

Indicators of School Crime and Safety: 2013



Indicators of School Crime and Safety: 2013

JUNE 2014

Simone Robers

American Institutes for Research

Jana Kemp

American Institutes for Research

Amy Rathbun

American Institutes for Research

Rachel E. Morgan

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

John Q. Easton
Acting Commissioner

U.S. Department of Justice

Eric Holder
Attorney General

Office of Justice Programs

Karol V. Mason
Assistant Attorney General

Bureau of Justice Statistics

William J. Sabol
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.

June 2014

This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Robers, S., Kemp, J., Rathbun, A., and Morgan, R.E. (2014). *Indicators of School Crime and Safety: 2013* (NCES 2014-042/NCJ 243299). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

This publication can be downloaded from the World Wide Web at <http://nces.ed.gov> or <http://bjs.ojp.usdoj.gov>.

Contact at NCES

Thomas Snyder
202-502-7452
tom.snyder@ed.gov

Contact at BJS

Rachel E. Morgan
202-616-1707
rachel.morgan@usdoj.gov

Executive Summary

Introduction

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008).

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

This report is the sixteenth 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, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education. The most recent data collection for each indicator varied by survey, from 2009 to 2012. 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 and cyber-bullying, school conditions, fights, weapons, availability and student

use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

Key Findings

Preliminary data show that there were 31 school-associated violent deaths¹ from July 1, 2010, through June 30, 2011 (*Indicator 1*). In 2012, among students ages 12–18, there were about 1,364,900 nonfatal victimizations at school,² which include 615,600 victims of theft³ and 749,200 victims of violence⁴ (simple assault and serious violence⁵) (*Indicator 2*). During the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours, and 64 percent reported that they used security cameras to monitor the school. In the 2009–10 school year, 43 percent of public schools reported the presence of one or more security staff at their school at least once a week during the school year (*Indicator 20*).

The following key findings are drawn from each section of the report.

Violent Deaths

- » Of the 31 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2010, and June 30, 2011,

¹ A “school-associated violent death” is defined as “a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event.” Victims of school-associated violent deaths included students, staff members, and others who are not students.

² “At school” includes inside the school building, on school property, or on the way to or from school.

³ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

⁴ “Violent victimization” includes serious violent crimes and simple assault.

⁵ “Serious violent victimization” includes the crimes of rape, sexual assault, robbery, and aggravated assault.

there were 25 homicides and 6 suicides. During the same time period, there were 11 homicides and 3 suicides of school-age youth (ages 5–18) at school (*Indicator 1*).

- » During the 2010–11 school year, 11 of the 1,336 homicides among school-age youth ages 5–18 occurred at school.⁶ During the 2010 calendar year, 3 of the 1,456 suicides of youth ages 5–18 occurred at school (*Indicator 1*).

Nonfatal Student and Teacher Victimization

- » Between 1992 and 2012, the total victimization rates for students ages 12–18 generally declined both at school (from 181 to 52 per 1,000) and away from school (from 173 to 38 per 1,000). This pattern also held for thefts, violent victimizations, and serious violent victimizations (*Indicator 2*).
- » In 2012, students ages 12–18 were victims of about 1,364,900 nonfatal victimizations at school,⁷ including 615,600 thefts⁸ and 749,200 violent victimizations,⁹ 89,000 of which were serious violent victimizations¹⁰ (*Indicator 2*).
- » In 2012, a greater number of students ages 12–18 experienced victimizations (theft and violent crime) at school than away from school. That year, 52 victimizations per 1,000 students occurred at school, and 38 victimizations per 1,000 students occurred away from school (*Indicator 2*).
- » The rates of total victimization at and away from school were greater for males than for females ages 12–18 in 2012 (*Indicator 2*).

⁶ This finding is drawn from the School-Associated Violent Deaths Study (SAVD), which defines “at school” for survey respondents as 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.

⁷ This finding is drawn from the National Crime Victimization Survey (NCVS), which defines “at school” for survey respondents as inside the school building, on school property, or on the way to or from school.

⁸ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

⁹ “Violent victimization” includes serious violent crimes and simple assault.

¹⁰ “Serious violent victimization” includes the crimes of rape, sexual assault, robbery, and aggravated assault.

- » In 2012, students ages 12–18 residing in urban or suburban areas had higher rates of violent victimization at school than those residing in rural areas (*Indicator 2*).

- » Between 1995 and 2011, the total percentage of students ages 12–18 who reported being victimized at school, as well as the percentages of students who reported theft, violent victimization, and serious violent victimization, decreased (*Indicator 3*).

- » Four percent of students ages 12–18 reported being victimized at school during the previous 6 months in 2011. Three percent of students reported theft, 1 percent reported violent victimization, and one-tenth of 1 percent reported serious violent victimization (*Indicator 3*).

- » In 2011, a higher percentage of students ages 12–18 attending public schools reported being victimized than students attending private schools (4 vs. 2 percent; *Indicator 3*).

- » Seven percent of students in grades 9–12 reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property¹¹ in 2011. Specifically, 3 percent of students were threatened or injured with a weapon 1 time, 2 percent were threatened or injured with a weapon 2 or 3 times, 1 percent were threatened or injured with a weapon 4 to 11 times, and 1 percent were threatened or injured with a weapon 12 or more times (*Indicator 4*).

- » In each survey year, a higher percentage of males than females in grades 9–12 reported being threatened or injured with a weapon on school property. For example, in 2011, approximately 10 percent of males and 5 percent of females were threatened or injured with a weapon on school property. These percentages were not measurably different from the percentages of males and females who were threatened or injured with a weapon on school property in 2009 (*Indicator 4*).

- » During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school (*Indicator 5*).

¹¹ “On school property” was not defined for survey respondents.

- » Ten percent of elementary teachers and 9 percent of secondary teachers reported being threatened by a student from their school in 2011–12. The percentage of elementary teachers who reported being physically attacked by a student was higher than the percentage of secondary teachers (8 vs. 3 percent; *Indicator 5*).

School Environment

- » During the 2009–10 school year, 85 percent of public schools recorded that one or more crime incidents had taken place at school,¹² amounting to an estimated 1.9 million crimes. This translates to a rate of 40 crimes per 1,000 public school students enrolled in 2009–10. During the same year, 60 percent of public schools reported a crime incident that occurred at school to the police, amounting to 689,000 crimes—or 15 crimes per 1,000 public school students enrolled (*Indicator 6*).
- » In 2009–10, about 74 percent of public schools recorded one or more violent incidents of crime, 16 percent recorded one or more serious violent incidents, 44 percent recorded one or more thefts, and 68 percent recorded one or more other incidents.¹³ Forty percent of public schools reported at least one violent incident to police, 10 percent reported at least one serious violent incident to police, 25 percent reported at least one theft to police, and 46 percent reported one or more other incidents to police (*Indicator 6*).
- » During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 3 percent reported widespread disorder in classrooms on a daily or weekly basis (*Indicator 7*).
- » Sixteen percent of public schools reported that gang activities had occurred during the 2009–10 school year, and 2 percent reported that cult or extremist activities had occurred during this period. The percentages of public schools that reported gang activity at all at their schools during

¹² “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.

¹³ “Other incidents” include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

- the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10 (*Indicator 7*).
- » Nine percent of public schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2009–10, lower than the 11 percent in 2007–08 (*Indicator 7*).
- » The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 percent in 2009 to 18 percent in 2011. A higher percentage of students from urban areas (23 percent) reported a gang presence than students from suburban (16 percent) and rural areas (12 percent) in 2011. The percentage of students from urban areas who reported a gang presence decreased from 31 percent in 2009 to 23 percent in 2011 (*Indicator 8*).
- » In 2011, approximately 19 percent of students ages 12–18 attending public schools reported that gangs were present at their school, compared with 2 percent of students attending private schools. The percentage of private school students who reported a gang presence at their school was not measurably different between the two most recent survey years, 2009 and 2011 (2 percent in each year). In contrast, the percentage of public school students who reported a gang presence decreased from 22 percent in 2009 to 19 percent in 2011 (*Indicator 8*).
- » The percentage of students in grades 9–12 who reported that illegal drugs were offered, sold, or given to them decreased from 32 percent in 1995 to 26 percent in 2011. The percentage of students who reported that drugs were made available to them on school property in 2011 (26 percent) was higher than in 2009 (23 percent; *Indicator 9*).
- » In 2011, a higher percentage of 10th-graders reported that illegal drugs were made available to them on school property than 9th-graders or 12th-graders. In addition, higher percentages of American Indian/Alaska Native students (40 percent), Pacific Islander/Native Hawaiian students (39 percent), and Hispanic students and students of two or more races (33 percent each), than White, Black, or Asian students (23 percent each) reported that drugs were offered, sold, or given to them on school property (*Indicator 9*).
- » The percentage of students ages 12–18 who reported being the target of hate-related words decreased from 12 percent in 2001 to 9 percent in 2011, and the percentage of students who reported seeing hate-related graffiti at school

during the school year decreased from 36 percent in 1999 to 28 percent in 2011 (*Indicator 10*).

- » In 2011, there were no measurable differences in the percentages of students ages 12–18 who reported being called hate-related words or who reported seeing hate-related graffiti at school by race/ethnicity. Eight percent of White students, 9 percent of Asian students, 10 percent of Hispanic students, and 11 percent of Black students reported being called a hate-related word. Twenty-eight percent each of Black and White students, 29 percent of Hispanic students, and 30 percent of Asian students reported seeing hate-related graffiti at school in 2011 (*Indicator 10*).
- » In 2011, about 28 percent of 12- to 18-year-old students reported being bullied at school during the school year. A higher percentage of females than of males ages 12–18 reported that they were made fun of, called names, or insulted (19 vs. 16 percent), were the subject of rumors (24 vs. 13 percent), and were excluded from activities on purpose (6 vs. 5 percent). The percentage of males (9 percent) who reported being pushed, shoved, tripped, or spit on was higher than the percentage of females who reported the same bullying problem (7 percent; *Indicator 11*).
- » In 2011, a higher percentage of students in 6th grade than of students in grades 7 through 12 reported being bullied at school during the school year. About 37 percent of 6th-graders reported being bullied at school, compared with 30 percent of 7th-graders, 31 percent of 8th-graders, 26 percent of 9th-graders, 28 percent of 10th-graders, 24 percent of 11th-graders, and 22 percent of 12th-graders (*Indicator 11*).
- » In 2011, approximately 9 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year. Of those students, about 4 percent each reported that another student had posted hurtful information on the Internet and reported being the subject of harassing text messages. Female students reported being the victims of these types of cyber-bullying problems at higher percentages than males in 2011. For example, 6 percent of females versus 2 percent of males reported that another student posted hurtful information about them on the Internet, and the same percentages of females and males, respectively, reported being the subject of harassing text messages (*Indicator 11*).
- » Overall and for most student and school characteristics, no pattern was observed between 2005 and 2011 in the percentages of students ages

12–18 reporting bullying at school; however, a higher percentage of students reported being bullied in 2007 (32 percent) than in 2005, 2009, and 2011 (28 percent in each year; *Indicator 11*).

- » The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 25 to 35 percent). Between 1993–94 and 2011–12, the percentage of teachers who reported that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 82 and 89 percent (*Indicator 12*).
- » In 2011–12, about 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 percent reported that student tardiness and class cutting interfered with their teaching. Sixty-nine percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules (*Indicator 12*).
- » A higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching in 2011–12. In addition, 38 percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers. During the same year, lower percentages of public school teachers than of private school teachers agreed that school rules were enforced by teachers (68 vs. 77 percent) and by the principal in their school (84 vs. 89 percent; *Indicator 12*).

Fights, Weapons, and Illegal Substances

- » In 2011, about 33 percent of students in grades 9–12 reported they had been in a physical fight at least one time during the previous 12 months anywhere, and 12 percent said they had been in a fight on school property during the previous 12 months. Generally, a higher percentage of students in 9th grade reported having been in fights than students in any other grade, both anywhere and on school property. A smaller percentage of Asian students reported being in fights anywhere and on school property than students of other racial/ethnic groups. In addition, 4 percent of males said

they had been in a fight anywhere twelve or more times, compared to 1 percent of females, and 1 percent of males said they had been in a fight on school property twelve or more times, compared to less than half a percent of females (*Indicator 13*).

- » Between 1993 and 2011, the percentage of students in grades 9–12 who reported carrying a weapon anywhere on at least 1 day during the past 30 days declined from 22 percent to 17 percent, and the percentage who reported carrying a weapon on school property on at least 1 day also declined, from 12 percent to 5 percent (*Indicator 14*).
- » In 2011, among students in grades 9–12, 26 percent of males reported carrying a weapon anywhere, compared to 7 percent of females, and 8 percent of males reported carrying a weapon on school property, compared to 2 percent of females (*Indicator 14*).
- » The percentage of students in grades 9–12 reporting that they had access to a gun without adult permission was lower in 2009 and 2011 (6 percent and 5 percent, respectively) than it was in 2007 (7 percent). In all three survey years, a higher percentage of male students than female students reported having access to a gun without adult permission. For example, in 2011, about 6 percent of males reported having access to a gun without adult permission, compared to 4 percent of females (*Indicator 14*).
- » From 2009 to 2011, there were no measurable changes in the percentages of male students who reported alcohol consumption anywhere or on school property. Among females, however, the percentage of students in grades 9–12 who reported consuming alcohol anywhere decreased from 43 percent in 2009 to 38 percent in 2011, and the percentage of female students who reported consuming alcohol on school property increased from 4 percent in 2009 to 5 percent in 2011 (*Indicator 15*).
- » In 2011, about 39 percent of students in grades 9–12 reported having at least one drink of alcohol anywhere during the previous 30 days, and 5 percent had at least one drink on school property (*Indicator 15*).
- » In 2011, some 23 percent of students in grades 9–12 reported using marijuana anywhere at least one time in the previous 30 days and 6 percent

reported using marijuana on school property at least one time over the same time period. The 2011 percentages of students who reported using marijuana anywhere and on school property were higher than in 2009. In addition, in every survey year, higher percentages of males than females reported using marijuana anywhere and on school property (*Indicator 16*).

- » The percentage of Asian students in grades 9–12 who reported using marijuana anywhere at least one time during the previous 30 days was lower than that of other racial/ethnic groups in 2011. Fourteen percent of Asian students reported using marijuana anywhere, compared with 22 percent of White students; 24 percent of Hispanic students; 25 percent of Black students; 27 percent of students of two or more races; 31 percent of Pacific Islander/Native Hawaiian students; and 47 percent of American Indian/Alaska Native students (*Indicator 16*).

Fear and Avoidance

- » Between 1995 and 2011, the percentage of students ages 12–18 who reported being afraid of attack or harm at school decreased from 12 to 4 percent (*Indicator 17*).
- » In 2011, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (2 percent) during the school year (*Indicator 17*).
- » Student reports on their fears about their safety varied by race/ethnicity in 2011. A lower percentage of White students ages 12–18 (3 percent) than of Hispanic students (5 percent) reported being afraid of attack or harm at school, and a lower percentage of White students (2 percent) than of Black and Hispanic students (3 percent each) reported being afraid of attack or harm away from school (*Indicator 17*).
- » The percentage of students ages 12–18 who reported that they had avoided at least one school activity or one or more places in school during the previous school year because of fear of attack or harm was not measurably different between 2009 (5 percent) and 2011 (6 percent). In 2011, about 2 percent of students avoided at least one school activity, and 5 percent avoided one or more

places in school.¹⁴ A higher percentage of female than male students reported avoiding one or more places in school because of fear of attack or harm (5 vs. 4 percent, respectively; *Indicator 18*).

