounds to zero.

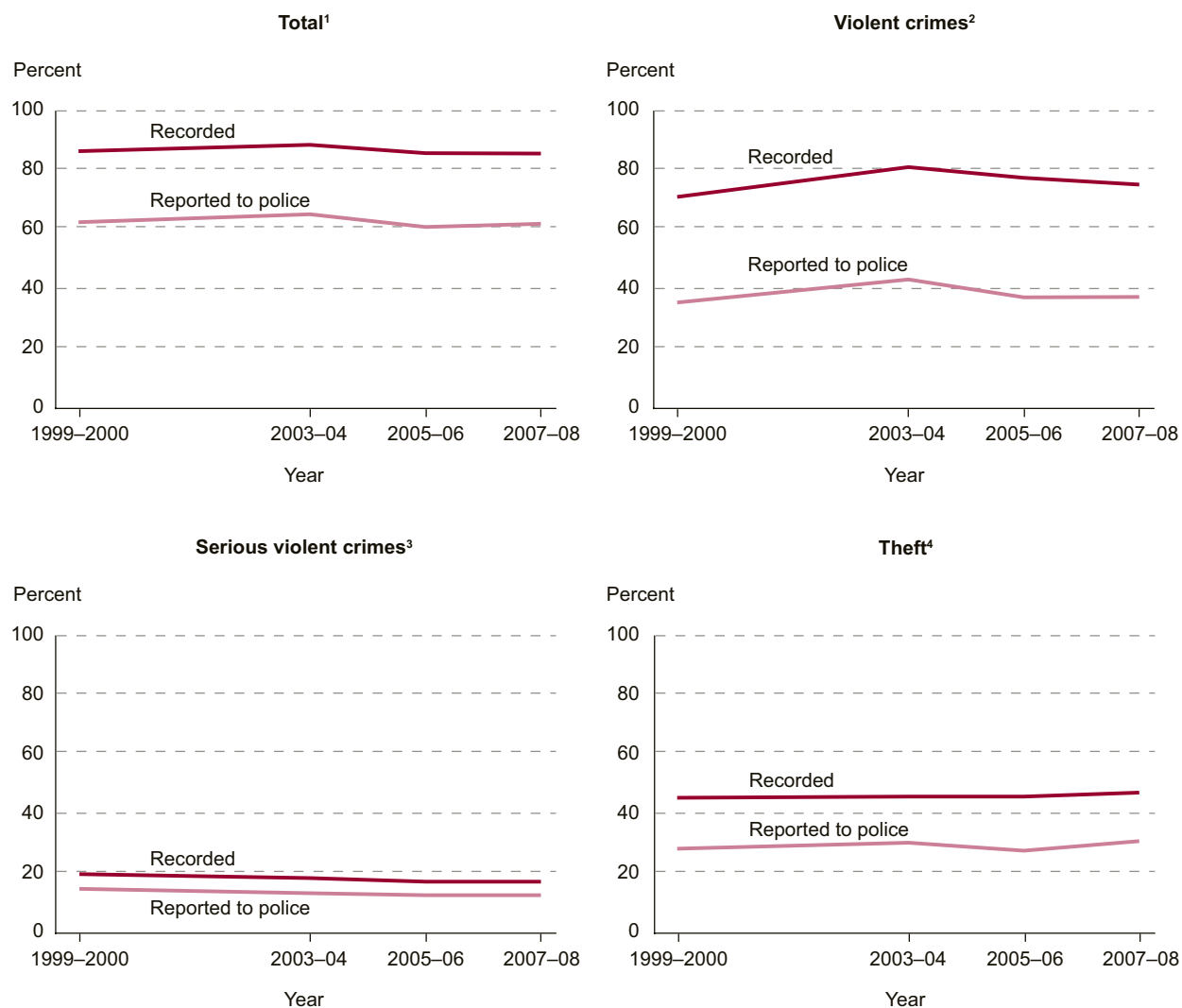
¹ Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

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

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 6.3. Percentage of public schools recording and reporting to the police incidents of crime, by type of crime: Various school years, 1999–2000 through 2007–08



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

² Violent incidents include serious violent incidents; physical attack or fight without a weapon; and threat of physical attack without a weapon.

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

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

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

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

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Indicator 7

Discipline Problems Reported by Public Schools

During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis, 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis, and 6 percent reported that student verbal abuse of teachers occurred on a daily or weekly basis.

In the School Survey on Crime and Safety, public school principals were asked how often certain disciplinary problems happen in their schools.²² This indicator examines the daily or weekly occurrence of student racial/ethnic tensions, bullying, sexual harassment of other students, 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, and, due to the severe nature of these incidents, presents any reports of gang and cult or extremist group activities that occurred during the school year.

During the 2007–08 school year, 25 percent of public schools reported that bullying occurred among students on a daily or weekly basis and 11 percent reported that student acts of disrespect for teachers other than verbal abuse took place on a daily or weekly basis (table 7.1). With regard to other discipline problems reported as occurring at least once a week, 6 percent of schools reported student verbal abuse of teachers, 4 percent reported widespread disorder in the classroom, 4 percent reported student racial/ethnic tensions, and 3 percent reported student sexual harassment of other students. Twenty percent of

public schools reported that gang activities had happened at all during 2007–08 and 3 percent reported that cult or extremist activities had happened at all during this period.

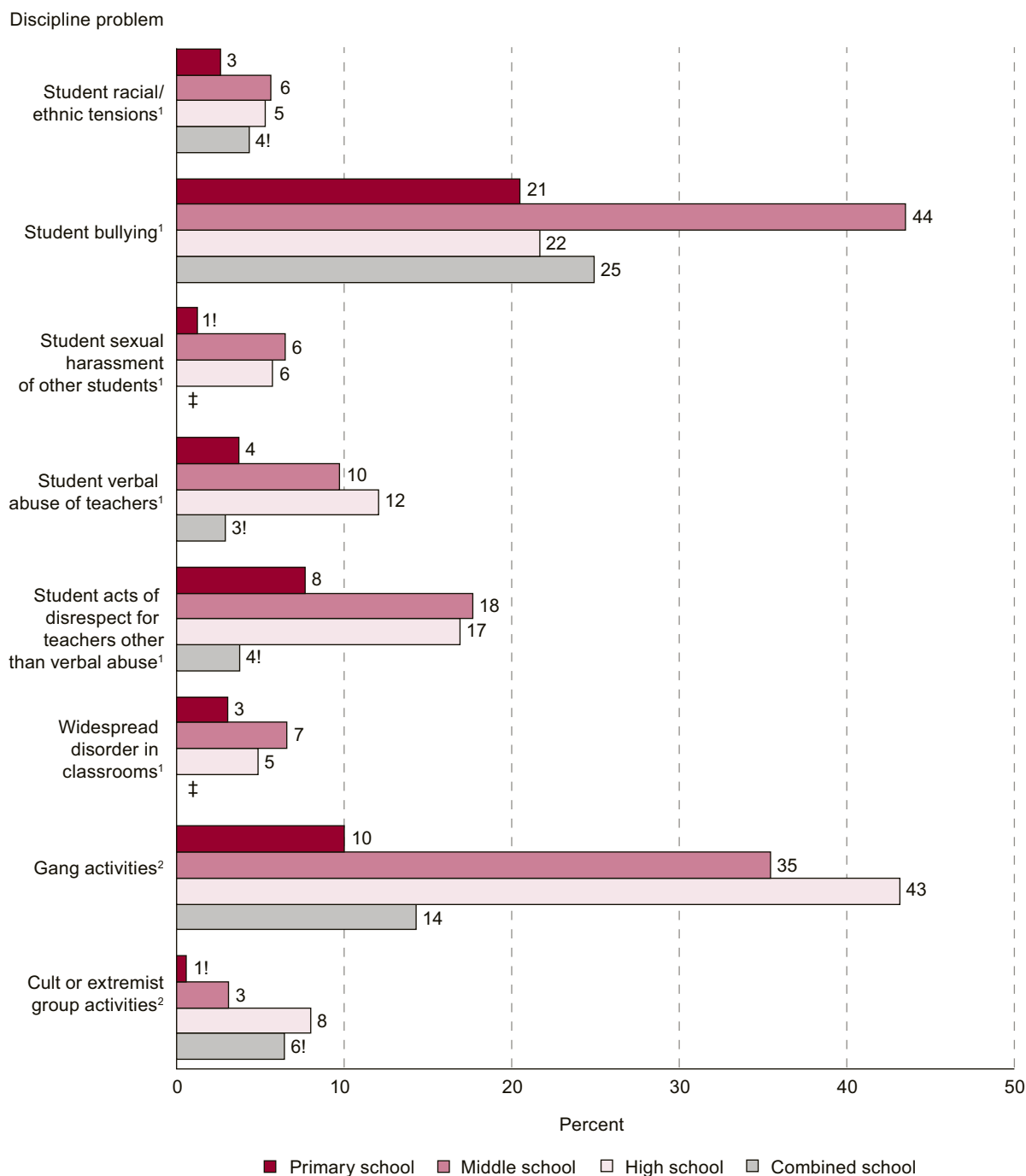
Discipline problems reported by public schools varied by school characteristics. In 2007–08, a higher percentage of middle schools than primary schools reported various types of discipline problems (figure 7.1). For example, 44 percent of middle schools compared to 21 percent of primary schools reported that student bullying occurred at least once a week. Also, a higher percentage of middle schools than high schools reported daily or weekly occurrences of student bullying. A greater percentage of high schools than middle schools reported any occurrence of gang activities or cult or extremist group activities during the school year.

In 2007–08, the percentage of schools reporting discipline problems was generally smaller for schools where 25 percent or less of the students were eligible for free or reduced-price lunch than for schools where 76 percent or more of the students were eligible. For example, 13 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 3 percent of schools where 25 percent or less of the students were eligible. The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

Indicator 7 continued on page 30.

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.

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by school level: School year 2007–08



! Interpret data with caution.

‡ Reporting standards not met.

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

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

NOTE: Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

In 2007–08, a greater percentage of city schools than suburban schools, town schools, or rural schools reported student verbal abuse of teachers, student acts of disrespect for teachers other than verbal abuse, widespread disorder in the classroom, and gang activities. For example, 8 percent of city schools compared to 2 to 3 percent of suburban, town, or rural schools reported widespread disorder in the classroom. During the same school year, in general, the percentage of schools reporting discipline problems was higher in larger schools than in smaller schools. For example, 52 percent of schools with 1,000 or more students reported that gang activities occurred during the school year compared to 10 to 22 percent of schools with less than 1,000 students who reported this discipline problem.

The percentage of schools reporting that student verbal abuse of teachers occurred at least once a week was 6 percent in 2007–08, lower than the percentage in 1999–2000 (13 percent). There were some measurable changes in the percentage of public schools reporting selected discipline problems between the two most recent data collections, 2005–06 and 2007–08. A smaller percentage of public schools reported cult or extremist activities in 2007–08 (3 percent) than in 2005–06 (4 percent). However, a larger percentage of public schools reported widespread disorder in the classroom in 2007–08 than in 2005–06 (4 vs. 2 percent), and a larger percentage reported gang activities in 2007–08 than in 2005–06 (20 vs. 17 percent).

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Indicator 8

Students' Reports of Gangs at School

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

Gangs are organized groups often involved in drugs, weapons trafficking, and violence. Gangs at school can be disruptive to the school environment because their presence may incite fear among students and increase the level of school violence (Laub and Lauritsen 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if gangs were present at their school.²³

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

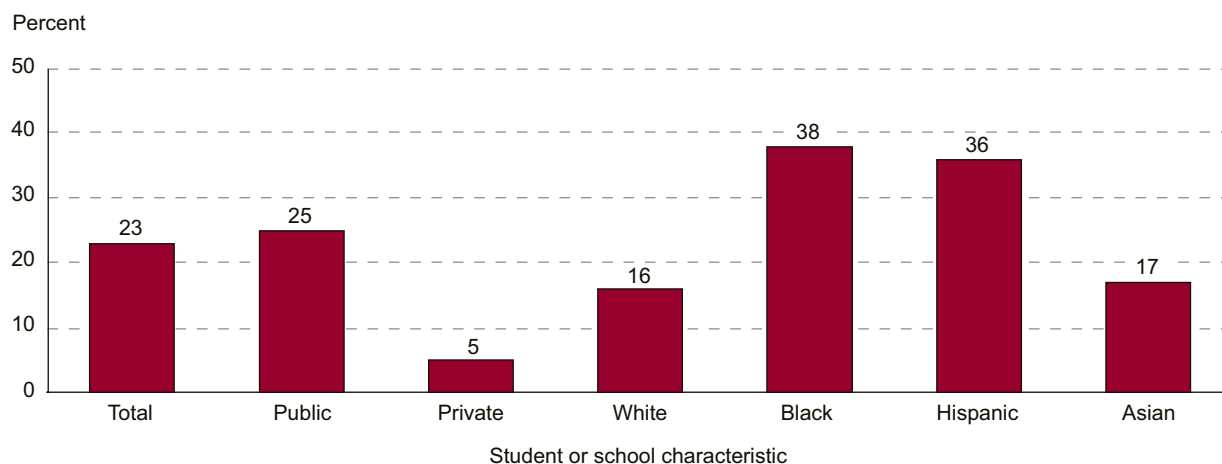
Generally, a smaller percentage of 6th-, 7th-, and 8th-graders reported a gang presence at their school than 9th-, 10th-, 11th-, and 12th-graders. In 2007, between 15 and 21 percent of 6th-, 7th-, and 8th-graders reported a gang presence at school compared to 24 to 28 percent of students in the higher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

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

²³ “At school” includes the school building, on school property, on a school bus, or going to and from school.