Discipline, Safety, and Security Measures

- » During the 2009–10 school year, 39 percent of public schools (about 32,300 schools) took at least one serious disciplinary action against a student for specific offenses. Of the 433,800 serious disciplinary actions taken during the 2009–10 school year, 74 percent were suspensions for 5 days or more, 20 percent were transfers to specialized schools, and 6 percent were removals with no services for the remainder of the school year (*Indicator 19*).
- » Between the 2003–04 and 2011–12 school years, the percentage of public schools reporting that they required that students wear uniforms increased from 13 to 19 percent. Also, the percentages of public schools reporting the following security measures were higher in 2011–12 than in 2003–04: using security cameras to monitor the school; controlling access to buildings during school hours; and controlling access to grounds during school hours (*Indicator 20*).
- » During the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours, and 64 percent reported that they used security cameras to monitor the school (*Indicator 20*).
- » During the 2009–10 school year, 43 percent of public schools reported the presence of one or more security staff at their school at least once a week during the school year. Twenty-nine percent of schools reported having at least one full-time employed security staff member who was present at least once a week, and 14 percent of schools reported having only part-time staff. Twenty-eight percent of all schools reported the presence of security staff routinely carrying a firearm at school (*Indicator 20*).

¹⁴ “Avoided school activities” includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007, 2009, and 2011, the survey wording was changed from “any extracurricular activities” to “any activities.” Please use caution when comparing changes in this item over time. “Avoiding one or more places in school” includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

- » In 2011, nearly all students ages 12–18 reported that they had observed security measures at their schools.¹⁵ Most students ages 12–18 reported that their schools had a code of student conduct (96 percent) and a requirement that visitors sign in (95 percent). Approximately 89 percent of students reported the presence of other school staff or other adult supervision in the hallway, 77 percent reported the presence of one or more security cameras to monitor the school, and 70 percent reported the presence of security guards and/or assigned police officers. Metal detectors were the least observed of the selected safety and security measures: 11 percent of students reported the use of metal detectors at their schools (*Indicator 21*).
- » Seventy-seven percent of students ages 12–18 reported observing the use of one or more security cameras at their schools in 2011, which represented an increase from 70 percent in 2009 as well as an overall increase from 39 percent in 2001 (*Indicator 21*).

Postsecondary Campus Safety and Security

- » In 2011, there were 30,400 criminal incidents at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 5 percent decrease from 2010 (31,900). There was also a decrease in the number of crimes per 10,000 full-time-equivalent students, from 20.8 in 2010 to 19.7 in 2011 (*Indicator 22*).
- » The number of disciplinary referrals for drug law violations reported by public and private 2-year and 4-year postsecondary institutions increased from 20.5 per 10,000 students in 2001 to 33.8 per 10,000 students in 2011. Also, the number of referrals for liquor law violations per 10,000 students was higher in 2011 (128.1) than in 2001 (111.3). In contrast, the number of referrals per 10,000 students for illegal weapons possession was lower in 2011 (0.9) than in 2001 (1.1; *Indicator 22*).
- » The number of arrests for drug law violations reported by public and private 2-year and 4-year postsecondary institutions increased from 10.2

¹⁵ 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.

per 10,000 students in 2001 to 13.5 per 10,000 students in 2011. However, the number of arrests per 10,000 students was lower in 2011 than in

2001 for liquor law violations (21.3 vs. 23.5) as well as for illegal weapons possession (0.7 vs. 0.9; *Indicator 22*).

This page intentionally left blank.

Foreword

Indicators of School Crime and Safety: 2013 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 sixteenth 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 2013 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 the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention

(CDC); the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES, and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education.

The entire report is available on the Internet (<http://nces.ed.gov/programs/crimeindicators/crimeindicators2013/>). 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.

John Q. Easton

Acting Commissioner
National Center for Education Statistics

William J. Sabol

Acting Director
Bureau of Justice Statistics

Acknowledgments

The authors are grateful to the sponsoring agencies, the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), for supporting this report.

From BJS, we wish to thank Allen Beck, Gerard Ramker, Michael Planty, Doris James, and Vanessa Curto, who served as reviewers, and Jennifer Truman, who verified data from the National Crime Victim-

ization Survey. Outside of NCES and BJS, Nancy Brener, Mark Anderson, Jeffrey Hall, and Latasha Butler of the Centers for Disease Control and Prevention generously provided data and performed a review of data documentation. We also value the review of this report and the continued support provided by the Office of Safe and Healthy Students.

Contents

Executive Summary	iii
Foreword.....	xi
Acknowledgments.....	xii
List of Tables.....	xiv
List of Figures	xviii
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	16
Indicator 4: Threats and Injuries With Weapons on School Property	20
Indicator 5: Teachers Threatened With Injury or Physically Attacked by Students	24
School Environment.....	27
Indicator 6: Violent and Other Crime Incidents at Public Schools, and Those Reported to the Police	28
Indicator 7: Discipline Problems Reported by Public Schools	34
Indicator 8: Students' Reports of Gangs at School.....	38
Indicator 9: Students' Reports of Illegal Drug Availability on School Property.....	40
Indicator 10: Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti	42
Indicator 11: Bullying at School and Cyber-Bullying Anywhere.....	46
Indicator 12: Teachers' Reports on School Conditions	54
Fights, Weapons, and Illegal Substances	57
Indicator 13: Physical Fights on School Property and Anywhere.....	58
Indicator 14: Students Carrying Weapons on School Property and Anywhere	62
Indicator 15: Students' Use of Alcohol on School Property and Anywhere	66
Indicator 16: Students' Use of Marijuana on School Property and Anywhere.....	70
Fear and Avoidance.....	75
Indicator 17: Students' Perceptions of Personal Safety at School and Away From School.....	76
Indicator 18: Students' Reports of Avoiding School Activities or Specific Places in School	78
Discipline, Safety, and Security Measures	81
Indicator 19: Serious Disciplinary Actions Taken by Public Schools.....	82
Indicator 20: Safety and Security Measures Taken by Schools.....	86
Indicator 21: Students' Reports of Safety and Security Measures Observed at School	92
Postsecondary Campus Safety and Security	95
Indicator 22: Criminal Incidents at Postsecondary Institutions.....	96
References	103
Supplemental Tables.....	107
Appendix A: Technical Notes	161
Appendix B: Glossary of Terms.....	175

List of Tables

<i>Table</i>	<i>Page</i>
1.1 School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 to 2010–11	108
2.1 Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and year: 1992 through 2012.....	109
2.2 Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and selected student characteristics: 2012	110
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: Selected years, 1995 through 2011	111
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 characteristics and number of times threatened or injured: Selected years, 1993 through 2011	113
4.2 Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state: Selected years, 2003 through 2011	114
5.1 Number and percentage of public and private school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher and school characteristics: Selected years, 1993–94 through 2011–12	115
5.2 Percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by state: Selected years, 1993–94 through 2011–12	116
6.1 Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2009–10	117
6.2 Percentage of public schools recording incidents of crime at school, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2009–10	118
6.3 Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2009–10	119
6.4 Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009–10.....	120
6.5 Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009–10	121
7.1 Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2009–10.....	122
7.2 Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2009–10	123

<i>Table</i>	<i>Page</i>
8.1 Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by selected student and school characteristics and urbanicity: Selected years, 2001 through 2011	124
9.1 Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2011	125
9.2 Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state: Selected years, 2003 through 2011.....	126
10.1 Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2011	127
10.2 Percentage of students ages 12–18 who reported being the target of hate-related words at school, by type of hate-related word and selected student and school characteristics: 2011.....	128
11.1 Percentage of students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, by type of bullying at school, reports of injury, and selected student and school characteristics: 2011	129
11.2 Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2011	130
11.3 Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and selected student and school characteristics: 2011	131
11.4 Among students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2011	132
11.5 Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2009	133
12.1 Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12	134
12.2 Percentage of public and private school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12.....	135
12.3 Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that other teachers and the principal enforced school rules, by state: 2011–12	136
13.1 Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2011	137
13.2 Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2011	138

<i>Table</i>	<i>Page</i>
13.3 Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state: Selected years, 2003 through 2011.....	139
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 characteristics: Selected years, 1993 through 2011	140
14.2 Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2011	141
14.3 Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2011	142
14.4 Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: 2007, 2009, and 2011	143
15.1 Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2011	144
15.2 Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: 2011	145
15.3 Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2011	146
16.1 Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2011.....	147
16.2 Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: 2011	148
16.3 Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state: Selected years, 2003 through 2011	149
17.1 Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2011	150
18.1 Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student or school characteristics: Selected years, 1995 through 2011.....	151
19.1 Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number of serious actions taken, and percentage distribution of actions, by type of offense, school level, and type of action: Selected years, 1999–2000 through 2009–10	152
20.1 Percentage of public and private schools with various safety and security measures, by school level: 2003–04, 2007–08, and 2011–12	153

<i>Table</i>	<i>Page</i>
20.2	Percentage of public and private schools with various safety and security measures, by school control and selected characteristics: 2011–12 154
20.3	Percentage of public schools with one or more full-time or part-time security staff present at least once a week, and percentage of schools with security staff routinely carrying firearm, by selected school characteristics: 2005–06, 2007–08, and 2009–10 155
21.1	Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2011 156
22.1	On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2011 157
22.2	On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2011 159

List of Figures

<i>Figure</i>	<i>Page</i>
1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2010–11	7
1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2010–11	7
2.1. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992–2012	11
2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2012	13
2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2012	14
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, 1995–2011.....	17
3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and sex: 2011	19
4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by sex: Various years, 1993–2011.....	21
4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by race/ethnicity: 2011	21
4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by number of times and grade: 2011	22
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: Selected school years, 1993–94 through 2011–12	25
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 sex: School year 2011–12	25
5.3. 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 instructional level: School year 2011–12.....	26
6.1. Percentage of public schools recording and reporting to police incidents of crime at school, and the rate of crimes per 1,000 students, by type of crime: School year 2009–10	29
6.2. Percentage of public schools recording and reporting to police incidents of crime at school, by type of incident and school level: School year 2009–10.....	31
6.3. Percentage of public schools recording and reporting to police violent and serious violent incidents of crime at school, by the number of incidents: School year 2009–10	32
7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by locale: School year 2009–10	35

7.2.	Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school daily or at least once a week, by school level: School year 2009–10	37
8.1.	Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: 2009 and 2011	39
8.2.	Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by race/ethnicity: 2009 and 2011	39
9.1.	Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2011	41
9.2.	Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2011	41
10.1.	Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2011	43
10.2.	Percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year, by type of hate-related word and sex: 2011	45
11.1.	Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and sex: 2011	47
11.2.	Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2011	49
11.3.	Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by selected cyber-bullying problems and sex: 2011	51
11.4.	Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by frequency of bullying and percentage of students who notified an adult: 2011	51
11.5.	Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected school characteristics: Various years, 2005–11	53
12.1.	Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules, by school control: School year 2011–12	55
12.2.	Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules: Various school years, 1993–94 through 2011–12	55
13.1.	Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and grade: Various years, 1993–2011	59
13.2.	Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2011	59
13.3.	Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location, number of times, and sex: 2011	61

<i>Figure</i>	<i>Page</i>
14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and sex: Various years, 1993–2011.....	63
14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by race/ethnicity and location: 2011	63
15.1. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and sex: Various years, 1993–2011.....	67
15.2. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location, number of days, and sex: 2011	67
15.3. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by grade and location: 2011	69
15.4. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by race/ethnicity and location: 2011	69
16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and sex: Various years, 1993–2011.....	71
16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location, number of times, and sex: 2011	71
16.3. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by race/ethnicity and location: 2011	73
16.4. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by grade and location: 2011	73
17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity: 2011	77
17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Various years, 1995–2011	77
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: 2011.....	79
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 selected student and school characteristics: 2011	80
19.1. Percentage of public schools that took a serious disciplinary action, by type of offense and school level: School year 2009–10	83
19.2. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2009–10	84
20.1. Percentage of public and private schools that used selected safety and security measures: School year 2011–12	87
20.2. Percentage of public schools that used selected safety and security measures: Selected school years, 2003–04 through 2011–12	89
21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2011	93
22.1. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2011.....	97

<i>Figure</i>	<i>Page</i>
22.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2011	99
22.3. Number of referrals for disciplinary actions resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2011	101

This page intentionally left blank.

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 (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008). 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: 2013 is the sixteenth 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. Although the data presented in this report are the most recent data available at the time of publication, the data do not cover the most recent two or more school years. 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: 2013 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; discipline, safety, and security measures, and campus safety and security. 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.

This edition of the report contains updated data for five indicators: violent deaths at school and away from school (*Indicator 1*), incidence of victimization at school and away from school (*Indicator 2*), teachers' reports of being threatened with injury or being physically attacked by students (*Indicator 5*), teachers' reports on school conditions (*Indicator 12*), and safety and security measures taken by public and private schools (*Indicator 20*).

In addition, this year's report introduces a new indicator on criminal incidents at postsecondary institutions (*Indicator 22*).

Also included in this year's report are references to 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, principals, and postsecondary institutions and universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, and the Office of Postsecondary Education. 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 selected security and safety measures used in schools. *Indicator 20* uses data collected from a schools and staffing survey administered to public and private school principals about safety and security practices used in their schools for the 2011–12 school year, as well as from a survey of public school principals about safety and security practices used in their schools during the 2009–10 school year. The schools range from primary through high schools. *Indicator 21*, however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2011, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent crime at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of crime, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that limitations inherent to self-reported data may affect estimates (Addington 2005; Cantor and Lynch 2000). First, unless an interview is “bounded” or a reference period is established, estimates may include events that exceed the scope of the specified reference period. This factor may artificially increase reported incidents because respondents may recall events outside of the given reference period. Second, many of the surveys rely on the respondent to “self-determine” a condition. This factor allows the respondent to define a situation based upon his or her own interpretation of whether the incident was a crime or not. On the other hand, the same situation may not necessarily be interpreted in the same way by a bystander or the perceived

offender. Third, victim surveys tend to emphasize crime events as incidents that take place at one point in time. However, victims can often experience a state of victimization in which they are threatened or victimized regularly or repeatedly. Finally, respondents may recall an event inaccurately. For instance, people may forget the event entirely or recall the specifics of the episode incorrectly. These and other factors may affect the precision of the estimates based on these surveys.

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

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

The appearance of a “!” symbol (Interpret data with caution) in a table or figure indicates a data cell with a high ratio of standard error to estimate so the reader should use caution when interpreting such data. These estimates are still discussed, however, when statistically significant differences are found despite large standard errors.

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 comparisons 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 comparison 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 to examine changes in percentages over a range of values such as time or age. Linear trends tests allow 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.

Percentages reported in the tables and figures are generally rounded to one decimal place (e.g., 76.5 percent), while percentages reported in the text 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 one decimal place, the graphical presentation of these data is based on the unrounded estimates.

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2008 through 2012 Annually	Calendar year	22
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992–2012 Annually	Interviews conducted during the calendar year ¹	2
The School-Associated Violent Deaths Study (SAVD)	Universe	1992 through 2011 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year ²	1995, 1999, and 2001–2011 biennially	Incidents during the school year ²	3, 8, 10, 11, 17, 18 and 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools ³	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 school years	6, 7, 19, and 20
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12	Incidents during the previous 12 months	5, 12, 20
Supplementary Homicide Reports (SHR)	Universe	1992 through 2011 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System (WISQARS) Fatal	Universe	1992 through 2010 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	1993–2011 biennially	Incidents during the previous 12 months Incidents during the previous 30 days	4, 9, and 13 14, 15, and 16

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

² In 2007, 2009, and 2011, 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, 2009, and 2011 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

<i>Indicator 1</i>	
Violent Deaths at School and Away From School	6
Figure 1.1	7
Figure 1.2	7

Indicator 1

Violent Deaths at School and Away From School

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

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Indicator 1 presents data on school-associated violent deaths that were collected using the School-Associated Violent Deaths Study (SAVD). The most recent data released for the SAVD survey cover the period from July 1, 2010, through June 30, 2011.

More recent information gathered from media reports can provide preliminary estimates on the prevalence of school-associated violent deaths since June 2011. For example, the Sandy Hook Elementary School shooting incident on December 14, 2012, in Newtown, Connecticut resulted in 20 child and 6 adult deaths.² Since the Sandy Hook incident, preliminary counts from media reports indicate that there were 17 school-associated violent deaths between December 15, 2012, and November 14, 2013; of these deaths, 11 were homicides and 6 were suicides. Six of the victims were identified as being between the ages of 5 and 18.

SAVD defines a school-associated violent death as “a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States.” 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. Victims of school-associated violent deaths include not only students and staff members, but also others who are not students or staff members, such as parents. Between July 1, 2010 and June 30, 2011, there were 31 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and table 1.1).

Of the 31 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2010, and June 30, 2011, there were 25 homicides

² <http://www.whitehouse.gov/the-press-office/2013/12/14/weekly-address-marking-one-year-anniversary-tragic-shooting-newtown-conn>.

and 6 suicides. Data for school-associated violent deaths for the 2010–11 school year are preliminary until interviews with law enforcement personnel have been completed.

Data on homicides and suicides occurring at school and away from school were drawn from a number of sources. Data on violent deaths occurring away from school were included in order to compare them to data on violent deaths occurring at school. The most recent data available for total suicides of school-age youth (ages 5–18) are for the 2010 calendar year; the most recent data available for total homicides of youth are for the 2010–11 school year.³ During the 2010–11 school year, there were 1,336 homicides of youth (figure 1.2 and table 1.1). During the 2010 calendar year, there were 1,456 suicides of youth. During the 2010–11 school year, there were 11 homicides and 3 suicides of school-age youth at school (figure 1.1 and table 1.1), and, when instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 homicide or suicide for each 3.5 million students enrolled.⁴

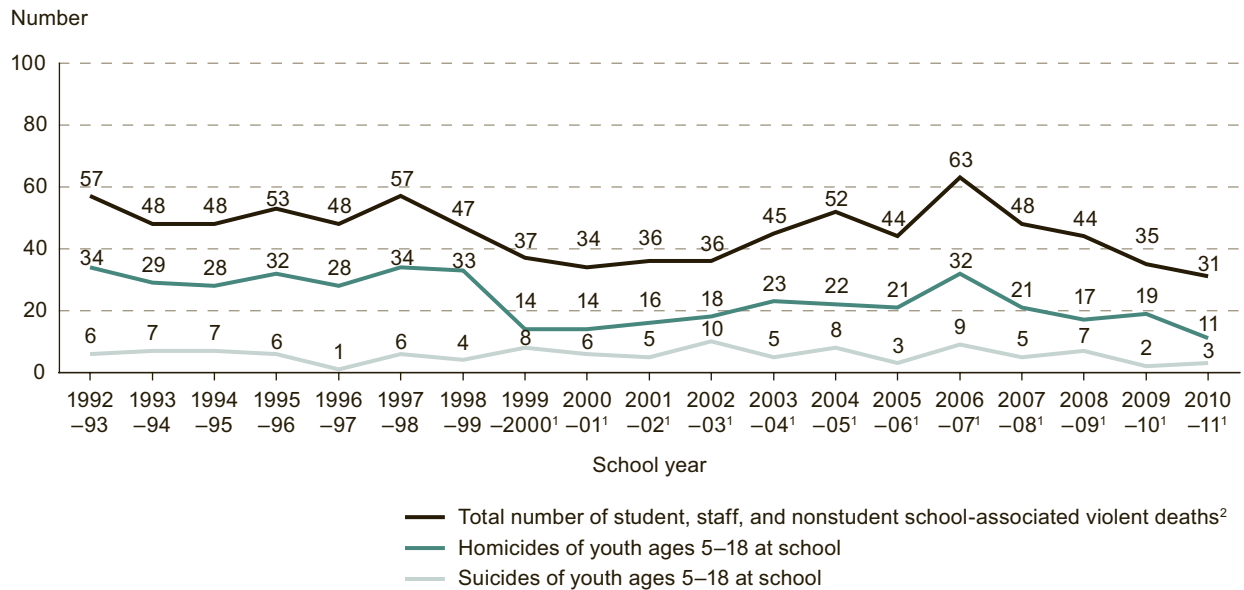
The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years, even though the absolute number of homicides of school-age youth at school varied to some degree across the years (figure 1.1 and table 1.1). Between the 1992–93 and 2010–11 school years, from 1 to 10 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

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.

⁴ The total number of students enrolled in prekindergarten through 12th grade during the 2010–11 school year was 49,484,181 (Snyder and Dillow 2012).

This indicator has been updated to include 2010–11 data for total homicides. For more information: Tables 1.1 and 1.2, and Centers for Disease Control and Prevention (2008), (<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm>).

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2010–11



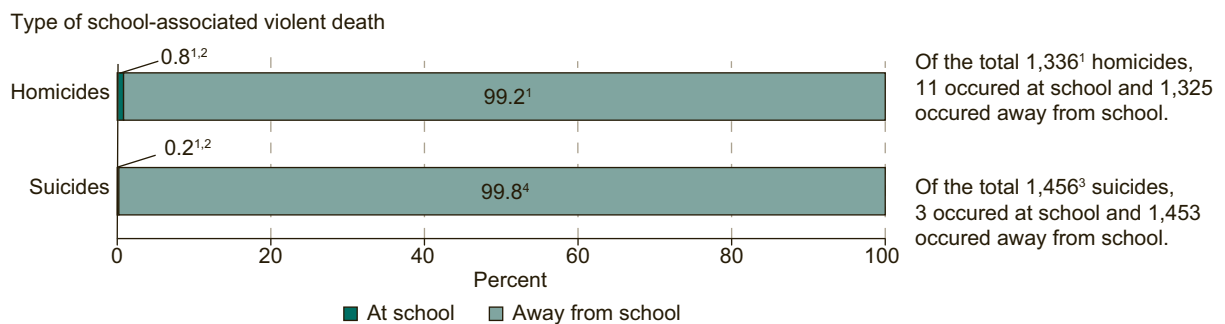
¹ Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

² A school-associated violent death is defined as “a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States,” while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992 through June 30, 2011.

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

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2011 School-Associated Violent Deaths Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (August 2012).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2010–11



¹ Youth ages 5–18 from July 1, 2010, through June 30, 2011.

² Data from the School-Associated Violent Deaths Study (SAVD) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

³ Youth ages 5–18 in the 2010 calendar year.

⁴ This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.

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

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 2011 School-Associated Violent Deaths Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (August 2012); 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), 2010, retrieved August 2013 from <http://www.cdc.gov/injury/wisqars/index.html>; and data on total homicides of youth ages 5–18 for the 2010–11 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 (August 2013).

This page intentionally left blank.

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
Figure 2.3	14

Indicator 3

Prevalence of Victimization at School..... 16

Figure 3.1	17
Figure 3.2	19

Indicator 4

Threats and Injuries With Weapons on School

Property.....	20
Figure 4.1	21
Figure 4.2	21
Figure 4.3	22

Indicator 5

Teachers Threatened With Injury or Physically

Attacked by Students	24
Figure 5.1	25
Figure 5.2	25
Figure 5.3	26

Indicator 2

Incidence of Victimization at School and Away From School

Following nearly two decades of steady decline, the total nonfatal victimization rate at school was higher in 2012 than in 2010 for students ages 12–18 (52 vs. 35 victimizations per 1,000 students). The victimization rate away from school was also higher in 2012 than in 2010 (38 vs. 27 victimizations per 1,000 students).

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

In 2012, data from the National Crime Victimization Survey⁵ showed that more victimizations were committed against students ages 12–18 at school than away from school.⁶ Students ages 12–18 experienced about 1,364,900 nonfatal victimizations (theft⁷ and violent crime⁸) at school,⁹ compared to about 991,200 nonfatal victimizations away from school (table 2.1). These figures represent total crime victimization rates of 52 victimizations per 1,000 students at school and 38 per 1,000 students away from school.

For most years between 1992 and 2008, the rates of theft at school among students ages 12–18 were higher than the rates of theft away from school, but there were no measurable differences between these rates in 2009, 2010, or 2011. In 2012, the rate of theft

at school (24 victimizations per 1,000 students) was greater than the rate of theft away from school (18 per 1,000 students). Between 1992 and 2000, the rates of violent victimization per 1,000 students at school were either lower than the rates away from school or not measurably different than the rates away from school. Since 2001, the rates of violent victimization per 1,000 students at school have generally been higher than the rates away from school or not measurably different than the rates away from school. In 2012, the rate of violent victimization at school (29 per 1,000 students) was greater than the rate of violent victimization away from school (20 per 1,000 students). This difference was driven primarily by a higher rate of simple assault at school that year.¹⁰

Rates of serious violent victimization¹¹ against students ages 12–18 at school were generally lower than those occurring away from school in most survey years between 1992 and 2008; between 2009 and 2012 there were no measurable differences in these rates.

Between 1992 and 2012, the total victimization rates for students ages 12–18 generally declined both at and away from school. The total victimization rate against students ages 12–18 at school decreased from 181 victimizations per 1,000 students in 1992 to 52 victimizations per 1,000 students in 2012. Away from school, the rate of total victimization declined from 173 victimizations per 1,000 students to 38 victimizations per 1,000 (figure 2.1).

This pattern also held for thefts, violent victimizations, and serious violent victimizations between 1992 and 2012. Thefts at school declined from a rate of 114 per 1,000 students to 24 per 1,000, and the rate of

Indicator 2 continued on page 11.

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 “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.

⁷ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

⁸ “Violent victimization” includes serious violent crimes and simple assault.

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

¹⁰ “Simple assault” is the difference between total violence and serious violence. It includes threats and attacks without a weapon or serious injury.

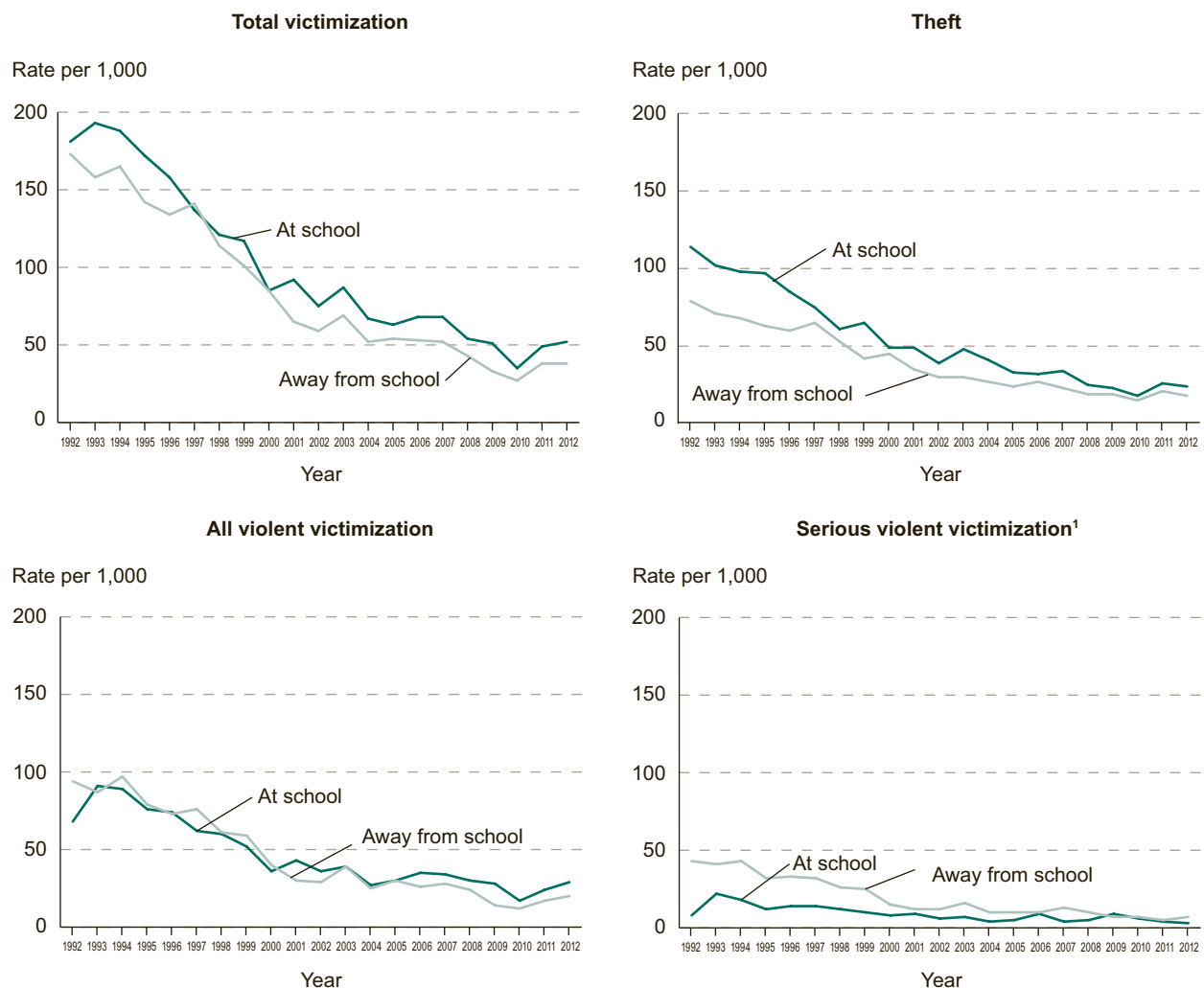
¹¹ “Serious violent victimization” includes the crimes of rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2012 data. For more information: Tables 2.1 and 2.2; Fredland (2008); and Crews, Crews, and Turner (2008).

theft away from school decreased from 79 thefts per 1,000 students to 18 per 1,000. The rate of violent victimization at school declined from 68 victimizations per 1,000 students in 1992 to 29 per 1,000 in 2012. Away from school, the rate of violent victimization declined from 94 victimizations per 1,000 students to 20 per 1,000. Serious violent victimizations at school declined from 8 per 1,000 students in 1992 to 3 per 1,000 in 2012. Serious violent victimization rates away from school declined from 43 victimizations per 1,000 students in 1992 to 7 per 1,000 in 2012.