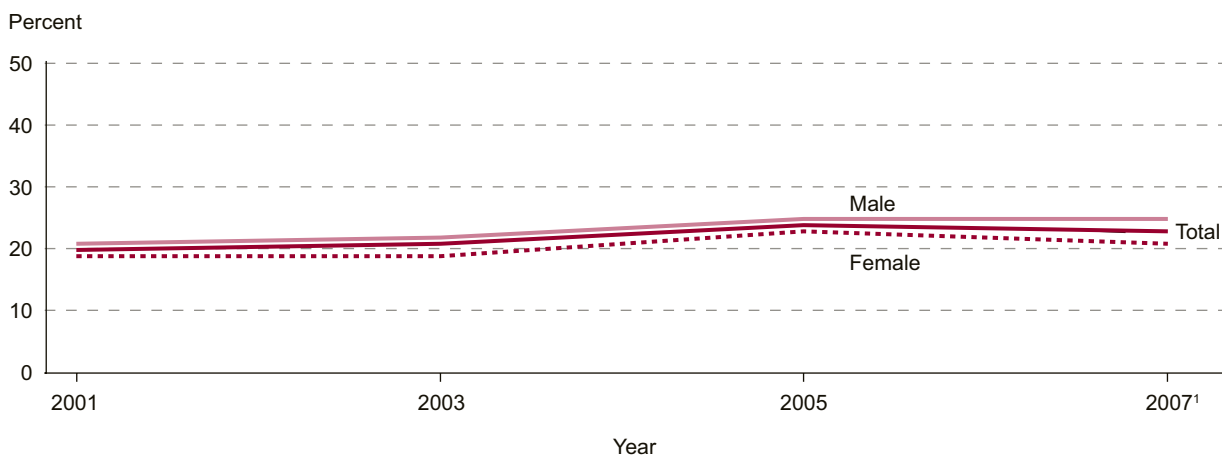
This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Table 8.1 and Bauer et al. (2008), (<http://nces.ed.gov/pubs2009/2009306.pdf>).

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



NOTE: Race categories exclude persons of Hispanic ethnicity. 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.

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



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

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.

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

Indicator 9

Students' Reports of Drug Availability on School Property

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

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

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

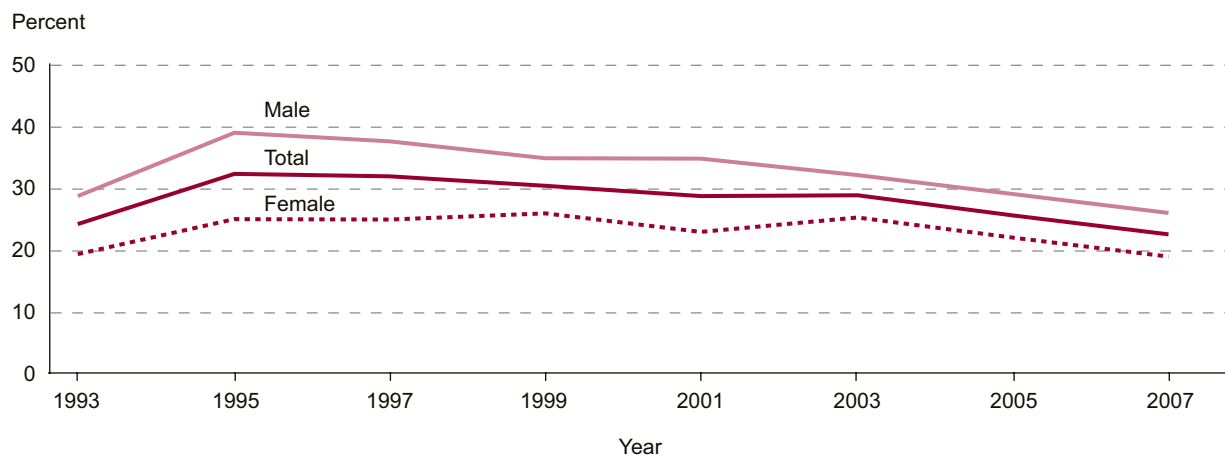
10th-grade students (25 percent) who reported that drugs were made available to them was higher than the percentage for either 9th- or 12th-grade students (21 and 20 percent, respectively), but not measurably different from that of 11th-grade students.

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

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

²⁴ “On school property” was not defined for survey respondents.

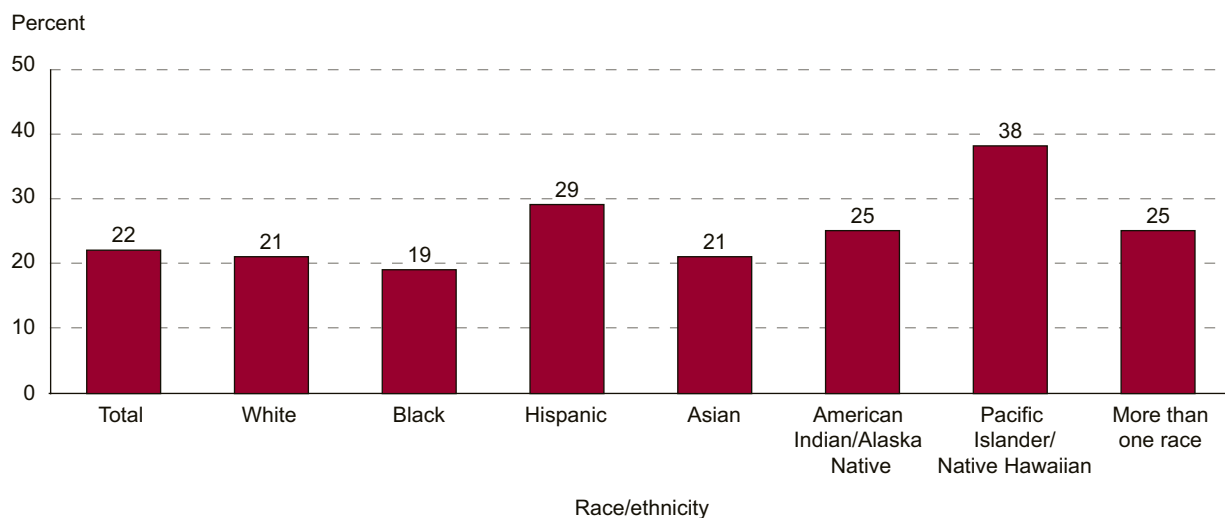
Figure 9.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2007



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

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

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



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

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

Indicator 10

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

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

In the 2007 School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation at school.²⁵ Students were also asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building. With regard to hate-related words, students were asked to specify the characteristic to which the word was directed.²⁶ In 2007, 10 percent of students ages 12–18 reported that someone at school had used hate-related words against them during the school year (figure 10.1 and table 10.1). Thirty-five percent of students reported seeing hate-related graffiti at school during the school year.

In 2007, students' experiences of being called specific types of hate-related words and seeing hate-related graffiti differed according to student and school characteristics. For example, a smaller percentage of 12th-graders (6 percent) reported being targets of a hate-related word than 6th-graders (12 percent); 7th-graders, 8th-graders, and 9th-graders (11 percent each); and 10th-graders (9 percent). A higher percentage of public school students than private school students reported being called a hate-related word (10 vs. 6 percent) and seeing hate-related graffiti (36 vs. 19 percent).

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

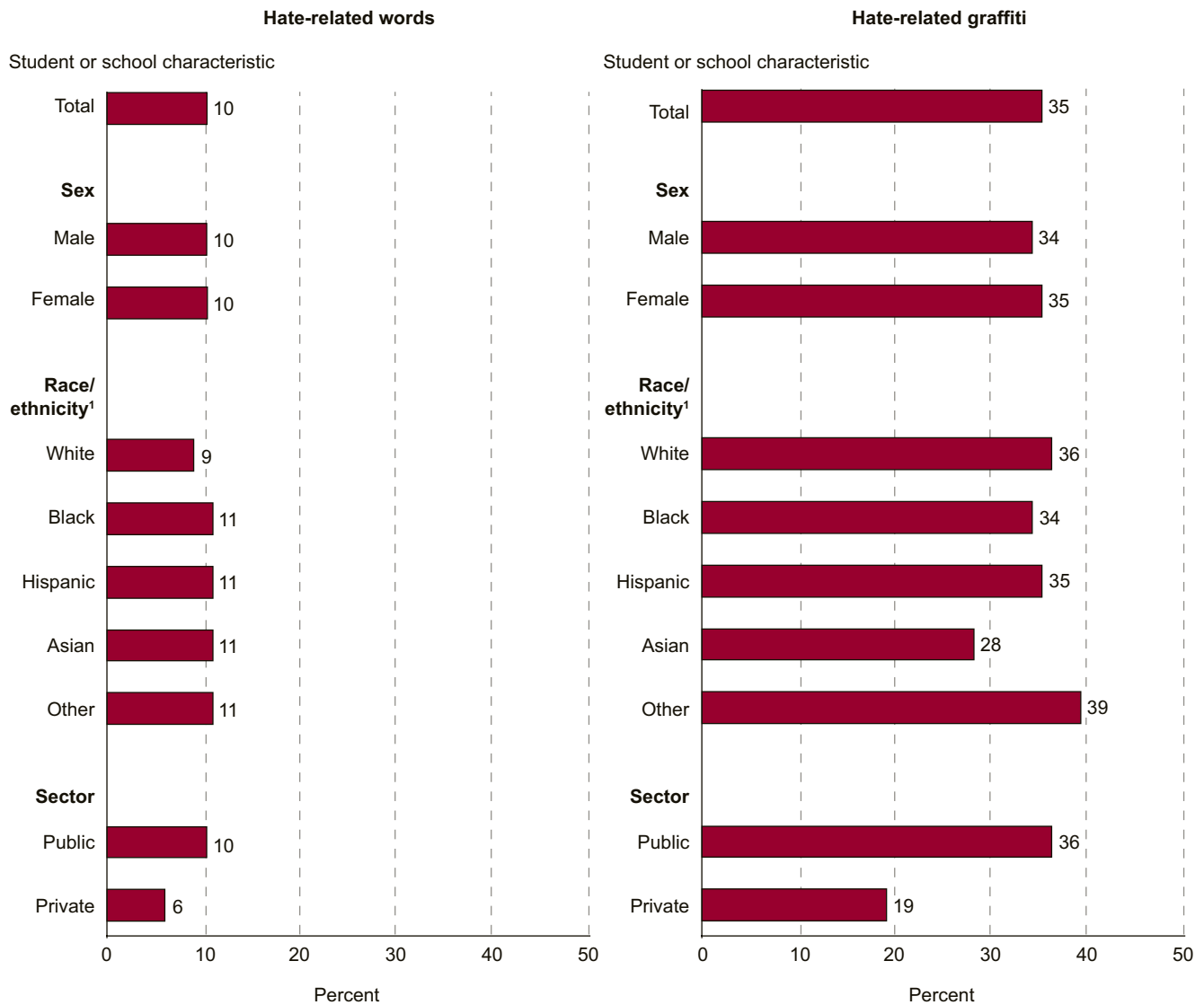
Between 2001 and 2007, the percentage of students who reported being the target of a hate-related word decreased from 12 to 10 percent. Between the two most recent survey years, 2005 and 2007, the percentage of students who reported being the target of a hate-related word was lower in 2007 (10 percent)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

Indicator 10 continued on page 38.