In the most recent period between 2011 and 2012, there were no measurable differences in the rates of total, theft, violent, or serious violent victimizations at or away from school. However, the total, theft, and violent victimization rates at school increased from 2010 to 2012. The rates of total and violent victimization away from school increased from 2010 to 2012. Between 2010 and 2012, there were no measurable differences between the rates of theft away from school and serious violent victimization at school or away from school.

Figure 2.1. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992–2012



¹ Serious violent victimization is also included in all violent victimization.

NOTE: Due to methodological changes, use caution when comparing 2006 estimates to other years. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. For more information on these two surveys, please see appendix A. Detail may not sum to total due to rounding. Estimates may vary from previously published reports.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2012.

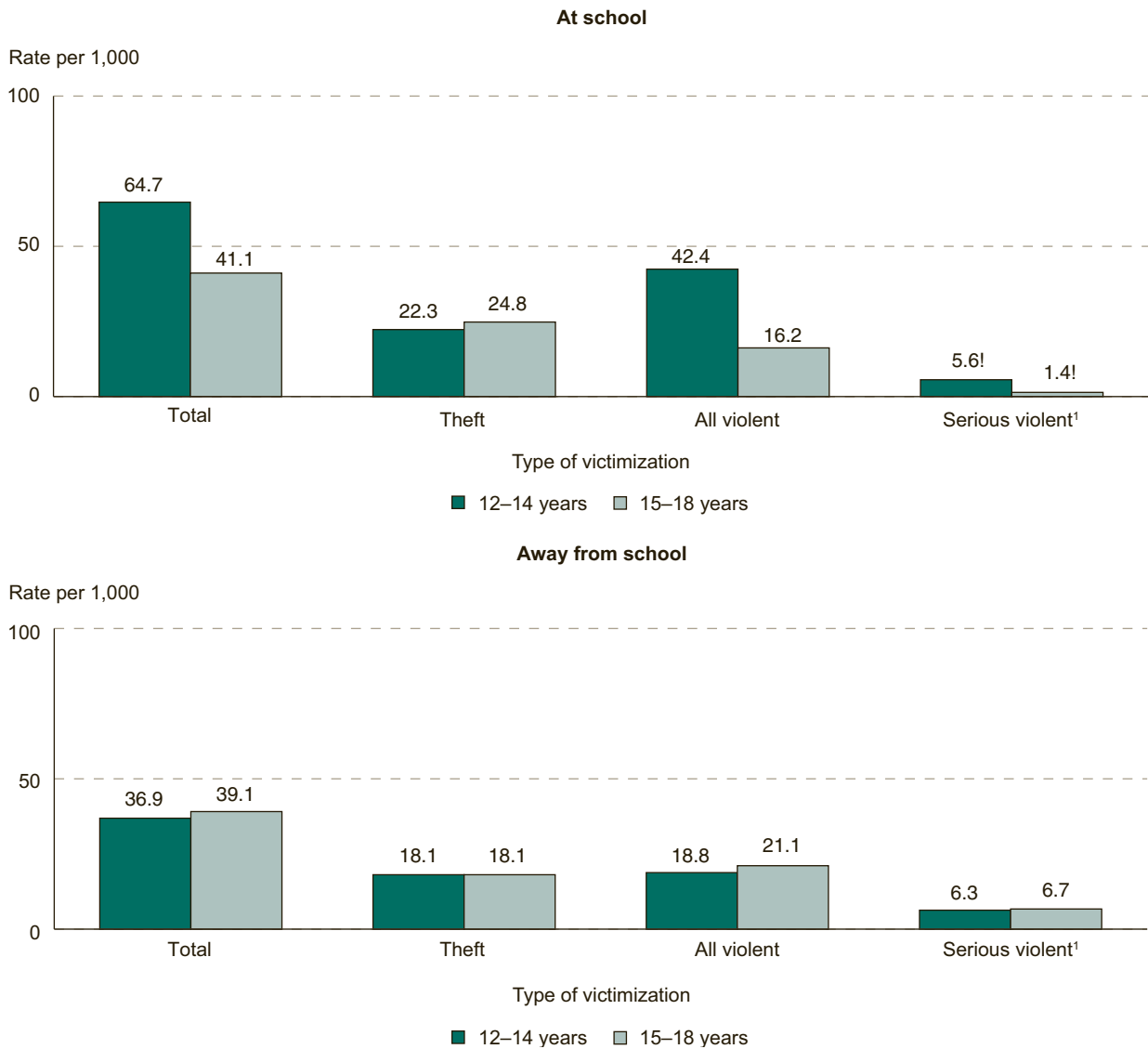
The victimization rates for students in 2012 varied according to student characteristics. The total victimization rate at school was greater for students ages 12–14 (65 per 1,000 students) than for students ages 15–18 (41 per 1,000 students; table 2.2). This age difference was due primarily to the higher rate of violent victimization at school for younger students (42 per 1,000 students ages 12–14) compared to older students (16 per 1,000 students ages 15–18). No measurable differences were found by age group in the rates of theft victimization at school. There were no measurable differences between age groups in the rates of total victimization, theft, and violent victimization away from school in 2012 (figure 2.2).

The rates of total victimization at and away from school were greater for males than for females in 2012. Males experienced 60 nonfatal victimizations

per 1,000 students at school, compared to 45 victimizations per 1,000 females. Away from school, males experienced 45 nonfatal victimizations per 1,000 students, and females experienced 31 victimizations per 1,000 students (figure 2.3). The apparent differences between male and female rates of victimization for theft and violent crime at and away from school in 2012 were not statistically different.

Students residing in urban or suburban areas had higher rates of violent victimization at school than those residing in rural areas in 2012. Violent victimization rates at school were 38 per 1,000 students in urban areas and 28 per 1,000 students in suburban areas, compared to 14 per 1,000 students in rural areas. There were no measurable differences in the violent victimization rates away from school for students living in urban, suburban, or rural areas.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2012



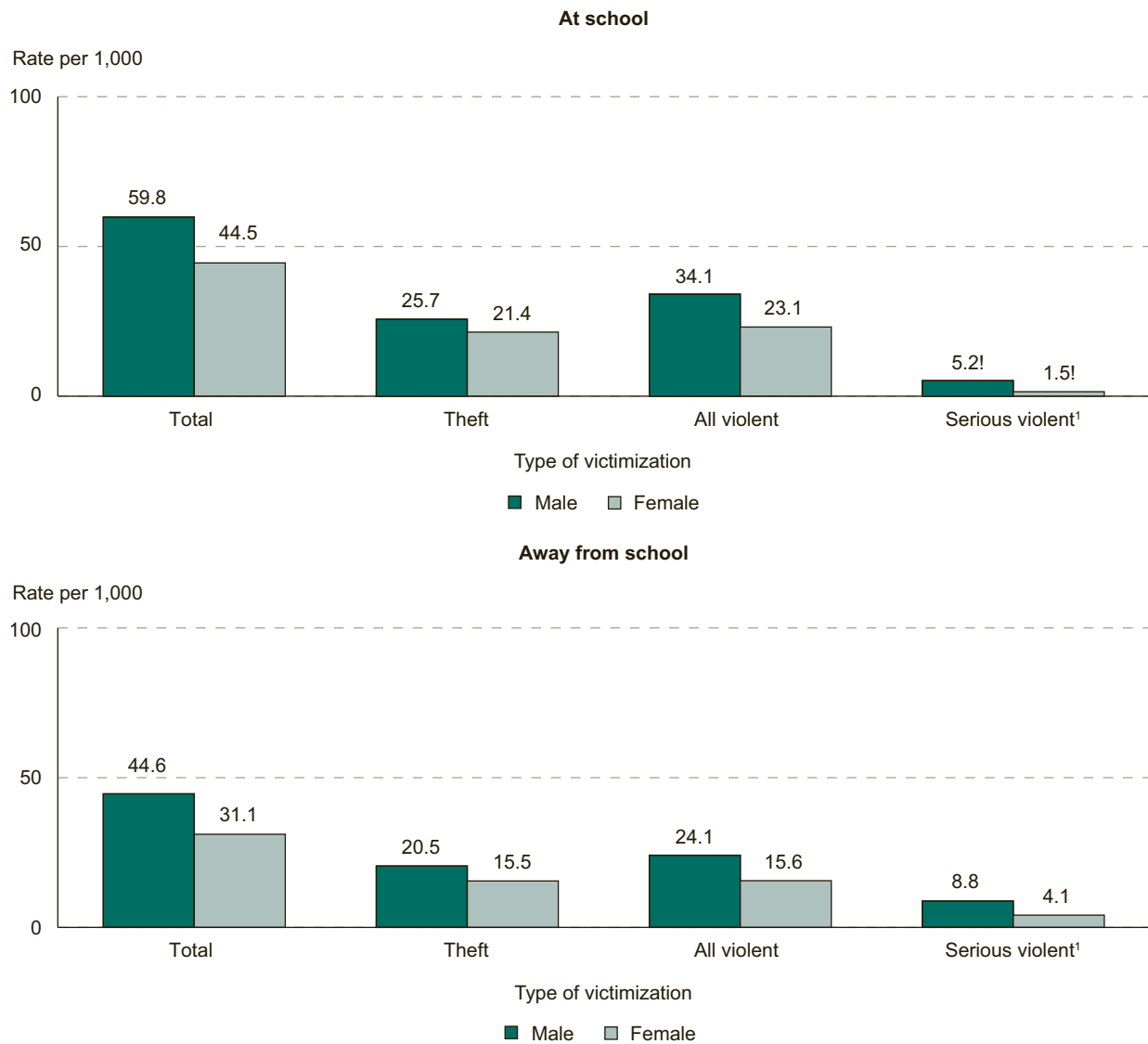
! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.

¹ Serious violent victimization is also included in all violent victimization.

NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. "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. The population size for students ages 12–18 was 26,052,400 in 2012. Detail may not sum to total due to rounding and missing data on student characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2012.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2012



! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.

¹ Serious violent victimization is also included in all violent victimization.

NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. "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. The population size for students ages 12–18 was 26,052,400 in 2012. Detail may not sum to total due to rounding and missing data on student characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2012.

This page intentionally left blank.

Indicator 3

Prevalence of Victimization at School

In 2011, approximately 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Three percent of students reported theft, 1 percent reported violent victimization, and one-tenth of 1 percent reported serious violent victimization in 2011. Between 1995 and 2011, the total percentage of students ages 12–18 who reported being victimized at school, as well as the percentages of students who reported theft, violent victimization, and serious violent victimization, decreased.

The School Crime Supplement¹² collects data on the percentage of students ages 12–18 who reported criminal victimization at school¹³ during the previous 6 months. In addition to the total percentages reported by students, victimization is also reported by type, namely theft,¹⁴ violent victimization,¹⁵ and serious violent victimization.¹⁶ Results from the most recent data collection show that in 2011, approximately 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Three percent of students reported theft, 1 percent reported violent victimization, and one-tenth of 1 percent reported serious violent victimization (figure 3.1 and table 3.1).

In 2011, reports on the prevalence of victimization varied by some school and student characteristics. Differences were observed by school type in the reporting of victimization in 2011. A higher percentage of students attending public schools reported being victimized at school compared with students attending private schools (4 percent vs. 2 percent). The percentage of students reporting theft was also higher at public schools (3 percent) than at private schools (1 percent) in 2011.

There were some measurable differences in student reports of victimization by grade in 2011. For example,

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

¹⁵ “Violent victimization” includes serious violent crimes and simple assault.

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

a higher percentage of 9th-graders than of 7th-, 10th-, and 12th-graders reported being victimized at school during the previous 6 months (5 vs. 3 percent each). Four percent each of 6th- and 8th-graders and 3 percent of 11th-graders also reported victimization. A higher percentage of 9th-graders (4 percent) than of 7th-, 8th-, 10th-, and 12th-graders (2 percent each) reported theft. In addition, 3 percent each of 6th- and 11th-graders reported theft in 2011.

There were no measurable differences between the percentages of White, Black, Hispanic, and Asian students ages 12–18 who reported criminal victimization, theft, and violent victimization at school in 2011. About 5 percent of Black students, 4 percent of White students, and 3 percent each of Hispanic and Asian students reported criminal victimization at school. Four percent of Black students, 3 percent of Asian students, and 2 percent each of White and Hispanic students reported theft. One percent each of White, Black, and Hispanic students reported violent victimization (the percentage of Asian students reporting violent victimization rounded to zero).

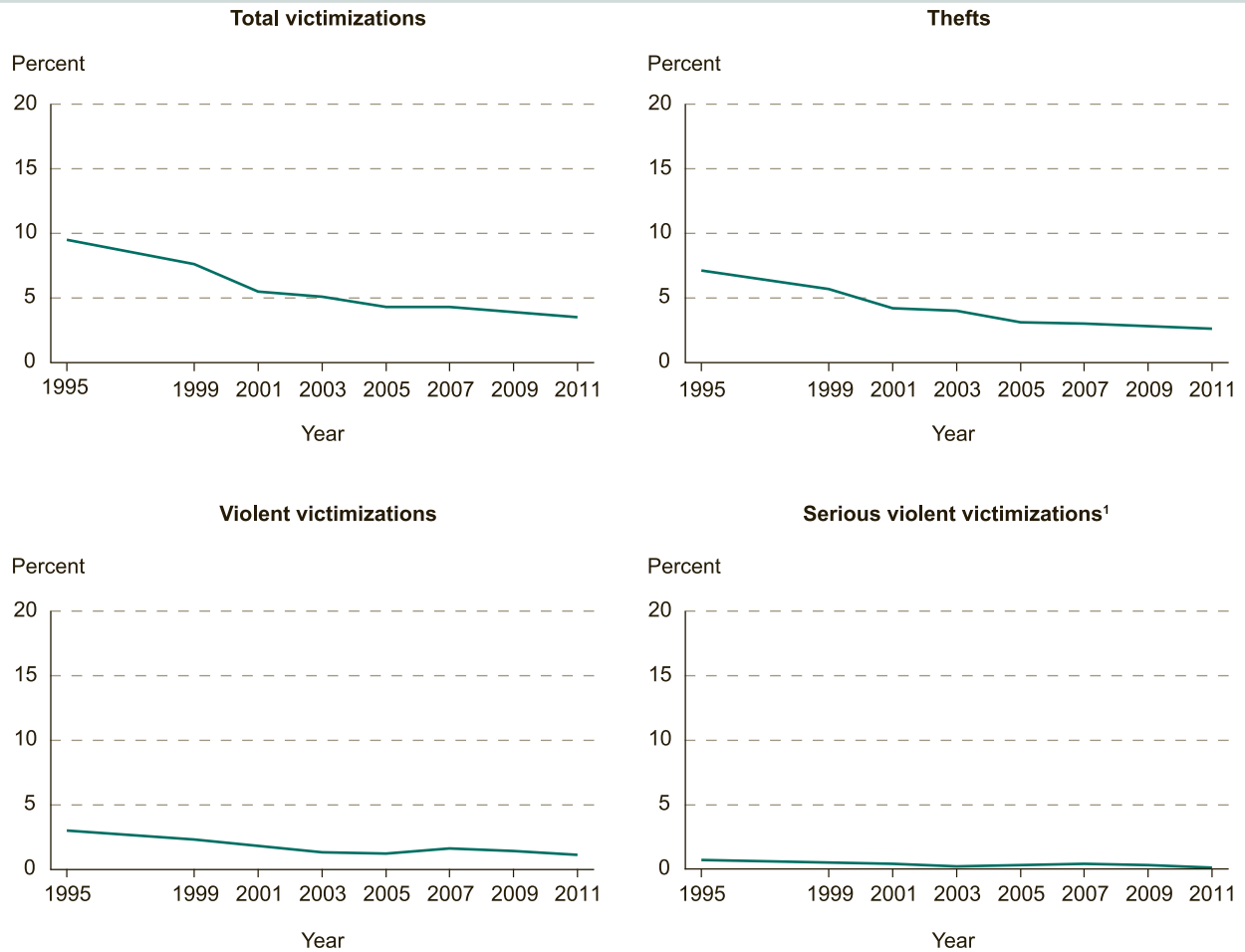
Among students ages 12–18 in 2011, there were no measurable differences detected by sex in reports of victimization. Four percent of male students and 3 percent of female students reported being victimized at school during the previous 6 months. Three percent each of male and female students reported theft, and 1 percent each of male and female students reported violent victimization in 2011 (figure 3.2 and table 3.1).

No measurable differences were observed by urbanicity in the prevalence of victimization in 2011. About 4 percent of students ages 12–18 from urban areas and 3 percent each of students from suburban and rural areas reported criminal victimization at school.

Indicator 3 continued on page 18.

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 3.1, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Various years, 1995–2011



¹ Serious violent crimes are also included in violent crimes.

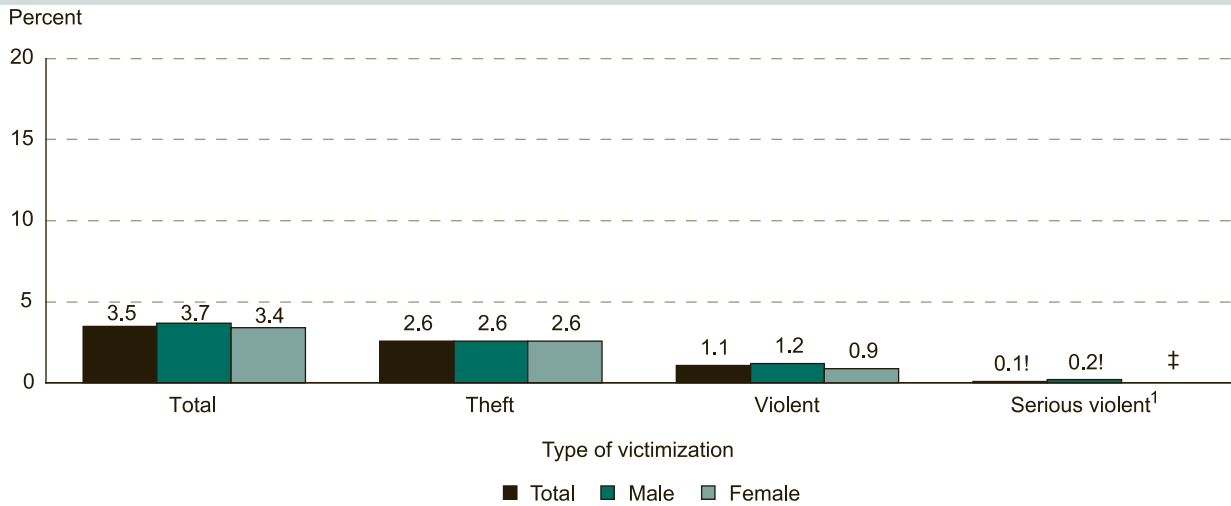
NOTE: "Total victimization" includes theft and violent crimes. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery in which the threat or use of force is involved. "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Detail may not sum to totals due to rounding, and students' reports of "theft," "violent," and "serious violent" may not sum to "total" victimization because respondents could report more than one type of victimization. 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, 1995–2011.

Between 1995 and 2011, the total percentage of students ages 12–18 who reported being victimized at school during the previous 6 months, as well as the percentages of students who reported theft, violent victimization, and serious violent victimization, decreased. In 1995, 10 percent of students reported being victimized compared with 4 percent in 2011. Seven percent of students reported theft, 3 percent reported violent victimizations, and 1 percent reported serious violent victimizations in 1995 compared with 3 percent, 1 percent, and one-tenth of one percent in 2011. A decrease between 1995 and 2011 in the percentage of students reporting criminal victimization also occurred by some student and

school characteristics. For example, the percentage of male students who reported being victimized at school decreased by more than half, from 10 percent in 1995 to 4 percent in 2011. Among female students, the percentage who reported being victimized at school also decreased by more than half, from 9 percent in 1995 to 3 percent in 2011. For students attending both public and private schools, the percentages of students who reported victimization decreased. Ten percent of public school students reported being victimized at school in 1995, compared with 4 percent of public school students in 2011. Similarly, about 7 percent of private school students reported being victimized in 1995, compared with 2 percent in 2011.

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and sex: 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. The CV for this estimate is 50 percent or greater.

¹ Serious violent crimes are also included in violent crimes.

NOTE: "Total victimization" includes violent crimes and theft. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery in which the threat or use of force is involved. "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes serious violent crimes and simple assault. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals due to rounding, and students' reports of "theft," "violent," and "serious violent" may not sum to "total" victimization because respondents could report more than one type of victimization. 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, 2011.

Indicator 4

Threats and Injuries With Weapons on School Property

In 2011, about 7 percent of students in grades 9–12 were threatened or injured with a weapon on school property. This percentage was not measurably different from the percentage who were threatened or injured with a weapon on school property in 2009 (8 percent).

Every year, some students are threatened or injured with a weapon while they are on school property. The percentage of students victimized in this way provides a measure of how safe our schools are, and of whether levels of safety in schools have changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether and how often they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2011, about 7 percent of students reported they were threatened or injured with a weapon, such as a gun, knife, or club, on school property¹⁷ (table 4.1). This percentage was not measurably different from the percentages of students who reported being threatened or injured with a weapon on school property in 2009 (8 percent), or in 1993 (7 percent), the first year of data collection.

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 2011, approximately 10 percent of males and 5 percent of females reported being threatened or injured with a weapon on school property. These percentages were not measurably different from the percentages of males and females who reported being threatened or injured with a weapon on school property in 2009 (10 percent of males and 5 percent of females), or in 1993 (9 percent of males and 5 percent of females).

There were also differences in the percentages of students who reported being threatened or injured with a weapon on school property by race/ethnicity and grade level. Specifically, the percentage of students who reported being threatened or injured with a weapon on school property in 2011 was smaller for

White students (6 percent) than for students of two or more races (10 percent) and Hispanic and Black students (9 percent each; figure 4.2 and table 4.1). Generally, the percentage of students who reported being threatened or injured with a weapon on school property was higher for lower grade levels (table 4.1). For example, in 2011, a smaller percentage of 12th-graders (6 percent) than of 9th- and 10th-graders (8 percent each) reported that they were threatened or injured with a weapon on school property.

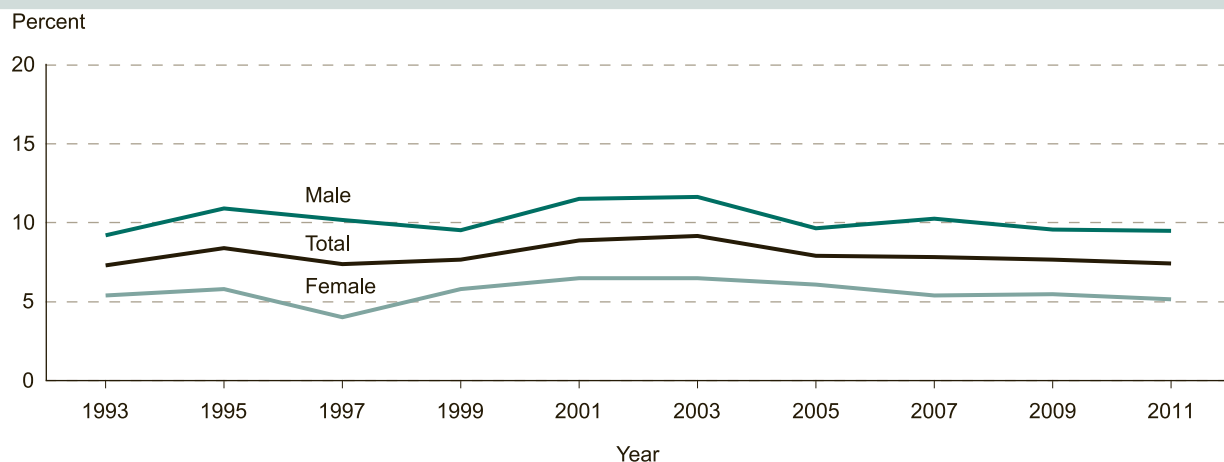
Students were asked how many times they had been threatened or injured with a weapon on school property during the previous 12 months. A greater percentage of students experienced being threatened or injured 1 time in the previous 12 months compared with those who reported being threatened or injured 2 or 3 times, 4 to 11 times, and 12 or more times (figure 4.3 and table 4.1). In 2011, about 3 percent of students were threatened or injured with a weapon 1 time, 2 percent were threatened or injured with a weapon 2 or 3 times, 1 percent were threatened or injured with a weapon 4 to 11 times, and 1 percent were threatened or injured with a weapon 12 or more times.

In 2011, the percentage of public school students who reported being threatened or injured with a weapon on school property varied among the 38 states and the District of Columbia for which data were available. Among these states, the percentage of students who reported being threatened or injured with a weapon on school property ranged from 5 percent in Wisconsin to 12 percent in Georgia (table 4.2).

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

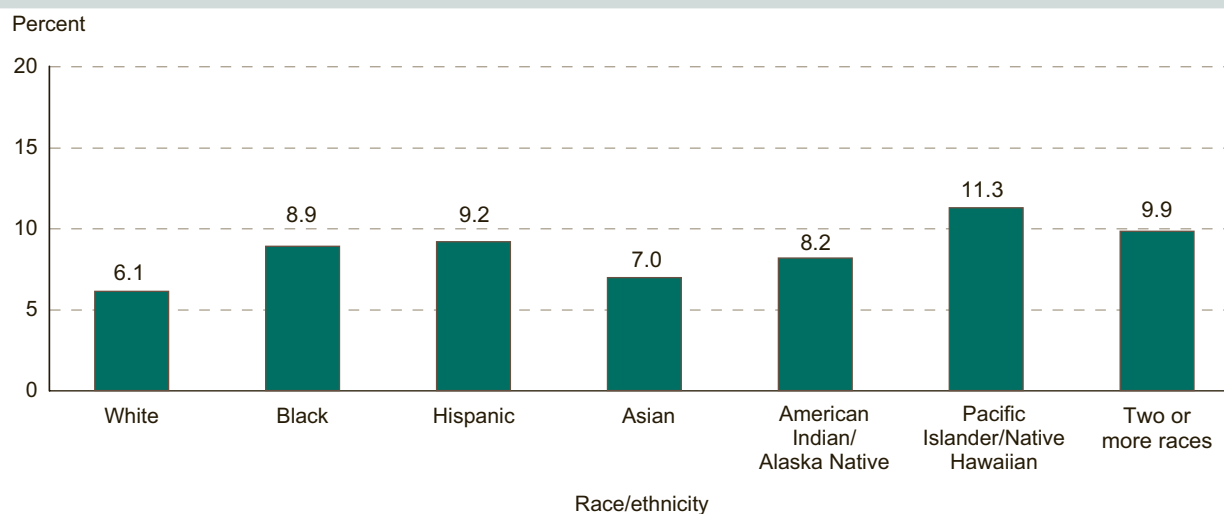
This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 4.1 and 4.2, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>).

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by sex: Various years, 1993–2011



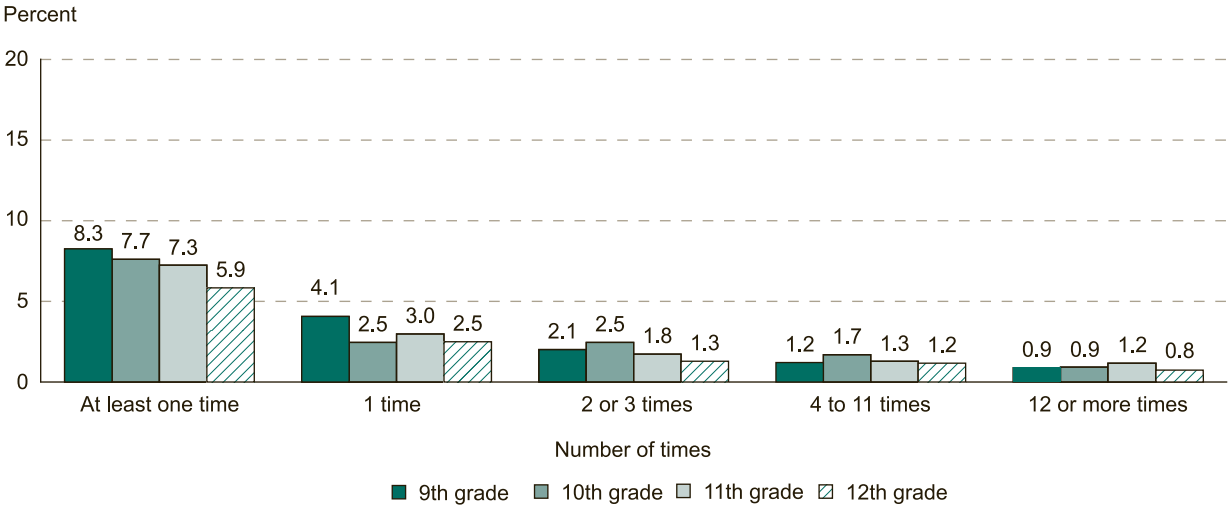
NOTE: "On school property" was not defined for survey respondents. "Weapon" was defined as a gun, knife, or club for survey respondents. SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by race/ethnicity: 2011



NOTE: Race categories exclude persons of Hispanic ethnicity. "On school property" was not defined for survey respondents. "Weapon" was defined as a gun, knife, or club for survey respondents. SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Figure 4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by number of times and grade: 2011



NOTE: "On school property" was not defined for survey respondents. "Weapon" was defined as a gun, knife, or club for survey respondents. Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

This page intentionally left blank.

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school.