²⁵ "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

²⁶ "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

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



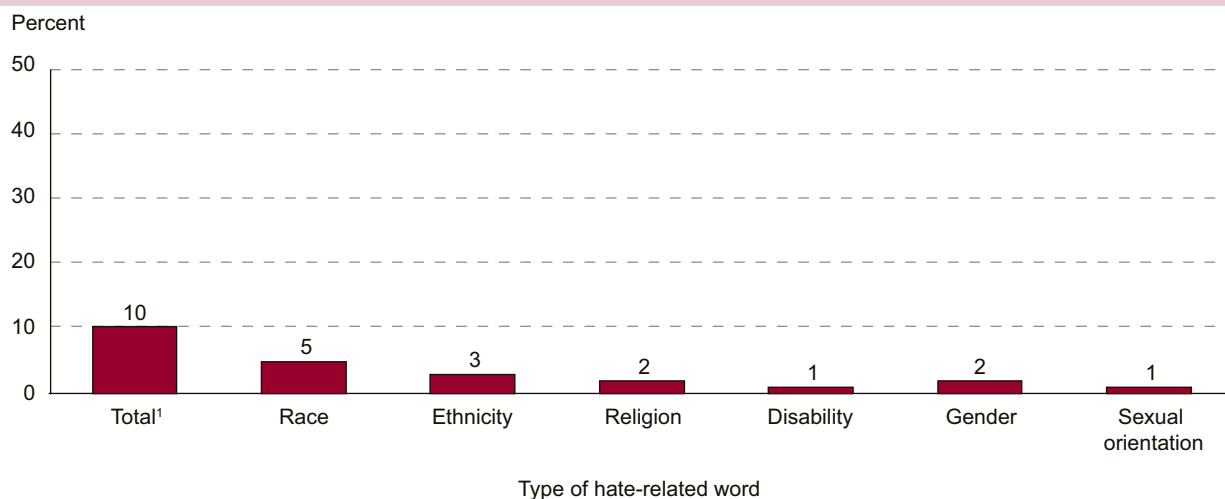
¹ Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.
 NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

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

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

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

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



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

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

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

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

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

Both bullying and being bullied at school are associated with key violence-related behaviors, including carrying weapons, fighting, and sustaining injuries from fighting (Nansel et al. 2003). In the 2007 School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied at school during the school year.²⁷

In 2007, about 32 percent of students reported having been bullied at school during the school year (figure 11.1 and table 11.1).²⁸ Twenty-one percent of students said that they had experienced bullying that consisted of being made fun of; 18 percent reported being the subject of rumors; 11 percent said that they were pushed, shoved, tripped, or spit on; 6 percent said they were threatened with harm; 5 percent said they were excluded from activities on purpose; and 4 percent each said that someone tried to make them do things they did not want to do and that their property was destroyed on purpose (figure 11.2 and table 11.1).

Of those students in 2007 who reported being bullied during the school year, 79 percent said that they were bullied inside the school, 23 percent said that they were bullied outside on school grounds, 8 percent said they were bullied on the school bus, and 4 percent said they were bullied somewhere else (figure 11.3 and table 11.2). Of students who reported being pushed, shoved, tripped, or spit on, 19 percent reported being injured as a result. Of these students who had been bullied, 63 percent said that they had been bullied once or twice during the school year, 21 percent had experienced bullying once or twice a month, 10 percent reported being bullied once or twice a week, and 7 percent said that they had been bullied almost daily (figure 11.4 and table 11.3). Thirty-six percent of students who were bullied notified a teacher or another adult at school about the event(s).

In 2007, about 4 percent of students reported having been cyber-bullied²⁹ anywhere (on or off school property) during the school year (figure 11.1 and table 11.1). Two percent of students said that they had experienced cyber-bullying that consisted of another student posting hurtful information about them on the Internet; and 2 percent of students reported unwanted contact, including being threatened or insulted, via instant messaging by another student during the school year (figure 11.2 and table 11.1).

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

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

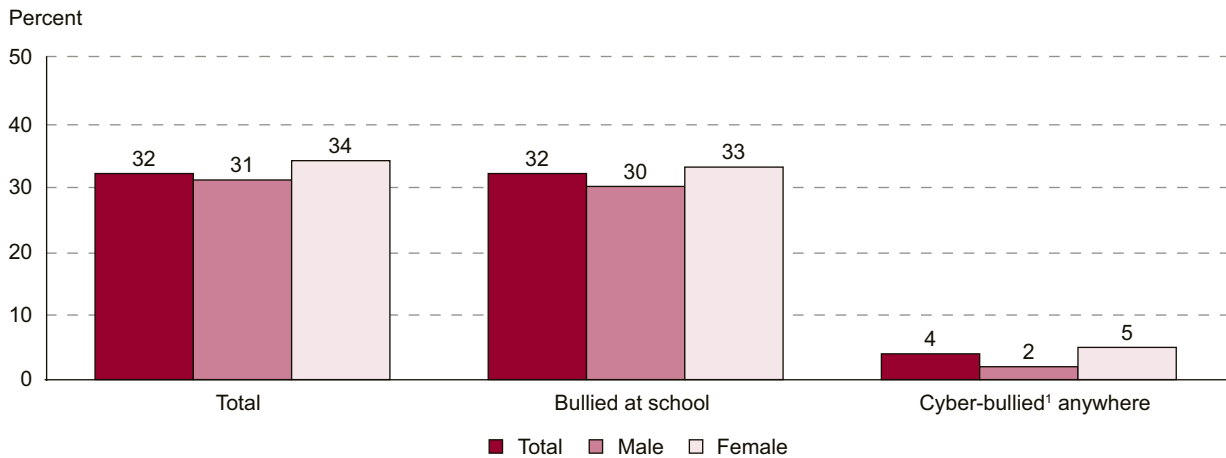
²⁷ “At school” includes the school building, on school property, on a school bus, or going to and from school.

²⁸ Bullying includes being made fun of; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things did not want to do; excluded; and having property destroyed on purpose.

²⁹ Cyber-bullying includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS) messaging. The latter category did not meet statistical standards to be reported separately.

This indicator has been modified. This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 11.1, 11.2, and 11.3 and DeVoe and Kaffenberger (2005), (<http://nces.ed.gov/pubs2005/2005310.pdf>).

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

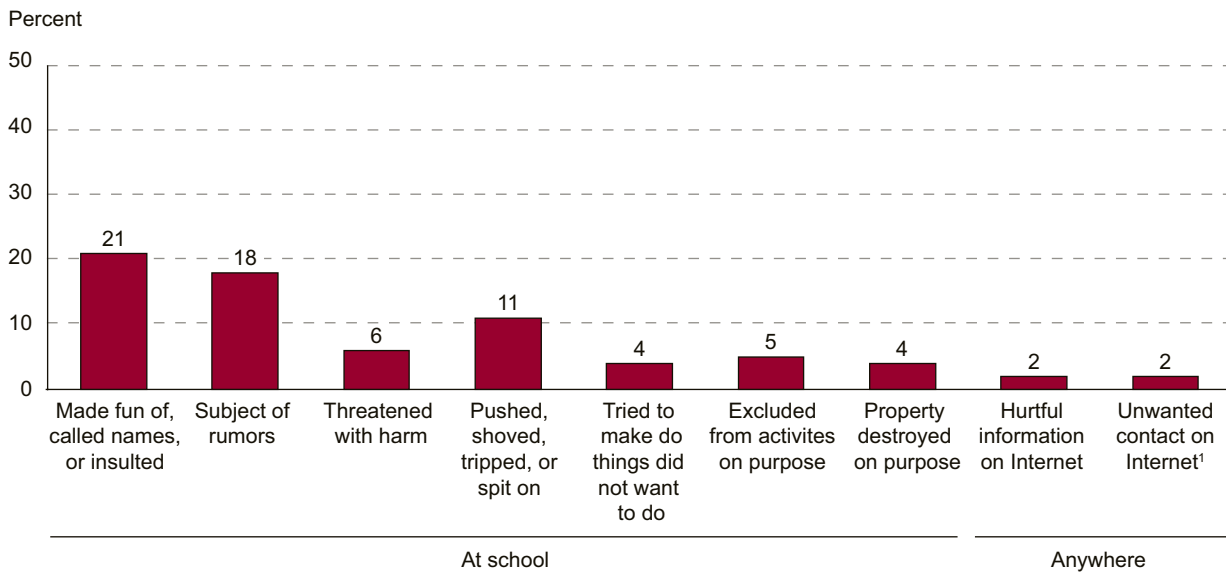


¹ Cyber-bullied includes students who responded that another student posted hurtful information about the respondent on the Internet; made unwanted contact by threatening or insulting the respondent via instant messaging; or made unwanted contact by threatening or insulting the respondent via text (SMS) messaging. The latter category did not meet statistical standards to be reported separately.

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

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

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

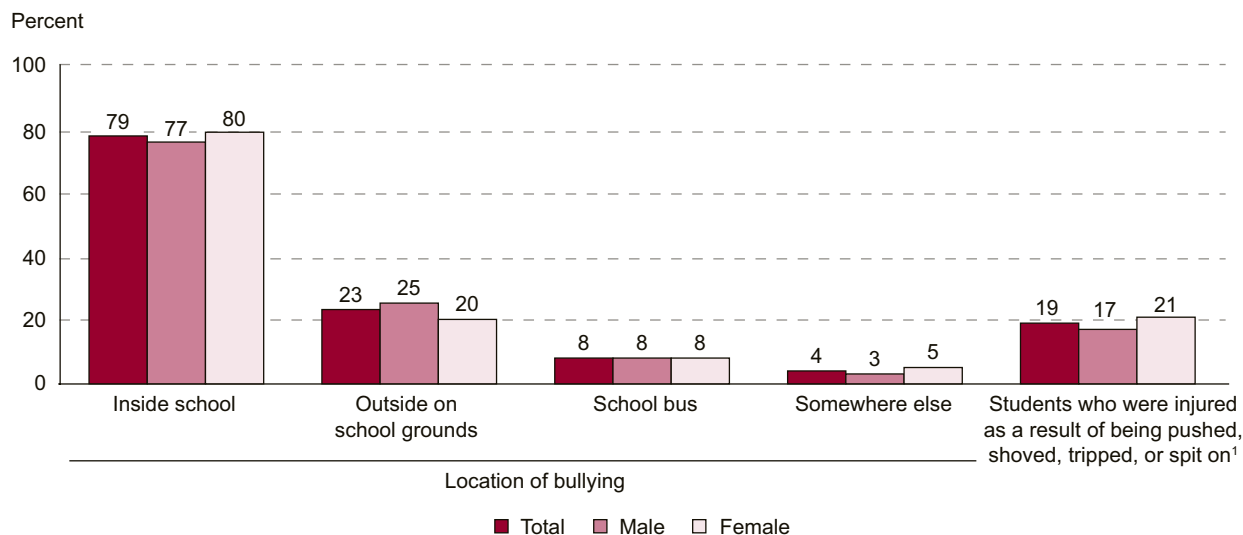


¹ This was defined as another student making "unwanted contact, for example, threatened or insulted [the respondent] via instant messaging."

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

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

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

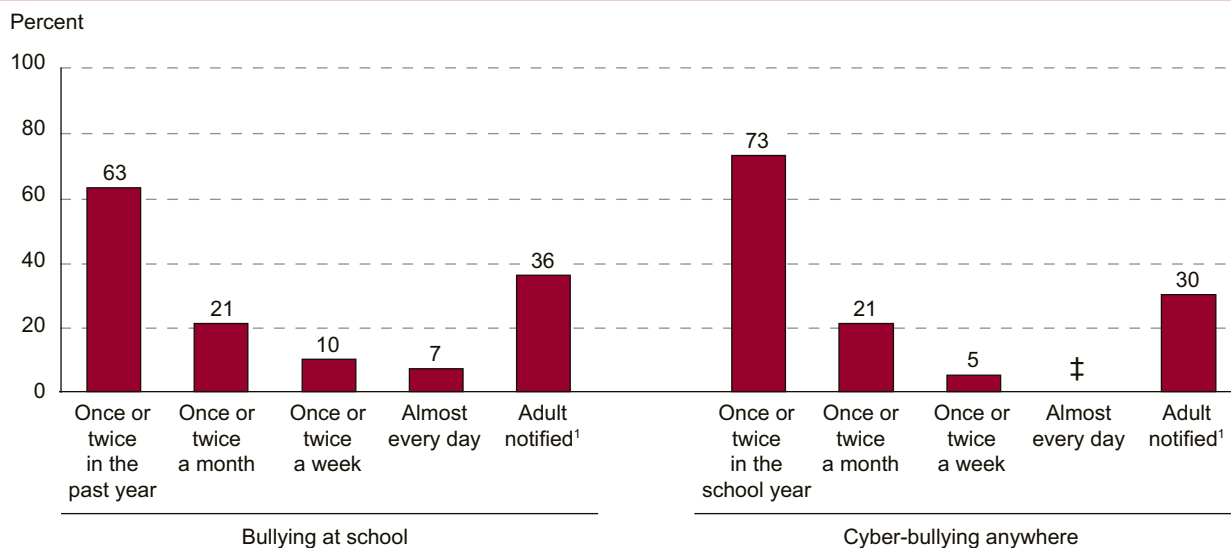


¹ Injury includes bruises or swelling; cuts, scratches, or scrapes; black eye or bloody nose; teeth chipped or knocked out; broken bones or internal injuries; knocked unconscious; or other injuries. Only students who reported that their bullying incident constituted being pushed, shoved, tripped, or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

NOTE: Figure was revised on June 15, 2010. "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.

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



† Reporting standards not met.

¹ Teacher or other adult at school notified.

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

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

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Indicator 12

Teachers' Reports on School Conditions

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.