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. The Schools and Staffing Survey (SASS) asks school teachers whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. During the 2011–12 school year, 9 percent of school teachers reported being threatened with injury by a student from their school (table 5.1). This percentage was lower than the 12 percent of teachers who reported being threatened with injury in 1993–94, but higher than the percentages of teachers who reported being threatened with injury in 2003–04 and 2007–08 (7 percent each) (figure 5.1). The percentage of teachers reporting that they had been physically attacked by a student from their school in 2011–12 (5 percent) was higher than in any previous survey year (ranging from 3 to 4 percent).

During the 2011–12 school year, there were no measurable differences in the percentages of male and female teachers who reported being threatened with injury during the school year (9 percent each); however, there were gender differences in the reports of being physically attacked (figure 5.2). Six percent of female school teachers reported being physically attacked by a student from their school, compared with 4 percent of male teachers.

There were some differences in the percentages of teachers who reported being threatened by a student and being physically attacked by the race/ethnicity

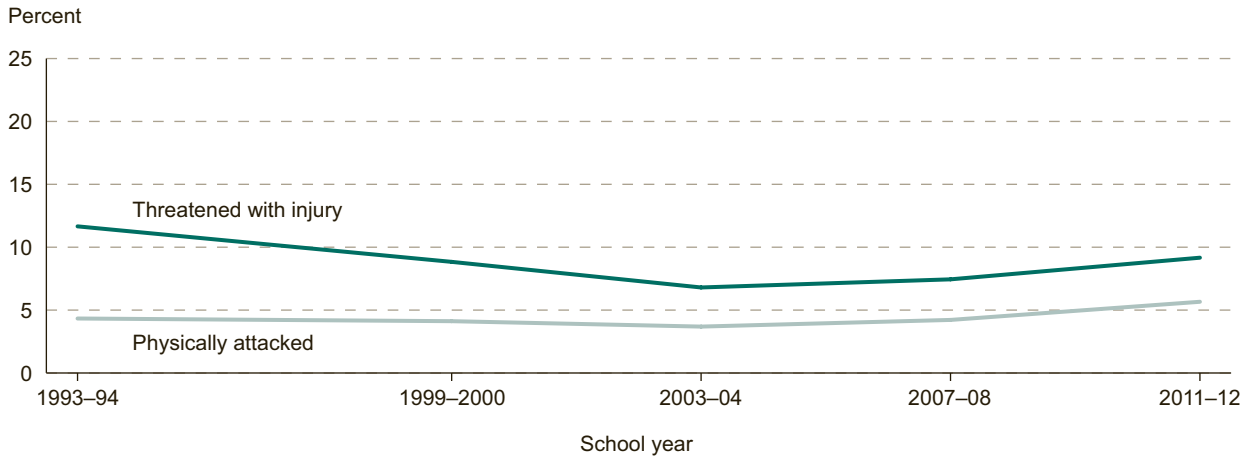
of the teacher. In the 2011–12 school year, a higher percentage of Black teachers (14 percent) than White teachers and teachers of other racial/ethnic groups (9 percent each) reported being threatened by a student from their school during the school year. A higher percentage of Black teachers (8 percent) than Hispanic teachers (4 percent) reported being physically attacked by a student.

The percentages of teachers who reported being threatened with injury or being physically attacked during the school year by a student from their school varied by school characteristics during the 2011–12 school year (figure 5.3). The percentage of elementary teachers who reported being physically attacked by a student was higher than the percentage of secondary teachers reporting it (8 vs. 3 percent). In addition, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student during 2011–12.

Public school teachers' reports of being threatened with injury or physically attacked varied among the states and the District of Columbia. During the 2011–12 school year, the percentage of public school teachers who reported being threatened with injury during the previous 12 months ranged from 5 percent in Oregon to 18 percent in Louisiana (table 5.2). The percentage who reported being physically attacked ranged from 3 percent in Alabama, Mississippi, North Dakota, Oregon, and Tennessee to 11 percent in Wisconsin.

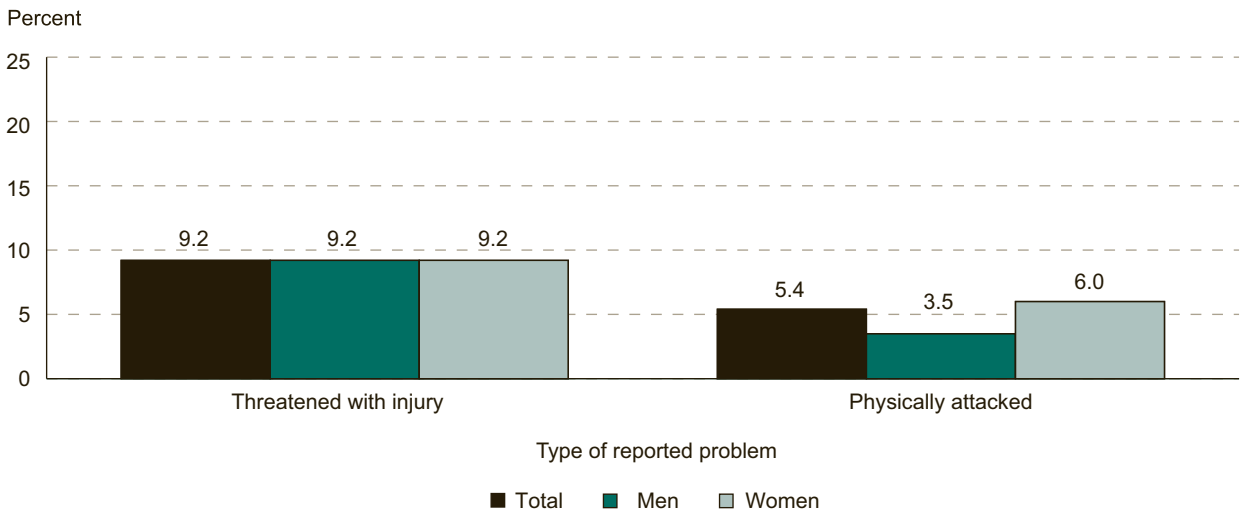
This indicator has been updated to include 2011–12 data. For more information: Tables 5.1 and 5.2, and appendix B for definitions of instructional levels.

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: Selected school years, 1993–94 through 2011–12



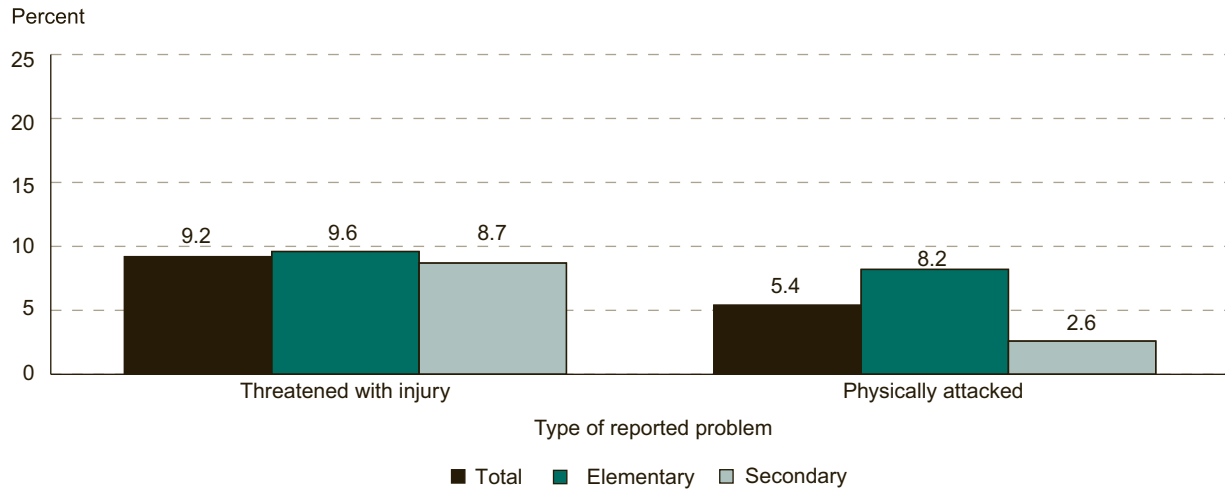
NOTE: Teachers who taught only prekindergarten students are excluded. Some data have been revised from previously published figures.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” and “Private School Teacher Data File,” 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and “Charter School Teacher Data File,” 1999–2000.

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 sex: School year 2011–12



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,” 2011–12.

Figure 5.3. 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 instructional level: School year 2011–12



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" and "Private School Teacher Data File," 2011–12.

School Environment

<i>Indicator 6</i>	
Violent and Other Crime Incidents at Public Schools, and Those Reported to the Police	28
Figure 6.1	29
Figure 6.2	31
Figure 6.3	32
<i>Indicator 7</i>	
Discipline Problems Reported by Public Schools....	34
Figure 7.1	35
Figure 7.2	37
<i>Indicator 8</i>	
Students' Reports of Gangs at School.....	38
Figure 8.1	39
Figure 8.2	39
<i>Indicator 9</i>	
Students' Reports of Illegal Drug Availability on School Property	40
Figure 9.1	41
Figure 9.2	41
<i>Indicator 10</i>	
Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti	42
Figure 10.1	43
Figure 10.2	45
<i>Indicator 11</i>	
Bullying at School and Cyber-Bullying Anywhere ...	46
Figure 11.1	47
Figure 11.2	49
Figure 11.3	51
Figure 11.4	51
Figure 11.5	53
<i>Indicator 12</i>	
Teachers' Reports on School Conditions	54
Figure 12.1	55
Figure 12.2	55

Indicator 6

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

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

In the School Survey on Crime and Safety, public school principals were asked to provide the number of violent incidents,¹⁸ serious violent incidents,¹⁹ thefts of items valued at \$10 or greater without personal confrontation, and other incidents²⁰ that occurred at their school.²¹ Public school principals were also asked to provide the number of incidents they reported to the police. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of these crimes recorded, and the rate of crimes per 1,000 students. These data are also presented for crimes that were reported to the police.

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

For the majority of types of crime, the percentages of public schools recording incidents of crime or

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

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

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

Indicator 6 continued on page 30.

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

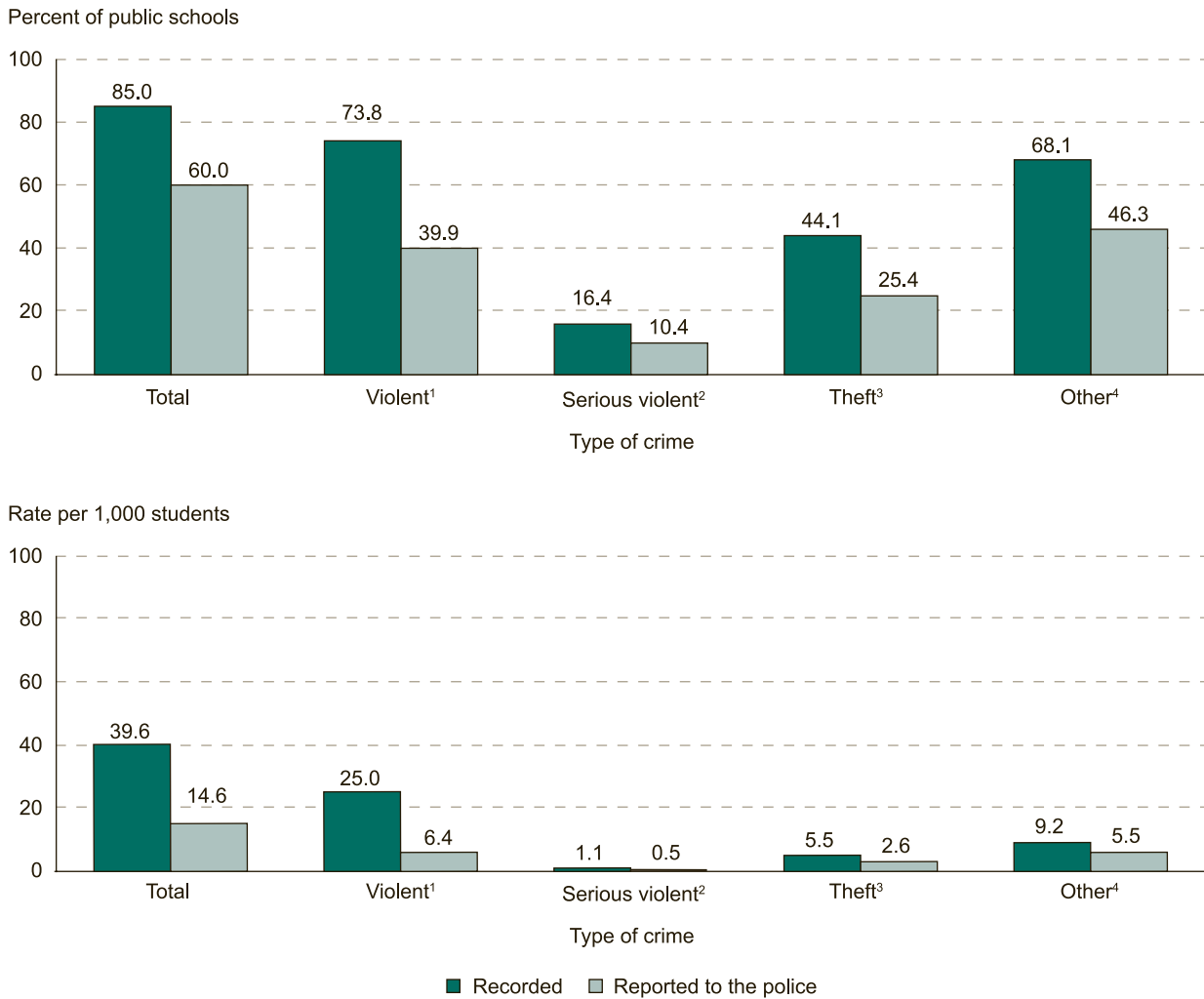
¹⁹ “Serious violent incidents” include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

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

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

This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 6.1, 6.2, 6.3, 6.4, and 6.5, and Neiman (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320>).

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



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

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

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

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

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

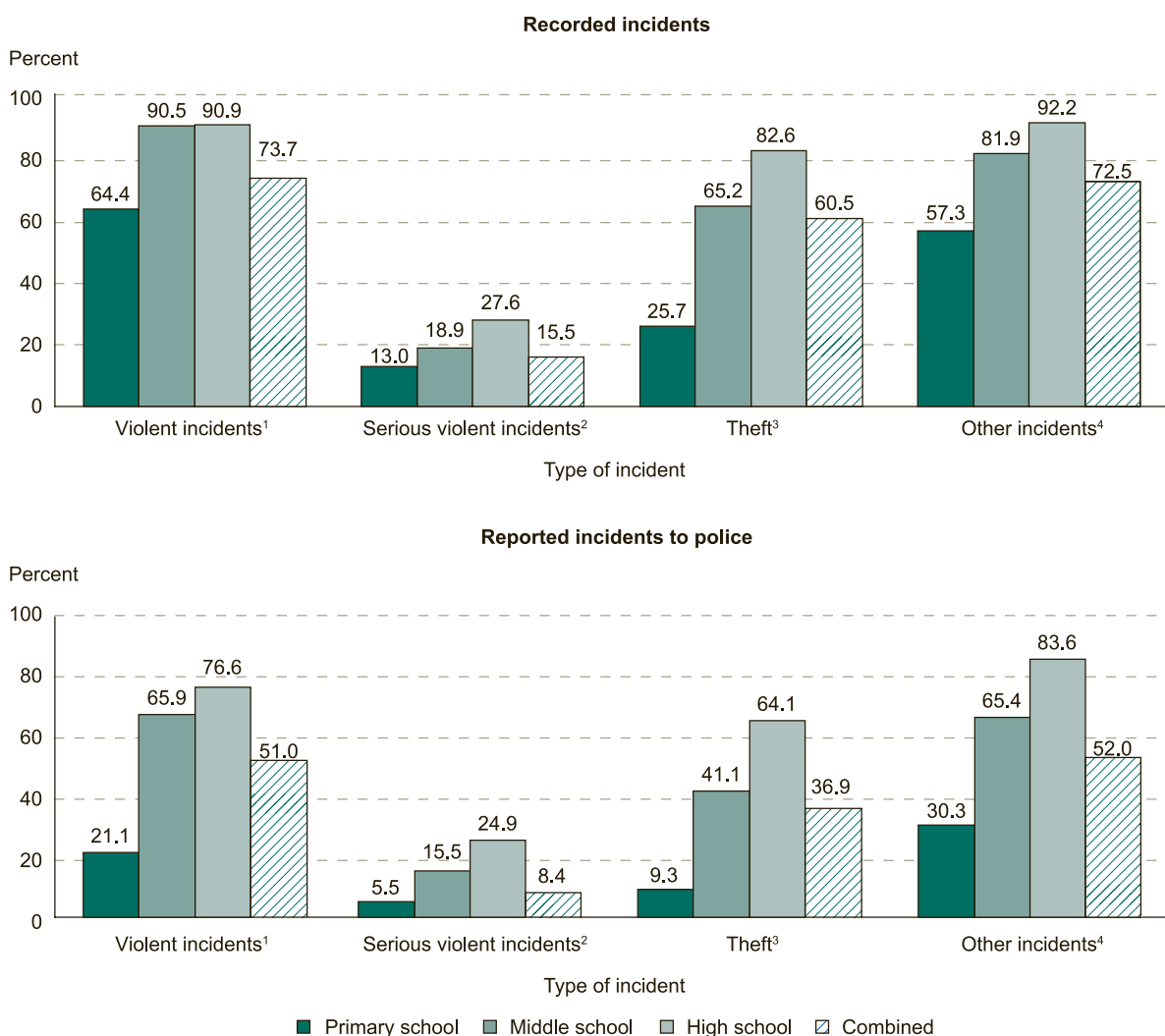
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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

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

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

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



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

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

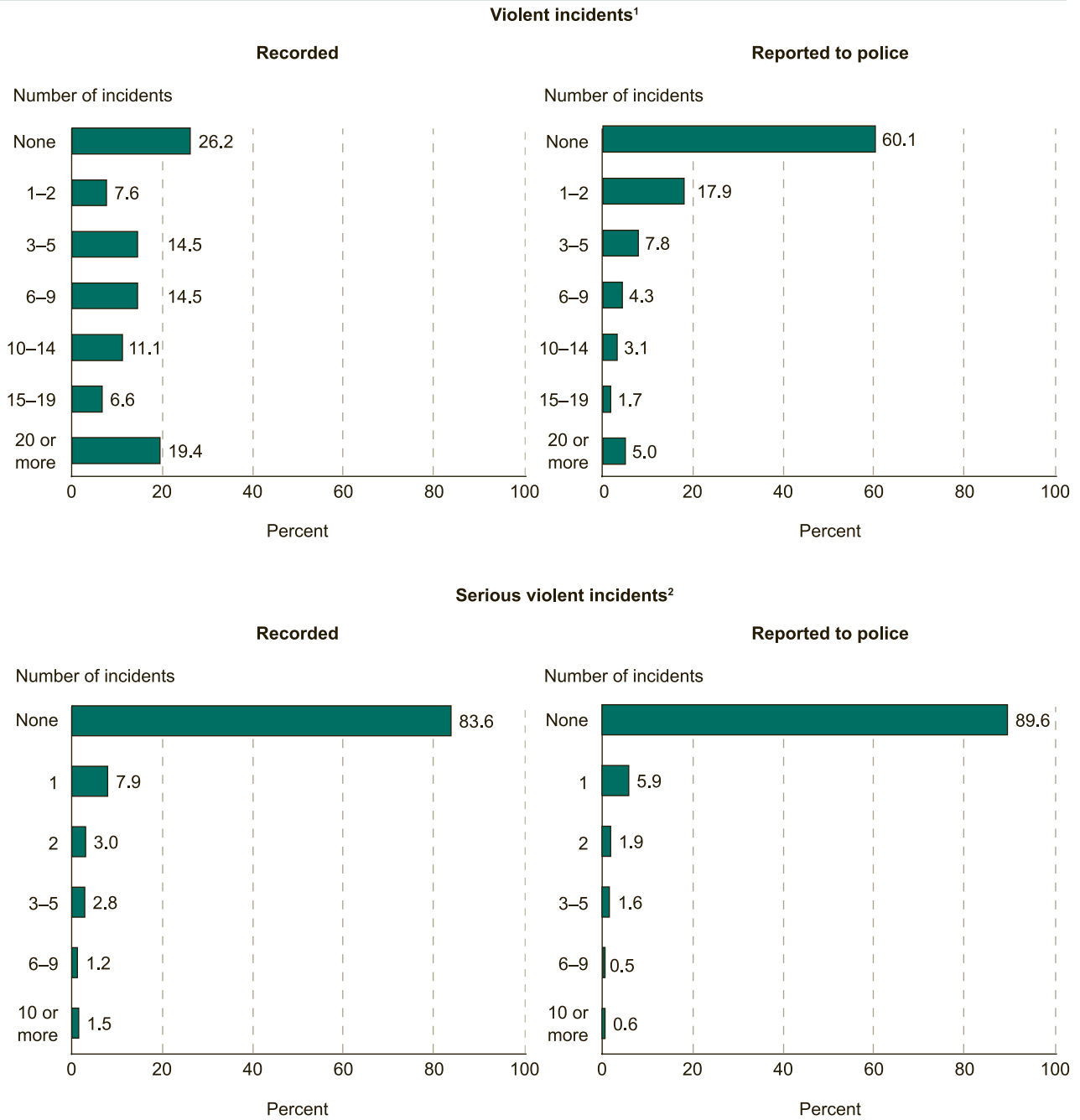
³ "Theft or larceny" (taking things worth over \$10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended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

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

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

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

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



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

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

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

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

This page intentionally left blank.

Indicator 7

Discipline Problems Reported by Public Schools

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

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

During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 9 percent reported student acts of disrespect for teachers other than verbal abuse on a daily or weekly basis (table 7.1). With regard to other discipline problems reported as occurring at least once a week, 5 percent of schools reported student verbal abuse of teachers,

and 3 percent each of reported student racial/ethnic tensions, student sexual harassment of other students, sexual harassment of other students based on sexual orientation or gender identity, and widespread disorder in classrooms. Sixteen percent of public schools reported that gang activities had happened at all during the 2009–10 school year and 2 percent reported that cult or extremist activities had happened at all during this period.

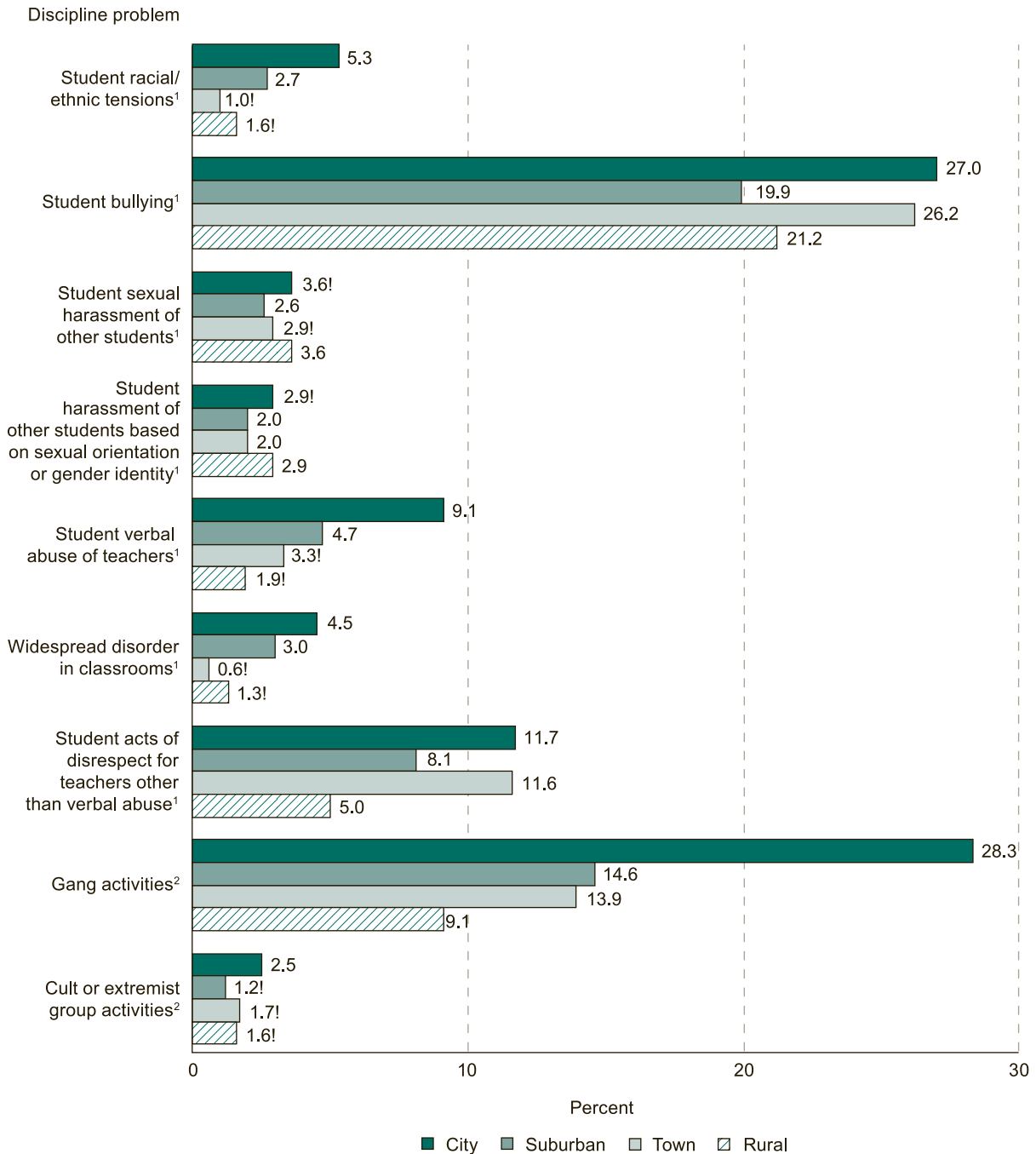
Discipline problems reported by public schools varied by school characteristics. In 2009–10, a higher percentage of city schools than rural schools and suburban schools reported various types of discipline problems (figure 7.1 and table 7.1). For example, 27 percent of city schools, compared with 21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

Indicator 7 continued on page 36.

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

This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 7.1 and 7.2, and Neiman (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320>).

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

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

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

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

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

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

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

Eleven percent of schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2007–08, higher than the 9 percent in 2009–10 (table 7.1). The percentage of public schools that reported widespread disorder in the classrooms decreased from 4 percent in

2007–08 to 3 percent in 2009–10. The percentages of public schools that reported gang activity at all at their schools during the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10 (table 7.1).

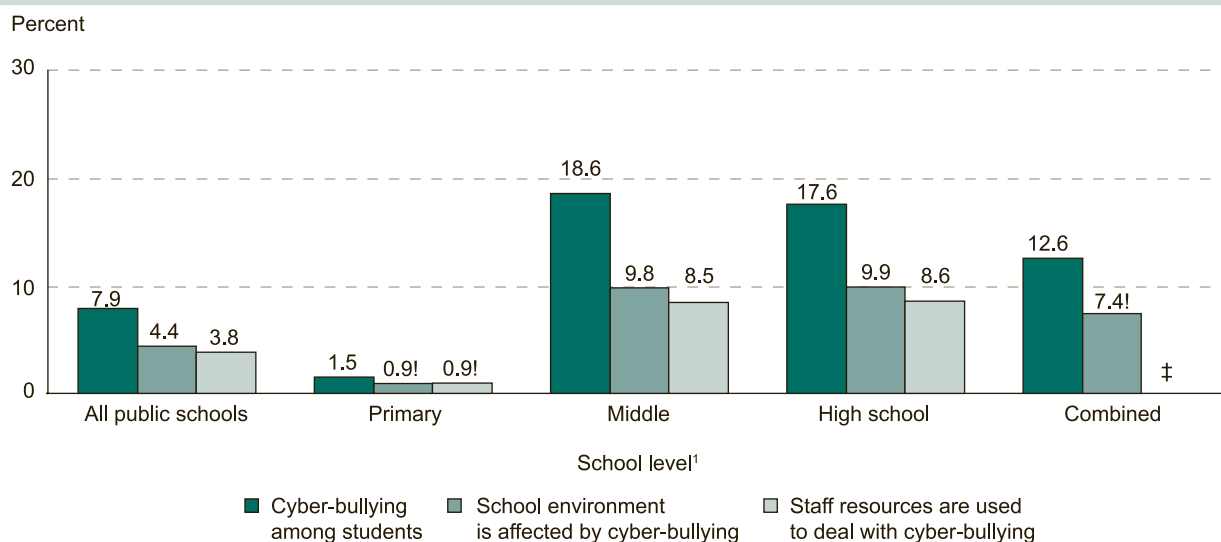
In 2009–10 the School Survey on Crime and Safety included a questionnaire item on cyber-bullying in which public schools were asked to report the occurrence of cyber-bullying among students at school and away from school.²⁴ Eight percent of public schools reported that cyber-bullying had occurred among students daily or at least once a week at school or away from school. Four percent each of public schools also reported that the school environment was affected by cyber-bullying and that staff resources were used to deal with cyber-bullying (table 7.2).

Public schools' reports on the occurrence of cyber-bullying at school and away from school in 2009–10 varied by school characteristics (table 7.2). Primary schools reported lower percentages of cyber-bullying among students (2 percent) than middle schools (19 percent), high schools (18 percent), and combined schools (13 percent). Thirteen percent of schools with less than 5 percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students reported cyber-bullying among students, compared with 5 percent of schools with 50 percent or more combined enrollment.

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

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

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the CV is 50 percent or greater.

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

NOTE: “Cyber-bullying” was defined for respondents as “occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.” Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session.

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

Indicator 8

Students' Reports of Gangs at School

The percentage of students who reported that gangs were present at their school decreased from 20 percent in 2009 to 18 percent in 2011. A higher percentage of students from urban schools (23 percent) reported a gang presence than students from suburban (16 percent) and rural schools (12 percent) in 2011. The percentage of students from urban schools who reported a gang presence decreased from 31 percent in 2009 to 23 percent in 2011.