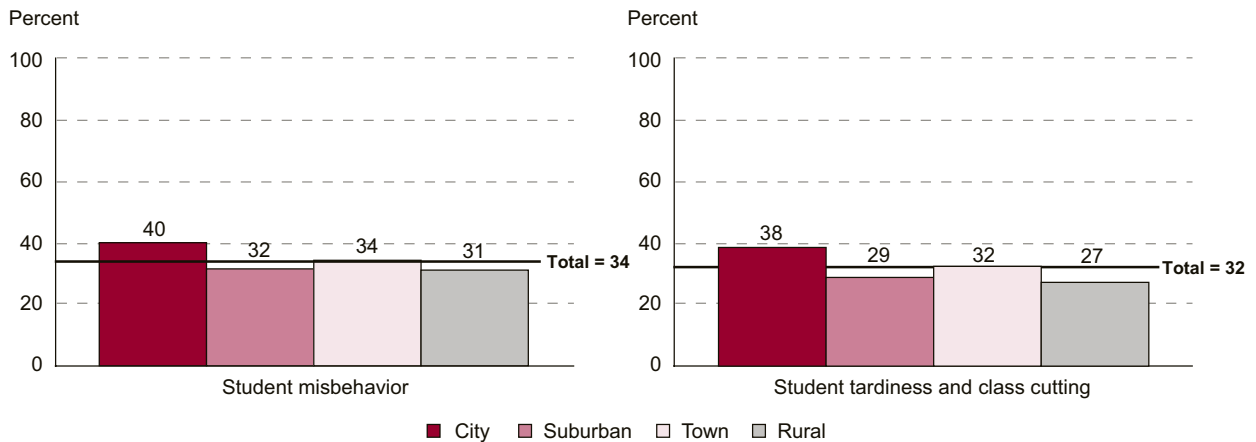
A greater percentage of teachers in city schools compared to teachers in suburban, town, or rural schools reported that student misbehavior, tardiness, and class cutting interfered with their teaching in 2007–08 (figure 12.1). Forty percent of teachers in city schools, compared to 32 percent of teachers 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 46.

This indicator has been updated to include 2007–08 data. For more information: Tables 12.1 and 12.2, appendix B for definitions of school levels and urbanicity codes, and Coopersmith (2009), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324>).

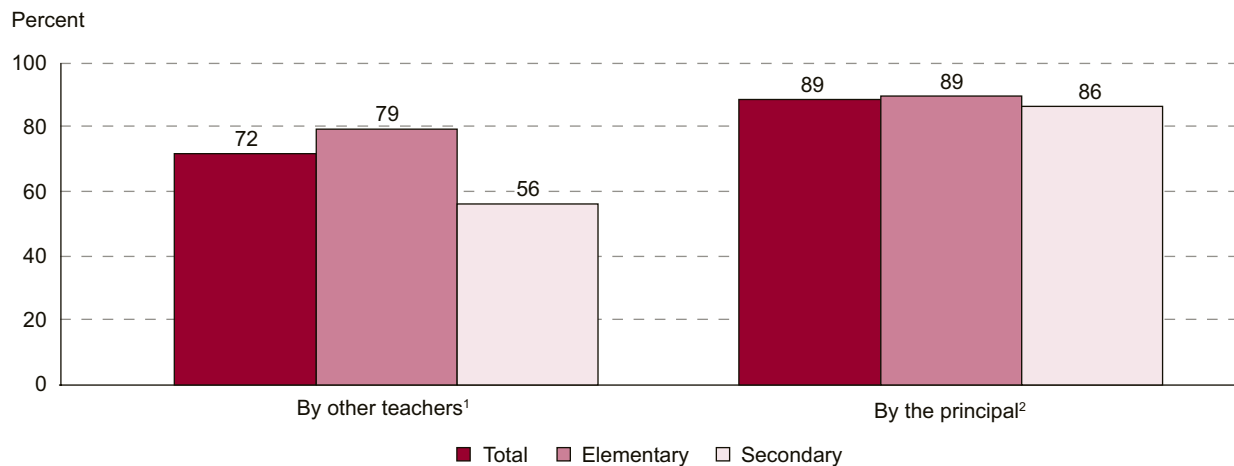
Figure 12.1. Percentage of public and private school teachers who agreed or strongly agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by urbanicity: School year 2007–08



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

Indicator 13

Physical Fights on School Property and Anywhere	48
Figure 13.1	49
Figure 13.2	49

Indicator 14

Students Carrying Weapons on School Property and Anywhere	50
Figure 14.1	51
Figure 14.2	51

Indicator 15

Students' Use of Alcohol on School Property and Anywhere	52
Figure 15.1	53
Figure 15.2	53

Indicator 16

Students' Use of Marijuana on School Property and Anywhere	54
Figure 16.1	55
Figure 16.2	55

Indicator 13

Physical Fights on School Property and Anywhere

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

Schools where physical fights occur frequently may not be able to maintain a focused learning environment for students. Also, students who participate in fights on school property may have difficulty succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights (referred to as “anywhere” in this indicator) during the preceding 12 months, as well as about their involvement in physical fights on school property.³⁰ Fights occurring anywhere are included as a point of comparison with fights occurring on school property. In 2007, 36 percent of students in grades 9–12 reported having been in a fight anywhere, and 12 percent said they had been in a fight on school property (figure 13.1 and table 13.1). The percentage of students who reported having been in a fight anywhere decreased from 1993 to 2003 (from 42 to 33 percent). From 2003 to 2005, this percentage rose to 36 percent, but no measurable change was seen between 2005 and 2007. The percentage of students who reported having been in a fight on school property declined from 16 percent in 1993 to 12 percent in 2007.

In all survey years, a higher percentage of males than females reported having been in a fight both anywhere and on school property (figure 13.1 and table 13.1). In 2007, 44 percent of males said they had been in a fight anywhere, compared with 27 percent of females. In the same year, 16 percent of males said they had been in a fight on school property, compared with 9 percent of females. From 1993 through 2003, the percentage of both males and females who reported they had been in a fight anywhere decreased. The percentage of males reporting they had been in a fight on school property decreased from 1993 to 2007 (24 vs. 16 percent); however, there was no measurable change in the percentage of females who reported fighting on school property (9 percent).

³⁰ “On school property” was not defined for survey respondents.

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

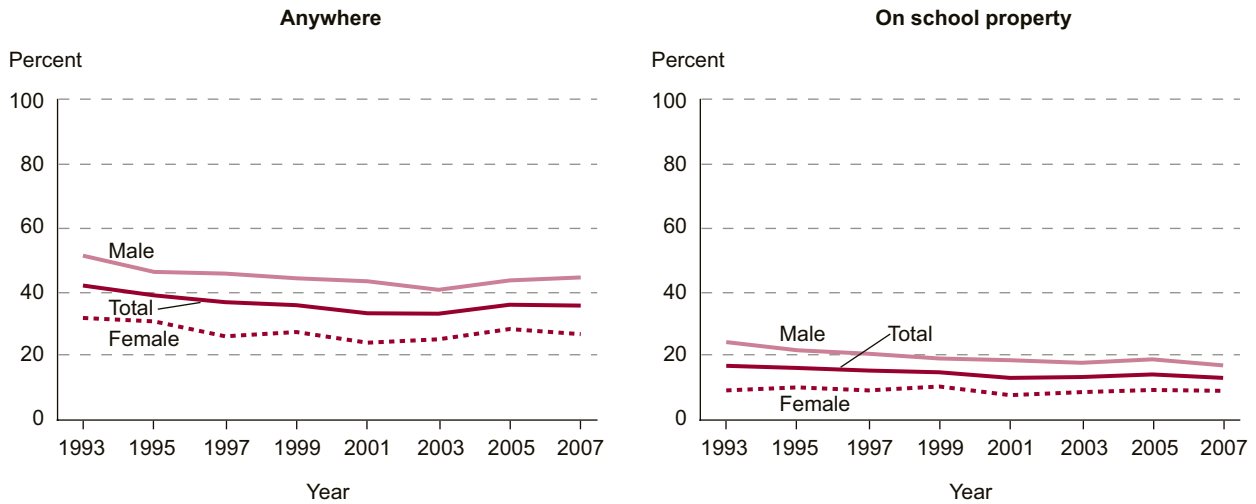
The percentage of students engaging in fights varied according to their race/ethnicity in 2007. A smaller percentage of Asian students than students from all other racial/ethnic groups reported having been in a fight anywhere. Twenty-four percent of Asian students reported being in a fight, compared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

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

The presence of weapons at school may interfere with

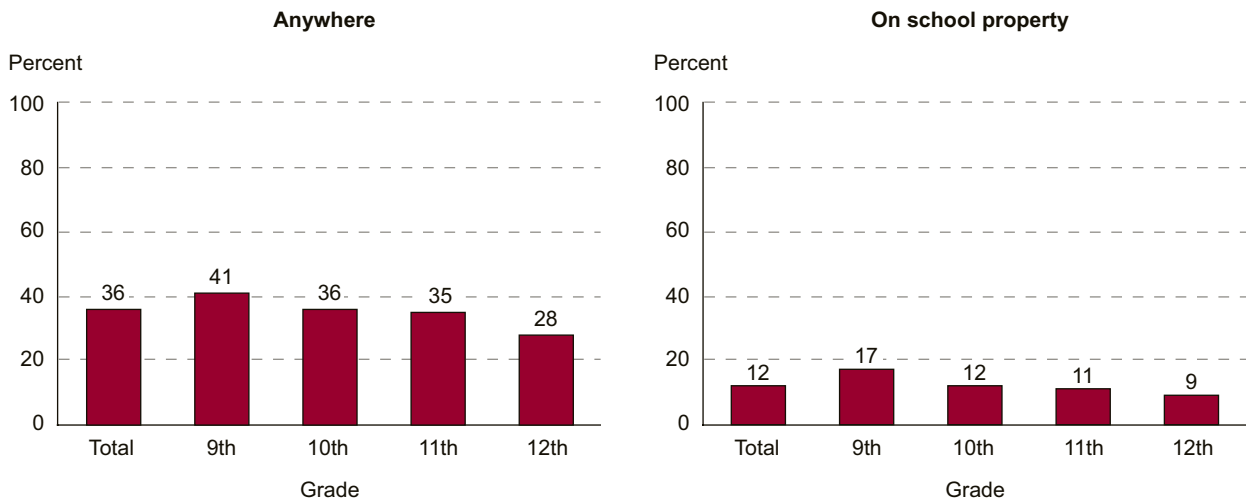
This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 13.1 and 13.2 and Centers for Disease Control and Prevention (2008b), (<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>).

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



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

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



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

Indicator 14

Students Carrying Weapons on School Property and Anywhere

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

teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club (referred to as “anywhere” in this indicator) in the past 30 days as well as if they had carried one of these weapons on school property.³¹ Weapon carrying anywhere is included as a point of comparison with weapon carrying on school property. In 2007, 18 percent of students in grades 9–12 reported they had carried a weapon anywhere, and 6 percent reported they had carried a weapon on school property (figure 14.1 and table 14.1).

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

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

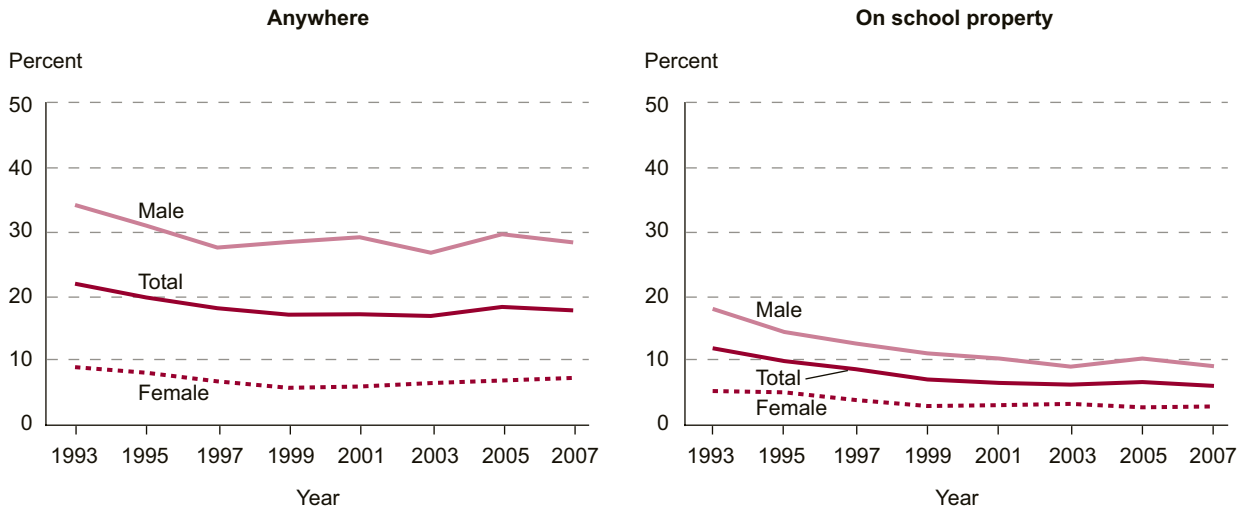
In 2007, few differences were detected based on students’ race/ethnicity in the percentage of students who reported carrying weapons anywhere and on school property. A smaller percentage of Asian students (8 percent) than students from other racial/ethnic groups reported carrying a weapon anywhere, but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

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

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

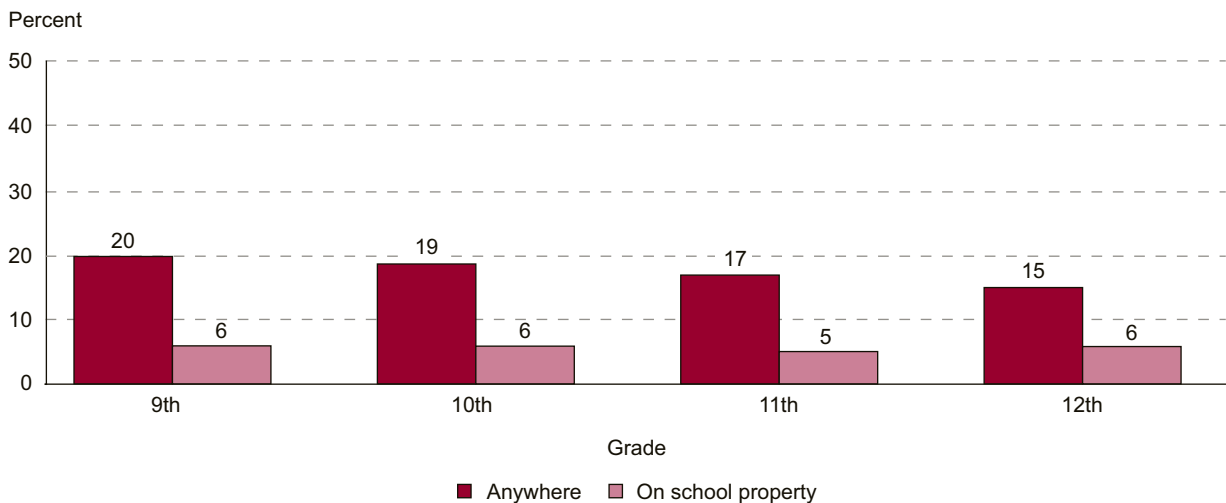
³¹ “On school property” was not defined for survey respondents.

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



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

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



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

Indicator 15

Students' Use of Alcohol on School Property and Anywhere

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

Students' illegal consumption of alcohol on school property may lead to additional crimes and misbehavior (Kodjo, Auinger, and Ryan 2003). It may also foster a school environment that is harmful to students, teachers, and other staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all (referred to as “anywhere” in this indicator) in the past 30 days and if they had consumed alcohol on school property.³² Alcohol consumption anywhere is included as a point of comparison with alcohol consumption on school property. In 2007, 45 percent of students consumed at least one drink of alcohol anywhere, and 4 percent consumed at least one drink on school property (figure 15.1 and table 15.1).

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

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

A larger percentage of students in higher grades than

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

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

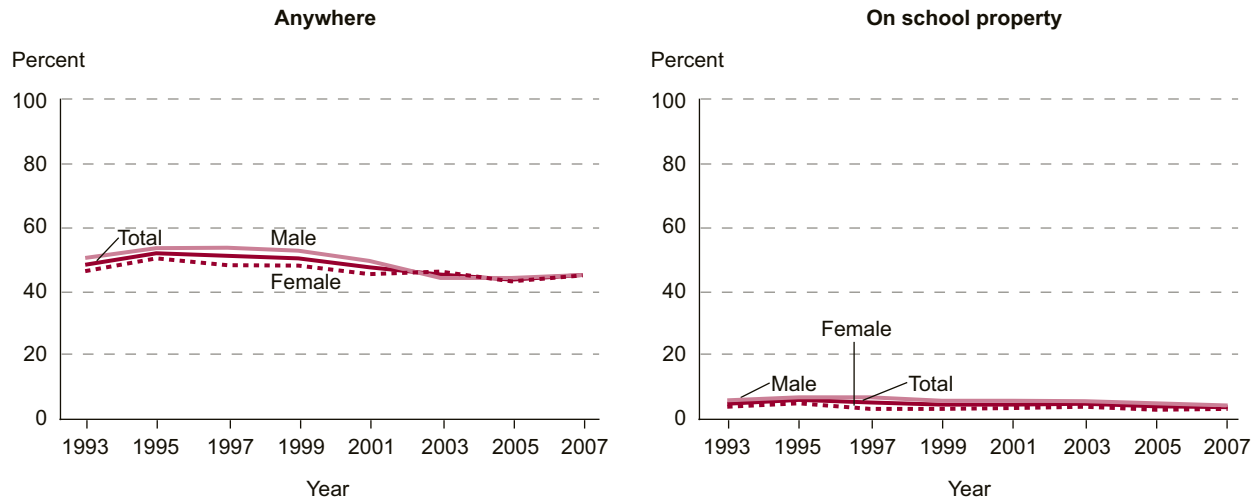
In 2007, the percentage of students who reported drinking alcohol anywhere (39 states and the District of Columbia) and on school property (38 states and the District of Columbia) varied among the states and the District of Columbia for which data were available. Among these states and the District of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

In the Youth Risk Behavior Survey, students in

³² “On school property” was not defined for survey respondents.

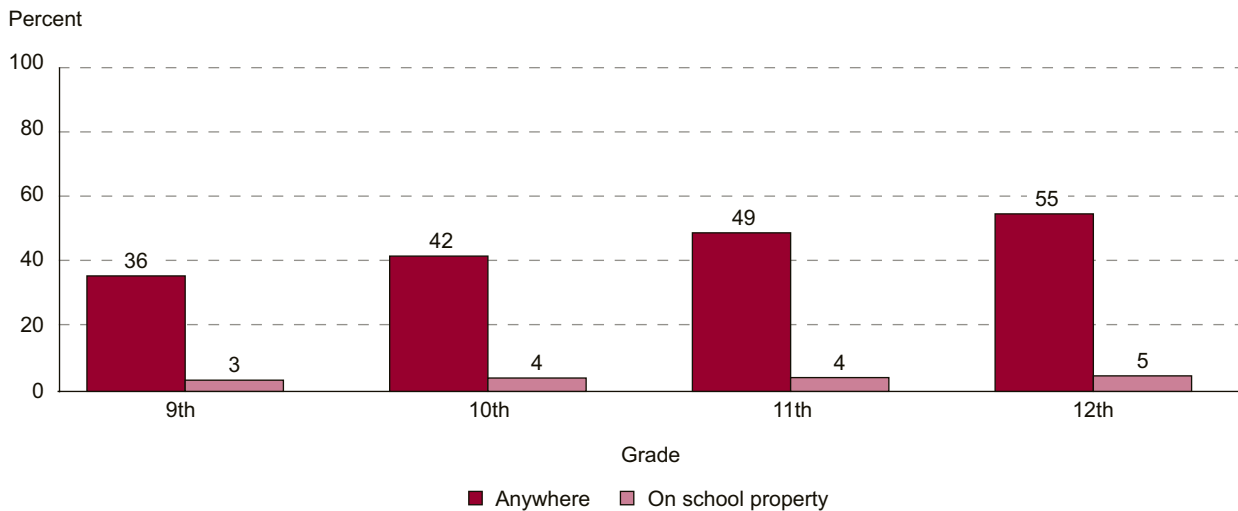
This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 15.1 and 15.2 and Centers for Disease Control and Prevention (2008b), (<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>).

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



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

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



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

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

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

grades 9–12 were asked whether they had used marijuana at all (referred to as “anywhere” in this indicator) in the past 30 days as well as whether they had used marijuana on school property.³³ In 2007, 20 percent of students in grades 9–12 reported using marijuana anywhere in the past 30 days, while 4 percent reported using marijuana on school property (figure 16.1 and table 16.1).

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

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

Marijuana use anywhere and on school property varied by students' sex and grade level. In every survey year, a greater percentage of males than females reported using marijuana in the past 30 days, both anywhere and on school property. For example, in 2007, 22 percent of males reported using

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

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

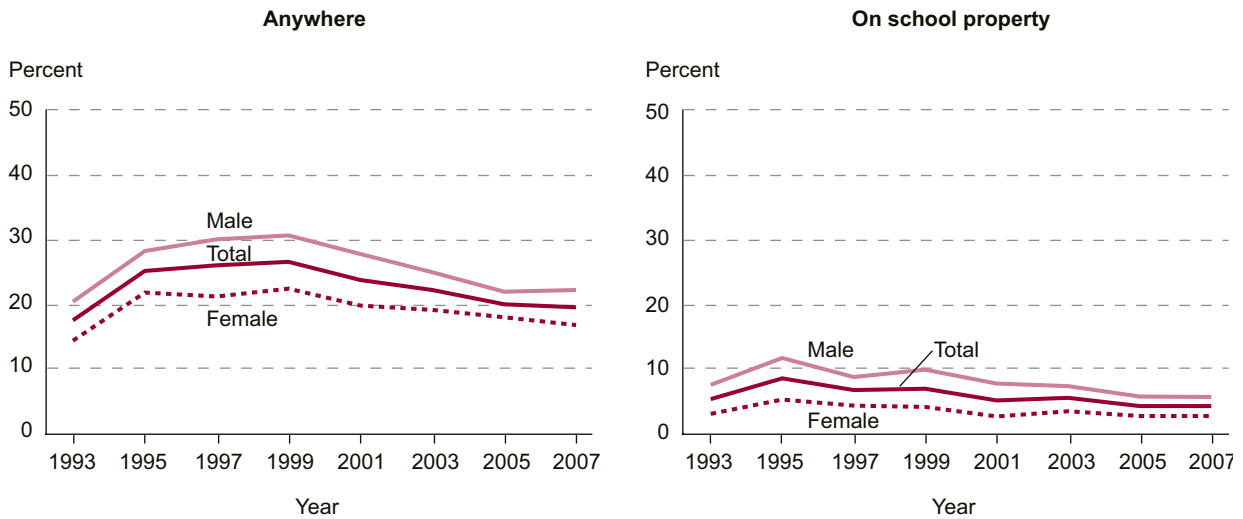
In 2007, a smaller percentage of Asian students (9 percent) than students from other racial/ethnic groups (ranging from 18 to 29 percent) reported using marijuana anywhere. A larger percentage of American Indian/Alaska Native students (27 percent) than White students (20 percent), Hispanic students (18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

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

³³ “On school property” was not defined for survey respondents.

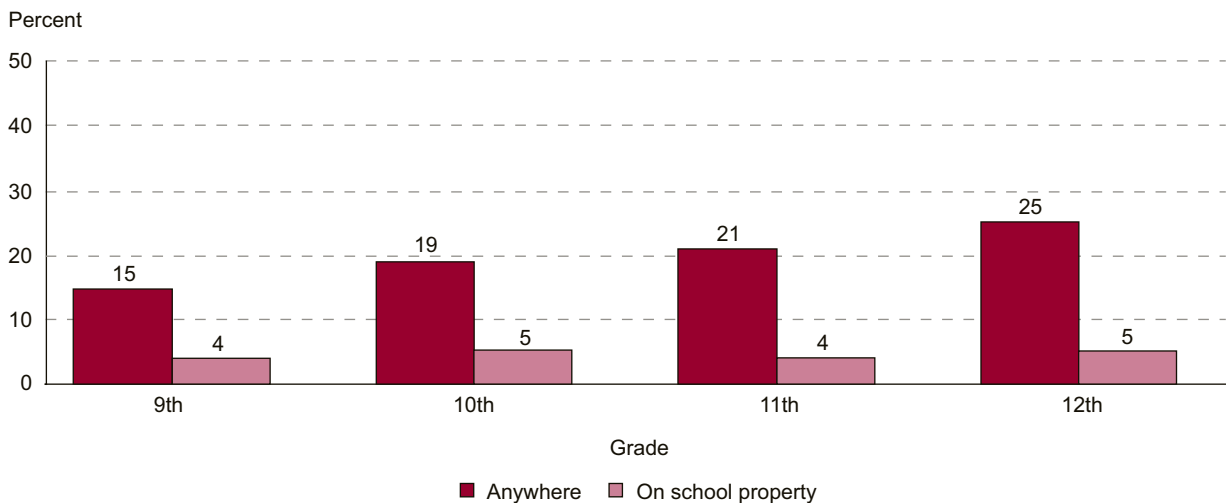
This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Tables 16.1 and 16.2 and Centers for Disease Control and Prevention (2008b), (<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>).

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



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

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



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

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Fear and Avoidance

Indicator 17

Students' Perceptions of Personal Safety at School and Away From School58

Figure 17.1.....59

Figure 17.259

Indicator 18

Students' Reports of Avoiding School Activities or Specific Places in School.....60

Figure 18.161

Figure 18.2.....62

Indicator 17

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

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

School violence can make students fearful and affect their readiness and ability to learn, and concerns about vulnerability to attacks detract from a positive school environment (Scheckner et al. 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often³⁴ they had been afraid of attack or harm “at school or on the way to and from school” and “away from school.”³⁵ In 2007, a greater percentage of students ages 12–18 reported that they were afraid of attack or harm at school (5 percent) than away from school (3 percent) during the school year (figure 17.1 and table 17.1).

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

Other differences in students' reports on their safety were detected by student and school characteristics in 2007. For example, a higher percentage of 6th-graders (10 percent) reported being afraid of attack or harm at school than 7th-graders (7 percent), 8th-graders (5 percent), 9th-graders (6 percent), 10th-graders (5 percent), and 11th- and 12th-graders (3 percent

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

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

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

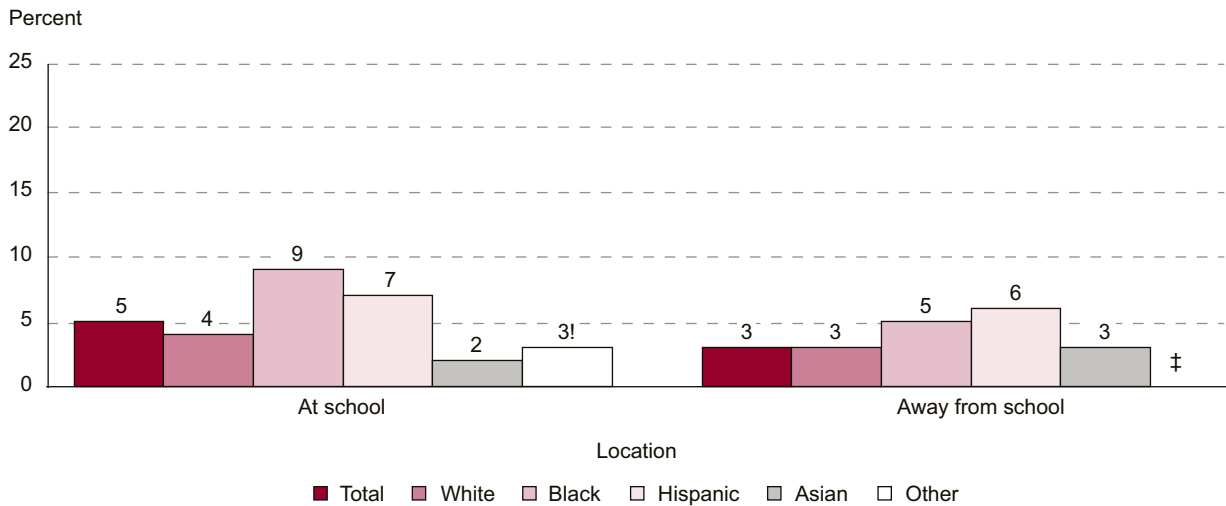
Between 1995 and 2007, the percentage of students who feared attack or harm at school decreased from 12 to 5 percent. Between the two most recent survey years, 2005 and 2007, the percentage of students who feared attack or harm at school was lower in 2007 (5 percent) than in 2005 (6 percent). Away from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

³⁴ 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.

³⁵ “At school” includes the school building, on school property, on a school bus.

This indicator repeats information from the 2008 Indicators of School Crime and Safety report. For more information: Table 17.1 and Bauer et al. (2008), (<http://nces.ed.gov/pubs2009/2009306.pdf>).

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



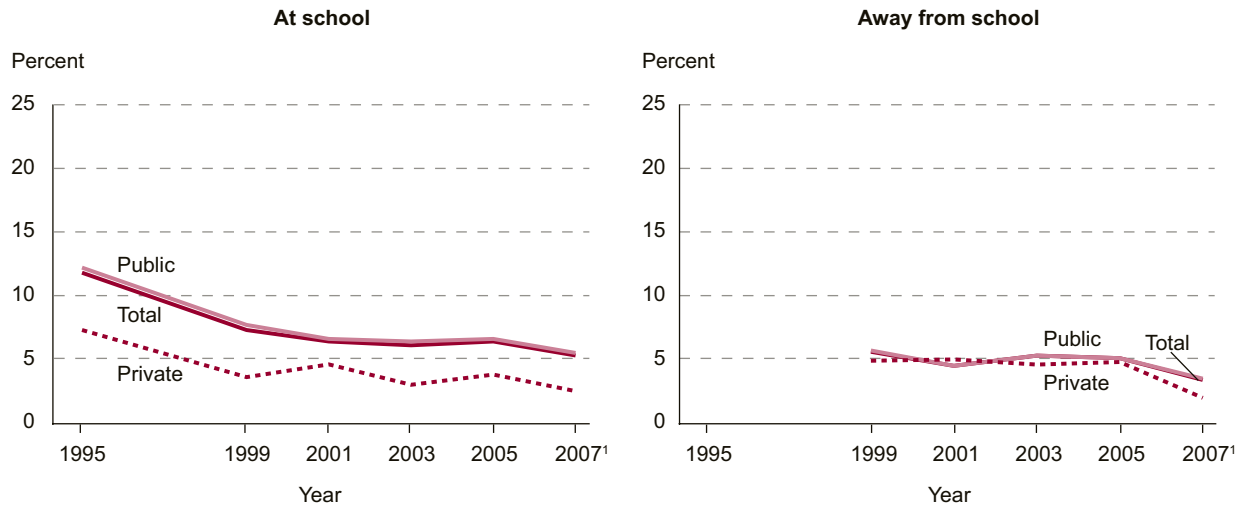
[!] Interpret data with caution.

[‡] Reporting standards not met.

NOTE: Race categories exclude persons of Hispanic ethnicity. Other includes American Indian, Alaska Native, Pacific Islander, and more than one race.

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

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



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

NOTE: Fear of attack away from school was not collected in 1995. For more information, please see appendix A.

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

Indicator 18

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

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

School crime may lead students to perceive school as unsafe, and in trying to ensure their own safety, students may begin to skip school activities or avoid certain places in school (Schreck and Miller 2003). The percentage of students who avoid school activities and certain areas in school is a measure of their perception of school safety. In the School Crime 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.³⁶ In 2007, 7 percent of students reported that they had avoided a school activity or one or more places in school during the previous school year because of fear of attack or harm. About 3 percent of students avoided a school activity, and 6 percent avoided one or more places in school³⁷ (figure 18.1 and table 18.1).

While there was no overall pattern of increase or decrease between 1999 and 2007 in the percentage of students who reported that they had avoided a school activity or one or more places in school because they were fearful that someone might attack or harm them, the percentage of students who reported avoiding an activity or place because of fear of attack or harm was higher in 2007 (7 percent) than in 2005 (6 percent).

In 2007, 2 percent of students reported that they had

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

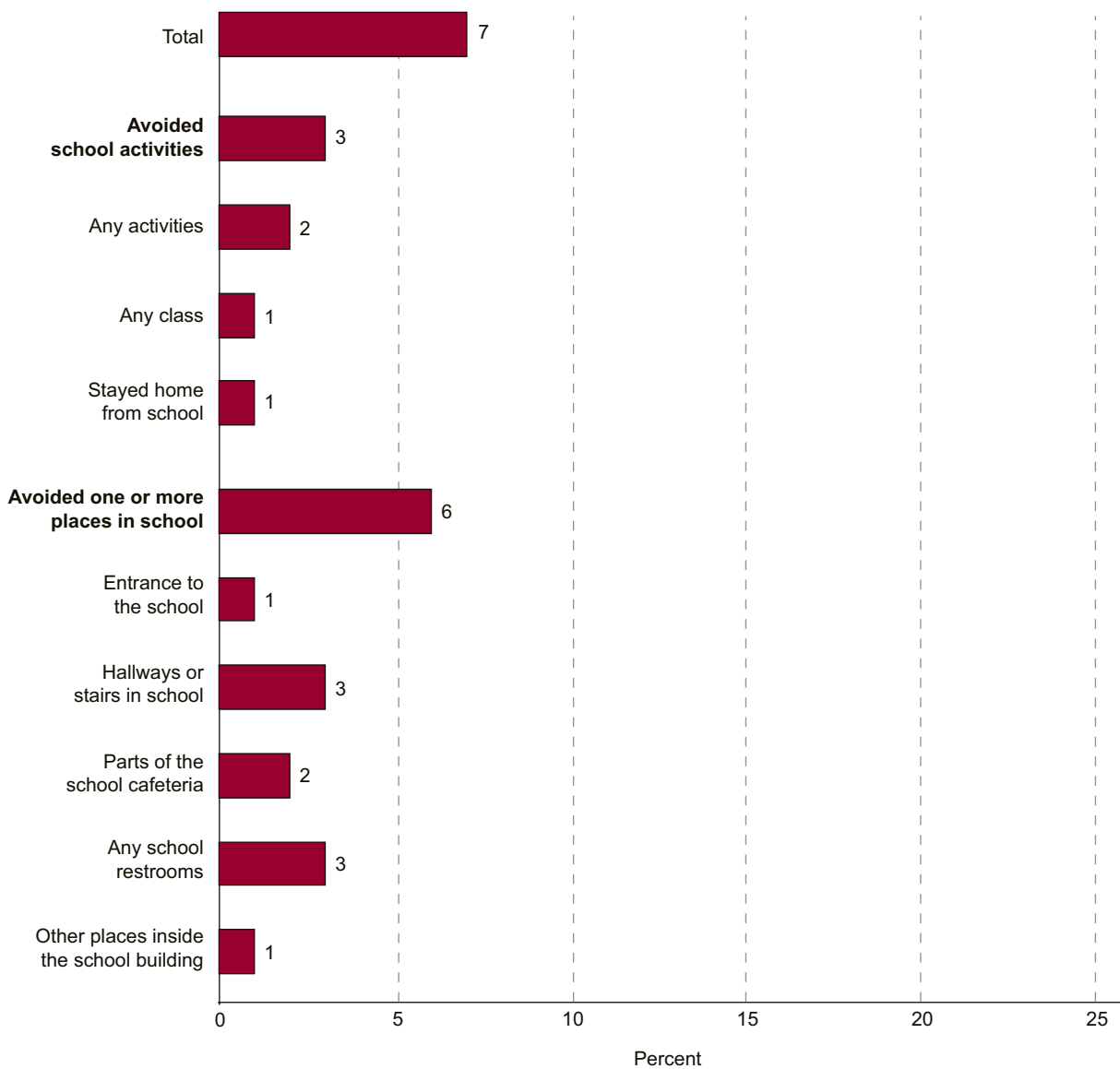
Students' reports of avoiding one or more places in school because of fear of attack or harm varied by student and school characteristics. A higher percentage of 7th-graders (7 percent), 8th-graders (6 percent), 9th-graders (7 percent), and 10th-graders (5 percent) reported avoiding one or more places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

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

³⁶ For the 2001 survey, the wording was changed from “attack or harm” to “attack or threat of attack.” See appendix A for more information.

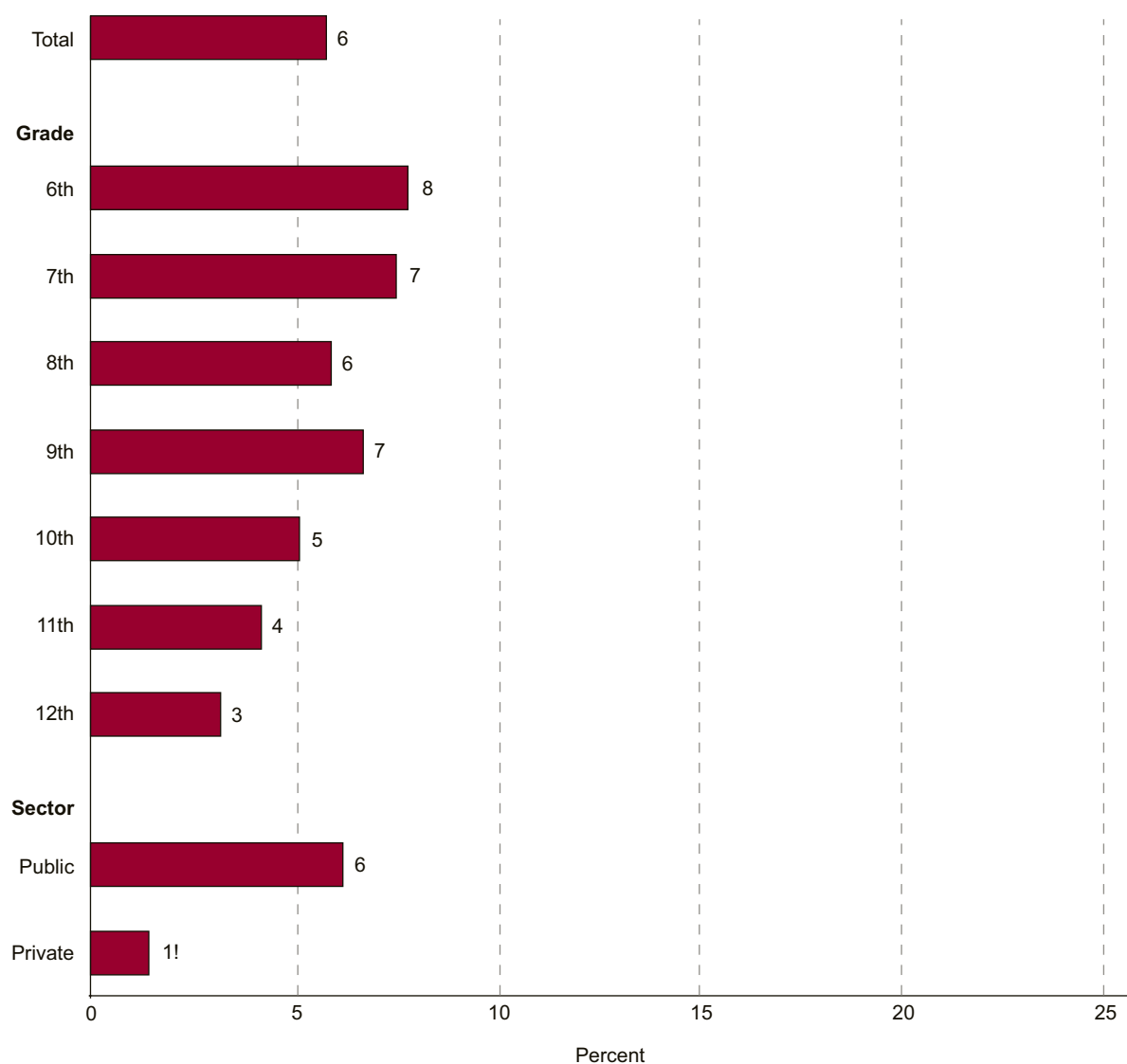
³⁷ “Avoided school activities” includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007, the survey wording was changed from “any extracurricular activities” to “any activities.” Please use caution when comparing changes in this item over time. Avoiding one or more places in school includes the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

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



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

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



! Interpret data with caution.

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

Discipline, Safety, and Security Measures

Indicator 19

Serious Disciplinary Actions Taken by Public Schools.....64

Figure 19.165

Figure 19.266

Figure 19.367

Indicator 20

Safety and Security Measures Taken by Public Schools.....68

Figure 20.169

Figure 20.270

Indicator 21

Students' Reports of Safety and Security Measures Observed at School72

Figure 21.173

Indicator 19

Serious Disciplinary Actions Taken by Public Schools

Forty-six percent of public schools (approximately 38,500 schools) took a serious disciplinary action against a student for specific offenses during the 2007–08 school year. Approximately 767,900 serious disciplinary actions were taken by public schools during that period.

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

Forty-six percent of public schools (approximately 38,500 schools) took at least one serious disciplinary action against a student—including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools—for specific offenses during the 2007–08 school year (table 19.1).

The largest percentage of schools that reported taking a disciplinary action in 2007–08 did so in response to a physical attack or fight: 31 percent of schools took a serious disciplinary action for physical attacks or fights (figure 19.1 and table 19.1). In response to other offenses, 21 percent of all schools took serious disciplinary action for insubordination; 19 percent for distribution, possession, or use of illegal drugs; 15 percent took action as a result of use or possession of a weapon other than a firearm or explosive device; 10 percent did so for distribution, possession, or use of alcohol; and 3 percent did so for use or possession of a firearm or explosive device.

A total of 767,900 serious disciplinary actions were taken during the 2007–08 school year. The largest number of disciplinary actions were taken for insubordination (327,100 actions) and physical

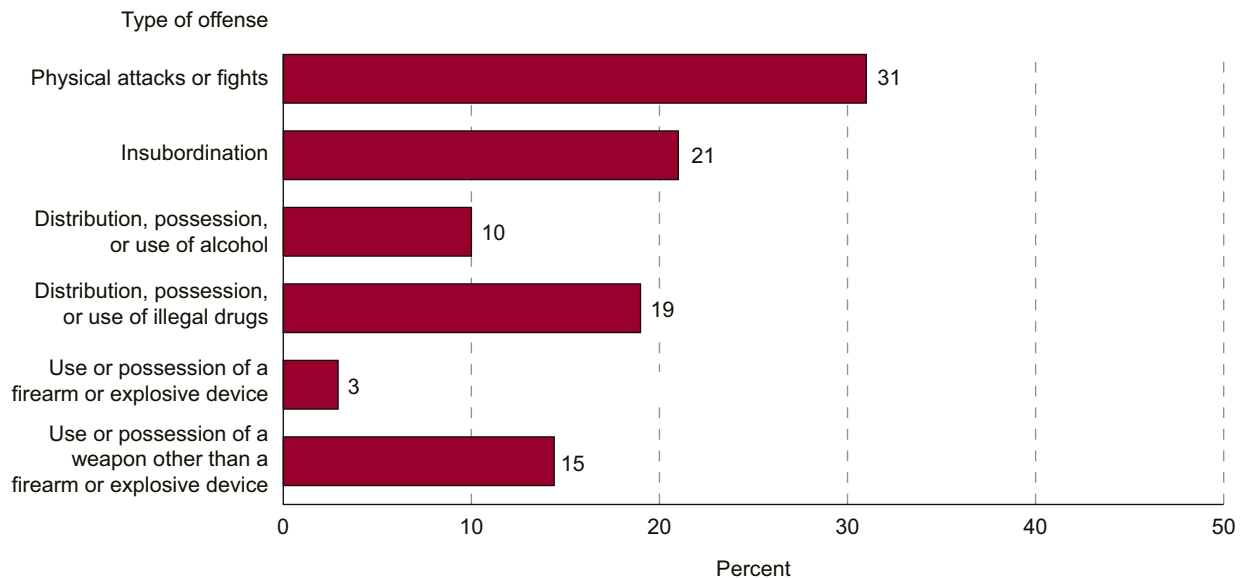
attacks or fights (271,800). A smaller number of disciplinary actions were taken in response to the use or possession of a firearm or explosive device (5,200 actions) than for other offenses covered in the survey.

Of the 767,900 serious disciplinary actions taken during the 2007–08 school year, 76 percent were suspensions for 5 days or more, 19 percent were transfers to specialized schools, and 5 percent were removals with no services for the remainder of the school year (figure 19.2). Although the most common disciplinary action taken was suspensions lasting 5 days or more, differences in serious disciplinary actions taken varied by the type of offense. Generally, greater percentages of out-of-school suspensions lasting 5 days or more were in response to insubordination (82 percent); physical attacks or fights (79 percent); and the distribution, possession, or use of alcohol (74 percent) than were in response to the other offenses covered in the survey (ranging from 53 to 60 percent). Greater percentages of removals with no services for the remainder of the school year were in response to the use or possession of a firearm or explosive device (18 percent); distribution, possession, or use of illegal drugs (9 percent); and use or possession of a weapon other than a firearm or explosive device (8 percent) than were in response to the other offenses covered in the survey (ranging from 4 to 5 percent). Greater percentages of transfers to specialized schools were in response to the distribution, possession, or use of illegal drugs (36 percent); the use or possession of a weapon other than a firearm or explosive device (32 percent); and the use or possession of firearm or explosive device (29 percent) than were in response to the other offenses covered in the survey (ranging from 13 to 22 percent).

Indicator 19 continued on page 66.

This indicator has been updated to include 2007–08 data. For more information: Tables 19.1 and 19.2, and Neiman and DeVoe (2009), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326>).

**Figure 19.1. Percentage of public schools that took a serious disciplinary action, by type of offense:
School year 2007–08**



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 offenses that occurred during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

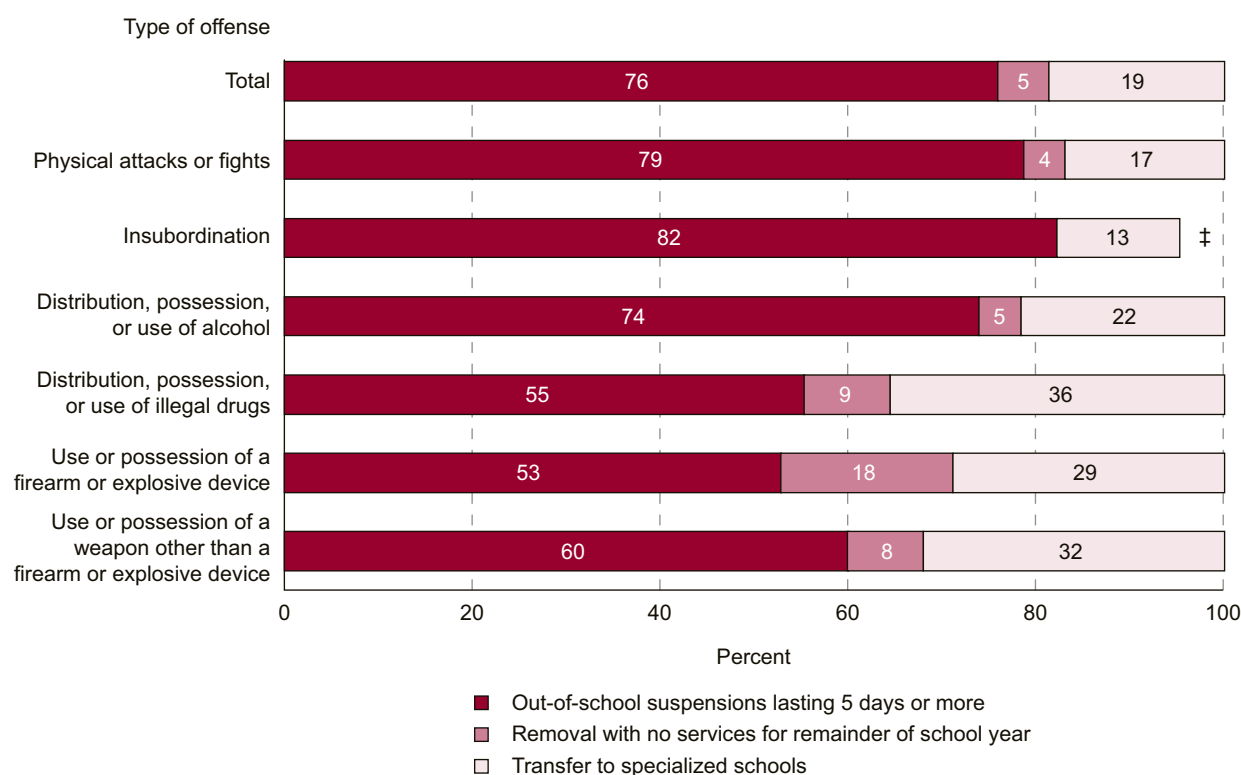
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Although the overall percentage of schools taking a serious disciplinary action was lower in 2003–04 (46 percent) than in 1999–2000 (54 percent), there has been no measurable change since 2003–04 (figure 19.3 and table 19.2). This same general pattern held both for the percentage of schools taking serious disciplinary actions for the offense of physical attacks or fights and for the offense of insubordination.

Between the two most recent survey years (2005–06 and 2007–08), there was no measurable difference

in the percentage of schools that took a serious disciplinary action in response to the distribution, possession, or use of alcohol or illegal drugs. A smaller percentage of schools reported taking a serious disciplinary action for the use or possession of a weapon other than a firearm or explosive device in 2007–08 (15 percent) than in 2005–06 (19 percent). Similarly, a smaller percentage of schools reported taking a serious disciplinary action for the use or possession of a firearm or explosive device in 2007–08 (3 percent) than in 2005–06 (5 percent).

Figure 19.2. Percentage distribution of serious actions taken by public schools, by type of action and type of offense: School year 2007–08

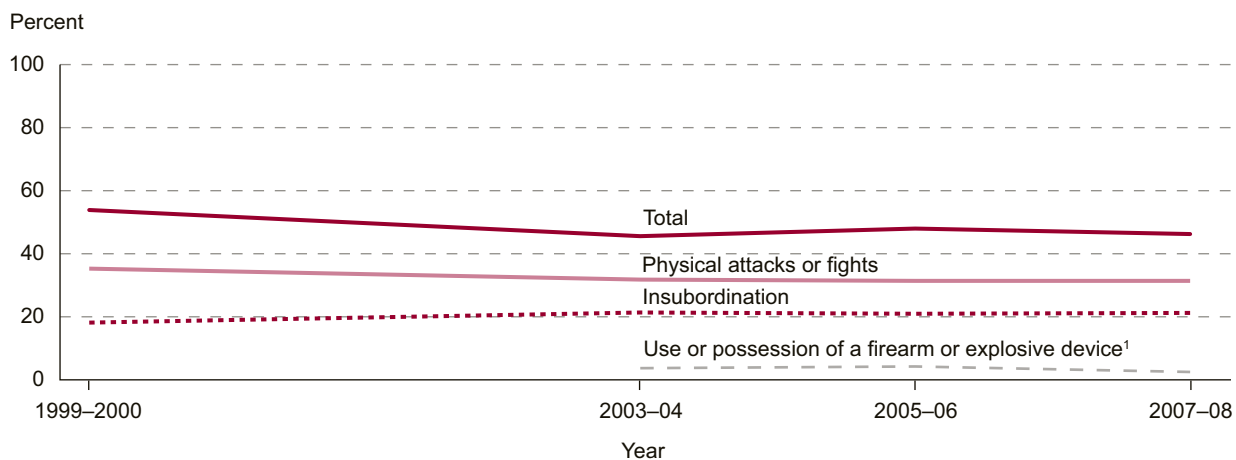


† Reporting standards not met.

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 offenses that occurred during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 19.3. Percentage of public schools that took a serious disciplinary action, by type of offense: Various school years, 1999–2000 through 2007–08



¹ Data not available prior to 2003–04.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for offenses that occurred 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, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Indicator 20

Safety and Security Measures Taken by Public Schools

During the 2007–08 school year, 43 percent of public schools reported that they had an electronic notification system for a school-wide emergency and 31 percent of public schools reported that they had a structured, anonymous threat reporting system.

Public schools use a variety of practices and procedures intended to promote the safety of students and staff. In the School Survey on Crime and Safety, public school principals were asked about their school's 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 drug sweeps, are intended to monitor or restrict students' and visitors' behavior on campus.

In the 2007–08 school year, nearly all public schools required visitors to sign in or check in (99 percent) (table 20.1). Other frequently reported safety and security measures included prohibiting all tobacco use on school grounds (91 percent of public schools) and controlling access to school buildings by locking or monitoring doors during school hours (90 percent of public schools) (figure 20.1 and table 20.1). Forty-three percent of public schools reported that they had an electronic notification system for a school-wide emergency and 31 percent of public schools reported that they had a structured, anonymous threat reporting system. One percent of public schools required students to pass through metal detectors daily.

The use of safety and security measures varied by school level during the 2007–08 school year. In general, a greater percentage of high schools than middle schools and primary schools, and a greater percentage 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;³⁸ requiring students to wear badges or picture ID's; daily metal detector checks on students;³⁹ random dog sniffs to check for drugs;³⁸ random sweeps for contraband;^{38,40} and security cameras to monitor school³⁸ (table 20.2). For example, 19 percent of high schools, 14 percent of middle schools, and 3 percent of

primary schools reported that students were required to wear badges or picture IDs. However, a smaller percentage of high schools than middle or primary schools reported controlling access to buildings during school hours and requiring students to wear uniforms. A greater percentage of middle schools reported having an electronic notification system for a school-wide emergency (49 percent) than primary schools (43 percent) or high schools (44 percent).

In general, a higher percentage of schools with 1,000 or more students than schools with fewer students reported the use of each safety and security measure (the exceptions were controlling access to the building during school hours, drug testing for students in extracurricular activities, and requiring students to wear uniforms). For example, 56 percent of schools with 1,000 or more students had an electronic notification system for a school wide emergency, compared to 49 percent of schools with 500–999 students, 41 percent of schools with 300–499 students, and 31 percent of schools with less than 300 students.

The percentage of schools using various security measures has changed over time. Between the 1999–2000 and 2007–08 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 90 percent); controlled access to school grounds during school hours (from 34 to 43 percent); students required to wear badges or picture IDs (from 4 to 8 percent); faculty required to wear badges or picture IDs (from 25 to 58 percent); the use of one or more security cameras to monitor school (from 19 to 55 percent); the provision of telephones in most classrooms (from 45 to 72 percent); and the requirement that students wear uniforms (from 12 to 18 percent) (figure 20.2 and table 20.1). Between the 2003–04 and 2007–08 school years, there was an increase in the percentage of schools reporting the drug testing of student athletes (from 4 to 6 percent) as well as an increase in the percentage of schools reporting the drug testing of students in other extracurricular activities (from 3 to 4 percent).

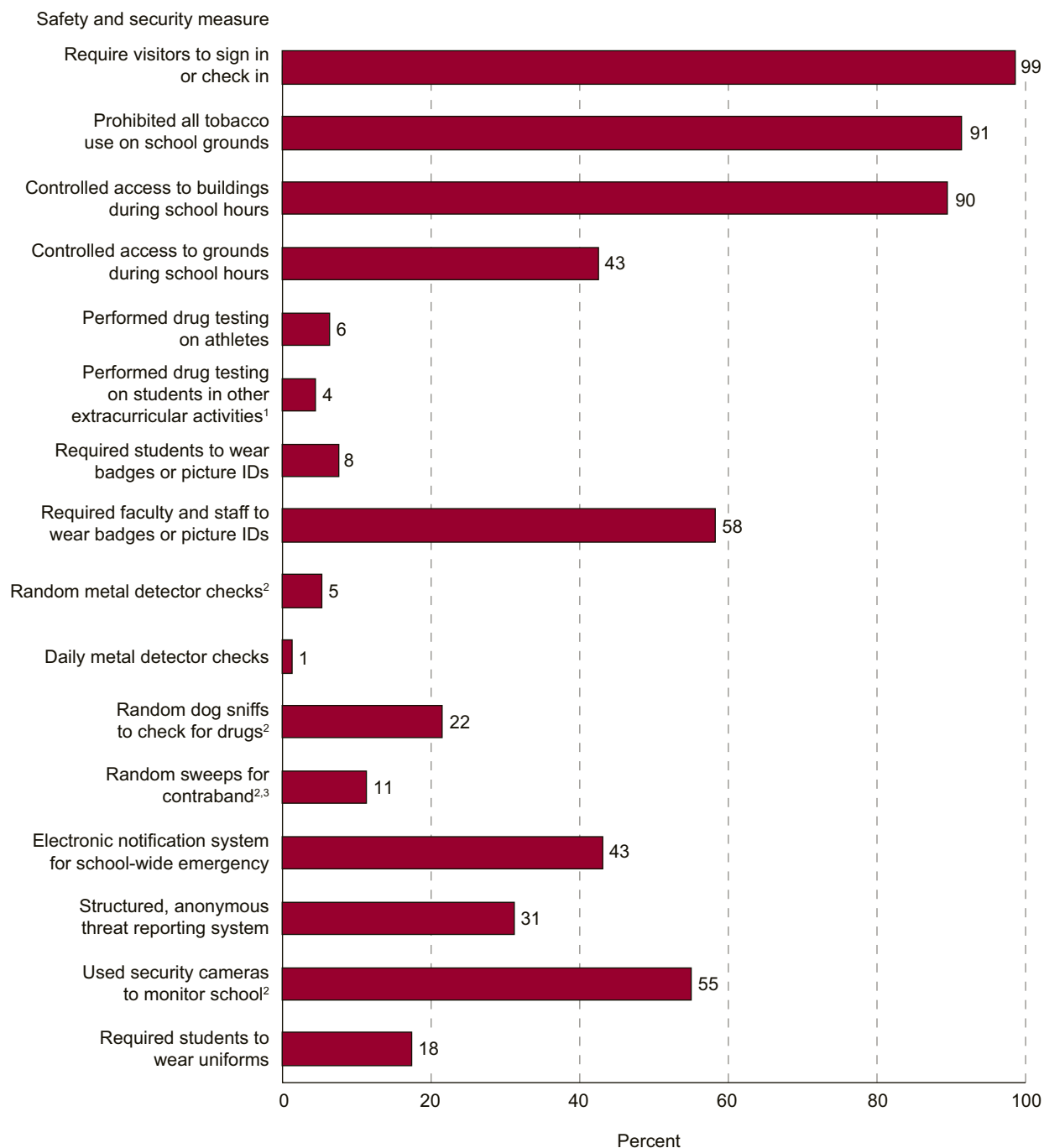
³⁸ Students in extracurricular activities other than athletics.

³⁹ One or more check, sweep, or camera.

⁴⁰ For example, drugs or weapons. Does not include dog sniffs.

This indicator has been updated to include 2007–08 data. For more information: Tables 20.1 and 20.2, and Neiman and DeVoe (2009), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326>).

Figure 20.1. Percentage of public schools that used selected safety and security measures: School year 2007–08



¹ Excludes athletes.

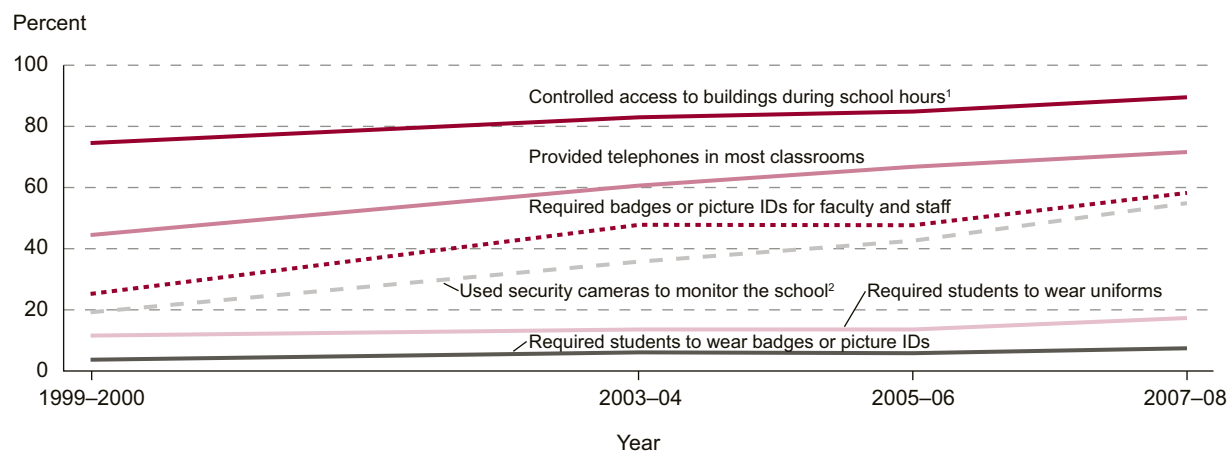
² One or more check, sweep, or camera.

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, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Figure 20.2. Percentage of public schools that used selected safety and security measures: Various school years, 1999–2000 through 2007–08



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.

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

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Indicator 21

Students' Reports of Safety and Security Measures Observed at School

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

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. In the School Crime Supplement⁴¹ to the National Crime Victimization Survey, students ages 12–18 were asked whether their school used certain security measures.⁴² Security measures include metal detectors, locker checks, security cameras, security guards or police officers, adult supervision in hallways, badges or picture identification for students, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2007, nearly all students ages 12–18 observed the use of at least one of the selected security measures at their school (figure 21.1 and table 21.1).

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

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

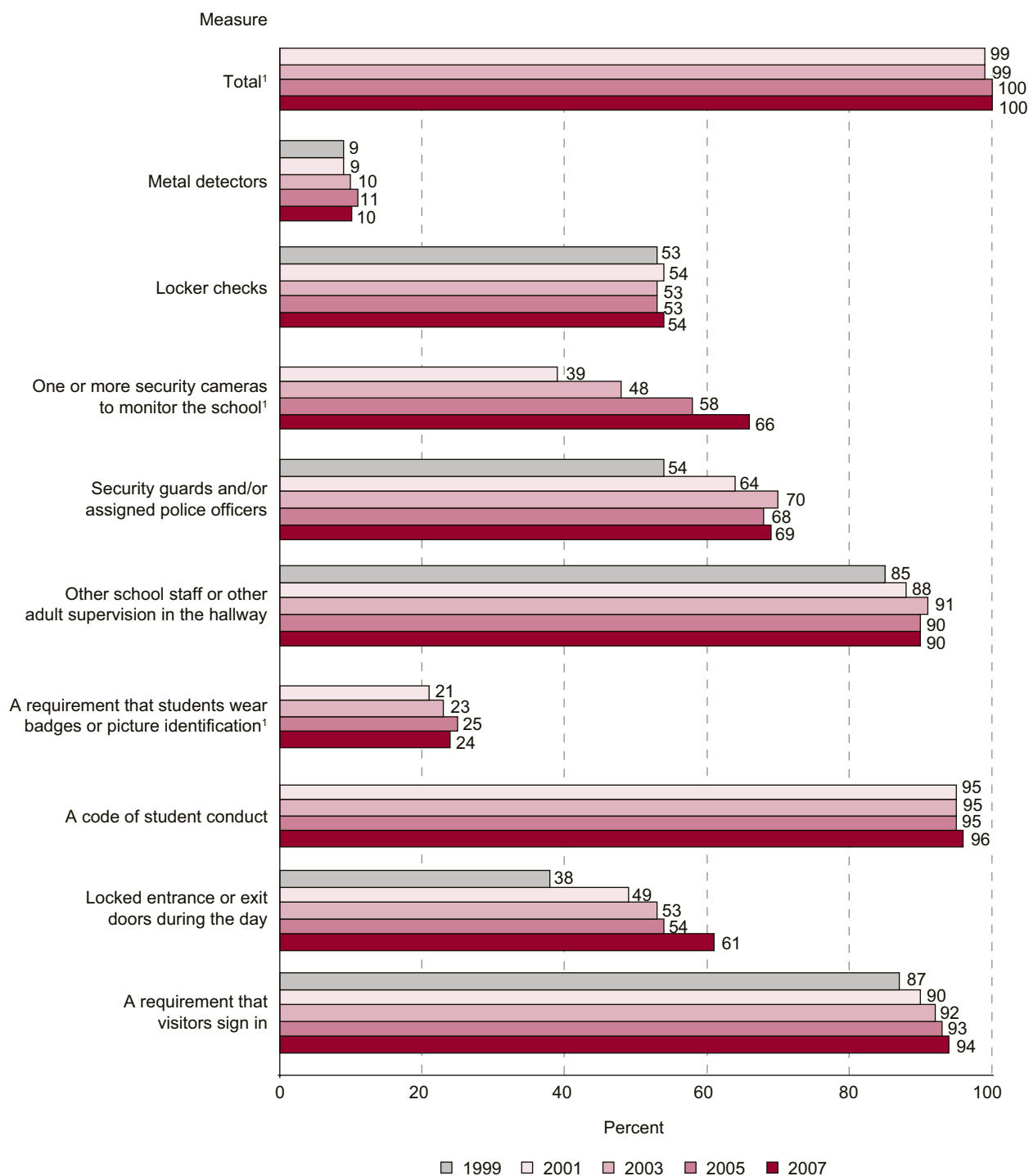
The percentage of students reporting the presence of some of the selected security measures increased between the two most recent survey years as well as over longer time periods. For example, a greater percentage of students reported observing the use of one or more security cameras at their school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

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

⁴¹ In 2005 and 2007, the unit response rate for this survey did not meet NCES statistical standards; therefore, interpret the data with caution. For more information, please see appendix A.

⁴² 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.

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



¹ Data for 1999 are not available.

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

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

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