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

In 2011, about 18 percent of students ages 12–18 reported that gangs were present at their school during the school year. This was a decrease from the 20 percent of students who reported a gang presence in 2009. In 2011, a higher percentage of students from urban areas (23 percent) reported a gang presence at their school than students from suburban and rural areas (16 percent and 12 percent, respectively; figure 8.1 and table 8.1). While the percentages of students from suburban areas and rural areas who reported a gang presence at their school did not measurably change between 2009 and 2011, the percentage of students from urban areas who reported a gang presence at their school decreased from 31 percent in 2009 to 23 percent in 2011.

There were no measurable differences in the percentages of male and female students who reported a gang presence at their school (18 and 17 percent, respectively) in 2011. The percentage of female students who reported a gang presence did not measurably change between 2009 and 2011; however, the percentage of male students who reported a gang presence decreased from 21 percent in 2009 to 18 percent in 2011 (table 8.1).

²⁵ “At school” includes the school building, on school property, on a school bus, or going to and from school.

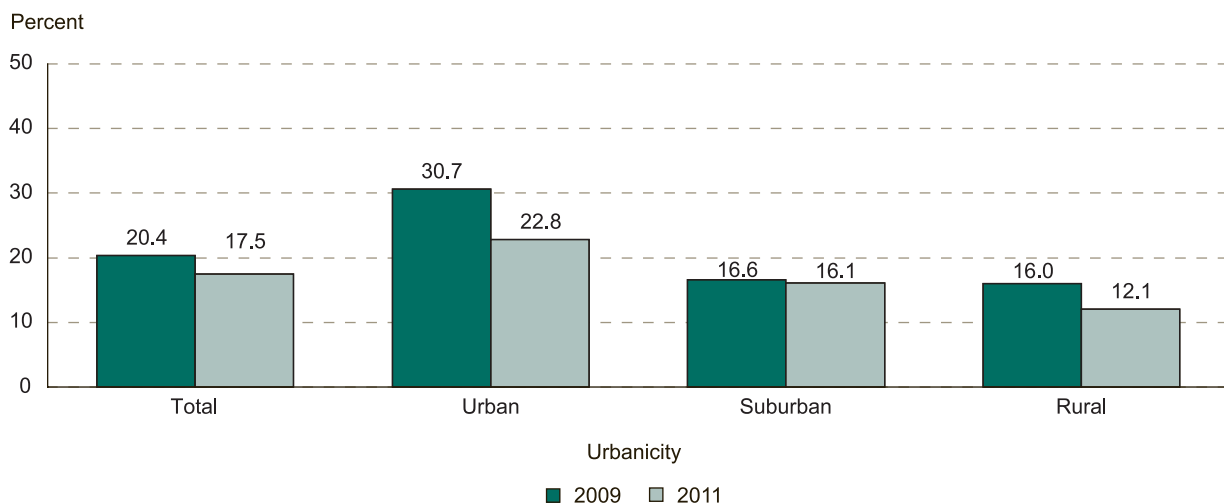
Approximately 19 percent of students attending public schools reported that gangs were present at their school, compared with 2 percent of students attending private schools in 2011. The percentage of private school students who reported a gang presence at their school was not measurably different between the two most recent survey years 2009 and 2011 (2 percent in each year). In contrast, the percentage of public school students who reported a gang presence decreased from 22 percent in 2009 to 19 percent in 2011.

In 2011, a higher percentage of Black students (33 percent) than of Hispanic students (26 percent) reported the presence of gangs at their school. Also, higher percentages of Black students and Hispanic students than of White students (11 percent) and Asian students (10 percent) reported the presence of gangs at their schools. The percentage of White students who reported a gang presence decreased from 14 percent in 2009 to 11 percent in 2011. Similarly, the percentage of Hispanic students who reported a gang presence decreased from 33 percent in 2009 to 26 percent in 2011. However, the percentages of Black and Asian students who reported a gang presence were not measurably different between 2009 and 2011 (figure 8.2 and table 8.1).

The percentages of students in 6th through 8th grade who reported a gang presence at their school were lower than the percentages for students in 9th through 12th grade in 2011. Between 8 and 11 percent of 6th-, 7th-, and 8th-graders reported the presence of gangs, compared with 21 percent of 12th-graders, 22 percent of 9th-graders, and 23 percent each of 10th- and 11th-graders (table 8.1).

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 8.1, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

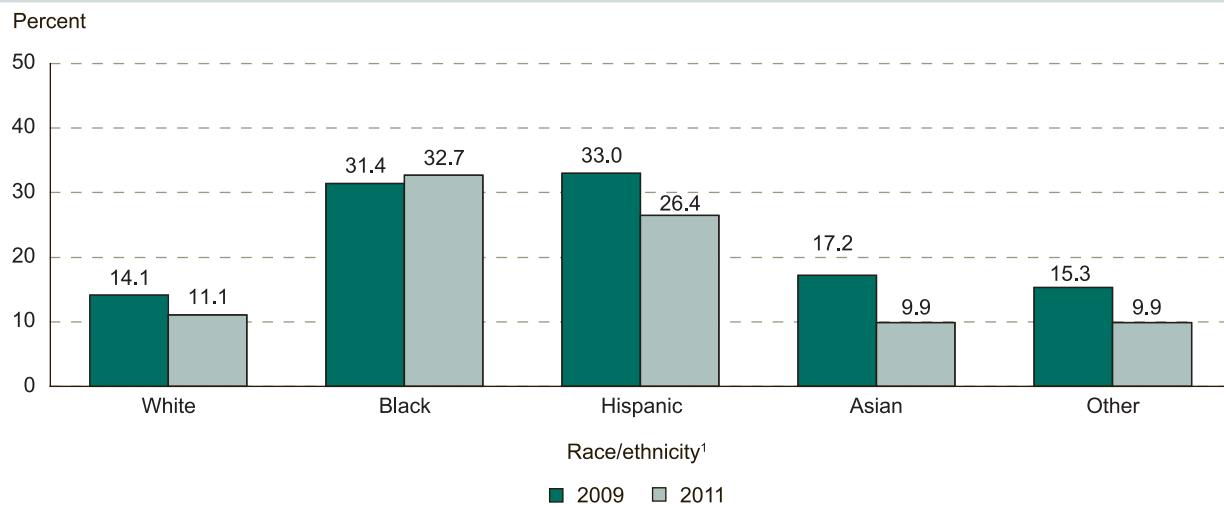
Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: 2009 and 2011



NOTE: "Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009 and 2011.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by race/ethnicity: 2009 and 2011



¹ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indian, Alaska Native, Pacific Islander, and two or more races.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009 and 2011.

Indicator 9

Students' Reports of Illegal Drug Availability on School Property

In 2011, about 26 percent of students in grades 9–12 reported that illegal drugs were offered, sold, or given to them on school property. This percentage represents a decrease from 1995, when 32 percent of students reported that illegal drugs were offered, sold, or given to them.

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 preceding the survey.²⁶ The percentage of students in grades 9–12 who reported that drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but then decreased to 26 percent in 2011 (table 9.1). There was no measurable difference in the percentages reported in 1993 and 2011. However, the percentage of students who reported that drugs were made available to them on school property in 2011 (26 percent) was higher than the percentage of students who reported that drugs were made available to them on school property in 2009 (23 percent; figure 9.1 and table 9.1).

Student reports regarding the availability of illegal drugs on school property varied by student characteristics. For example, in each survey year from 1993 to 2011, a higher percentage of males than females reported that drugs were made available to them on school property (figure 9.1 and table 9.1). Specifically, in 2011, some 29 percent of males and 22 percent of females reported that drugs were offered, sold, or given to them on school property. For both males and females, the percentages reported in 2011 were not measurably different from the percentages reported in 2009 (26 percent of males and 19 percent of females).

²⁶ “On school property” was not defined for survey respondents.

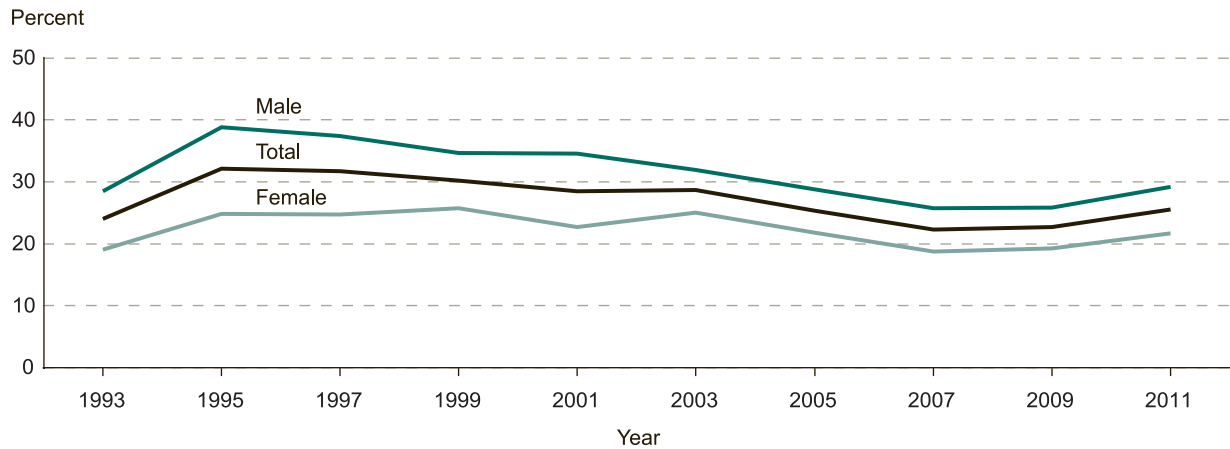
In 2011, a higher percentage of 10th-graders reported that illegal drugs were made available to them on school property than 9th-graders or 12th-graders; however, there were no other measurable differences across grades in the percentages of students reporting that illegal drugs were made available to them in 2011 (table 9.1). Twenty-four percent of 9th-graders and 12th-graders, as well as 27 percent of 11th-graders, and 28 percent of 10th-graders reported that drugs were made available to them that year.

The percentage of students who reported having illegal drugs offered, sold, or given to them on school property differed across racial/ethnic groups (figure 9.2 and table 9.1). In 2011, higher percentages of American Indian/Alaska Native students (40 percent), Pacific Islander/Native Hawaiian students (39 percent), and Hispanic students and students of two or more races (33 percent each), than White, Black, or Asian students (23 percent each) reported that illegal drugs were offered, sold, or given to them on school property.

In 2011, public school student reports of the availability of illegal drugs on school property varied across the 43 states and jurisdictions for which data were available. Among these states, the percentage of students reporting that drugs were offered, sold, or given to them on school property ranged from 12 percent in Iowa to 35 percent in Arizona and New Mexico (table 9.2).

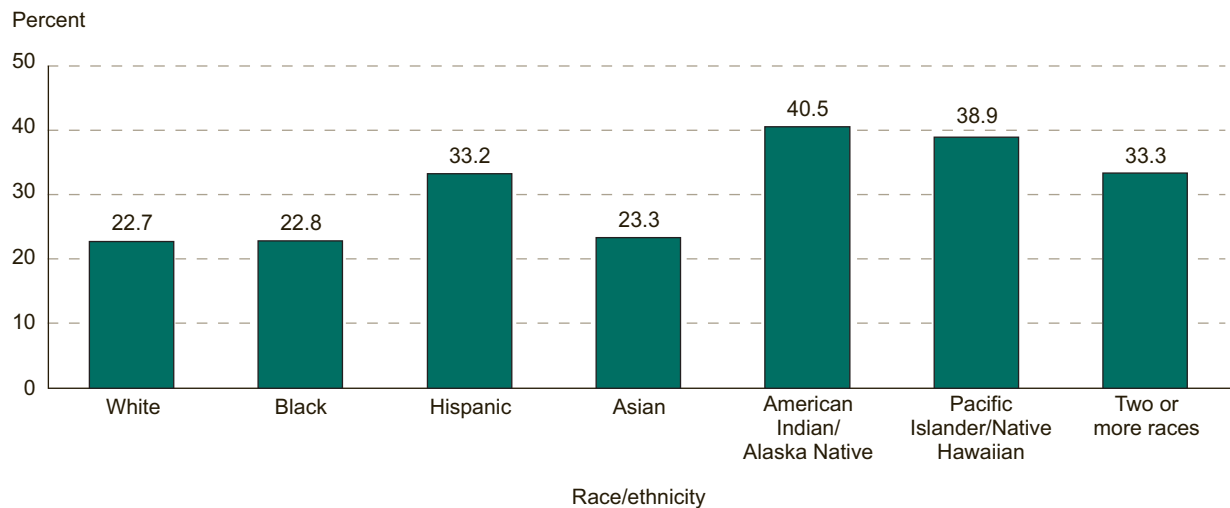
This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 9.1 and 9.2, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>).

Figure 9.1. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Various years, 1993–2011



NOTE: "On school property" was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 9.2. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2011



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Indicator 10

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

In 2011, about 9 percent of students ages 12–18 reported being the target of hate-related words at school during the school year and 28 percent of students reported seeing hate-related graffiti at school.

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being the target of hate-related²⁷ words and seeing hate-related graffiti at school.²⁸ Specifically, in 2011, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Students also were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building.

In 2011, about 9 percent of students ages 12–18 reported being the target of hate-related words at school during the school year (figure 10.1 and table 10.1). The percentage of students who reported being the target of hate-related words decreased from 12 percent in 2001 to 9 percent in 2011; however, there was no measurable difference between the percentages in the two most recent survey years 2009 and 2011 (9 percent in both years).

Twenty-eight percent of students reported seeing hate-related graffiti at school during the school year in 2011. The percentage of students who reported seeing hate-related graffiti at school decreased from 36 percent in 1999 to 28 percent in 2011, but there was no measurable difference between the percentages in the two most recent survey years 2009 and 2011 (29 and 28 percent, respectively).

As was the case in all survey years since 2001, no measurable differences were observed in 2011 in the percentages of males and females who reported being called a hate-related word or who reported seeing

hate-related graffiti at school during the school year. The percentage of male students who reported being called a hate-related word did not measurably change between 2009 and 2011; however, the percentage of male students who reported being called a hate-related word was lower in 2011 (9 percent) than in 2001 (13 percent). In addition, the percentage of female students who reported being called a hate-related word did not measurably change between 2009 and 2011, but it was lower in 2011 (9 percent) than in 2001 (12 percent).

Similarly, the percentage of male students who reported seeing hate-related graffiti at school did not measurably change between 2009 and 2011, but it was lower in 2011 (29 percent) than in 1999 (34 percent). Also, the percentage of female students who reported seeing hate-related graffiti at school did not measurably change between 2009 and 2011, but it was also lower in 2011 (28 percent) than in 1999 (39 percent).

In 2011, there were no measurable differences in the percentages of students who reported being called hate-related words or who reported seeing hate-related graffiti at school by race/ethnicity (figure 10.1 and table 10.1). Eight percent of White students, 9 percent of Asian students, 10 percent of Hispanic students, and 11 percent of Black students reported being called a hate-related word. Twenty-eight percent each of Black and White students, 29 percent of Hispanic students and, 30 percent of Asian students reported seeing hate-related graffiti at school.

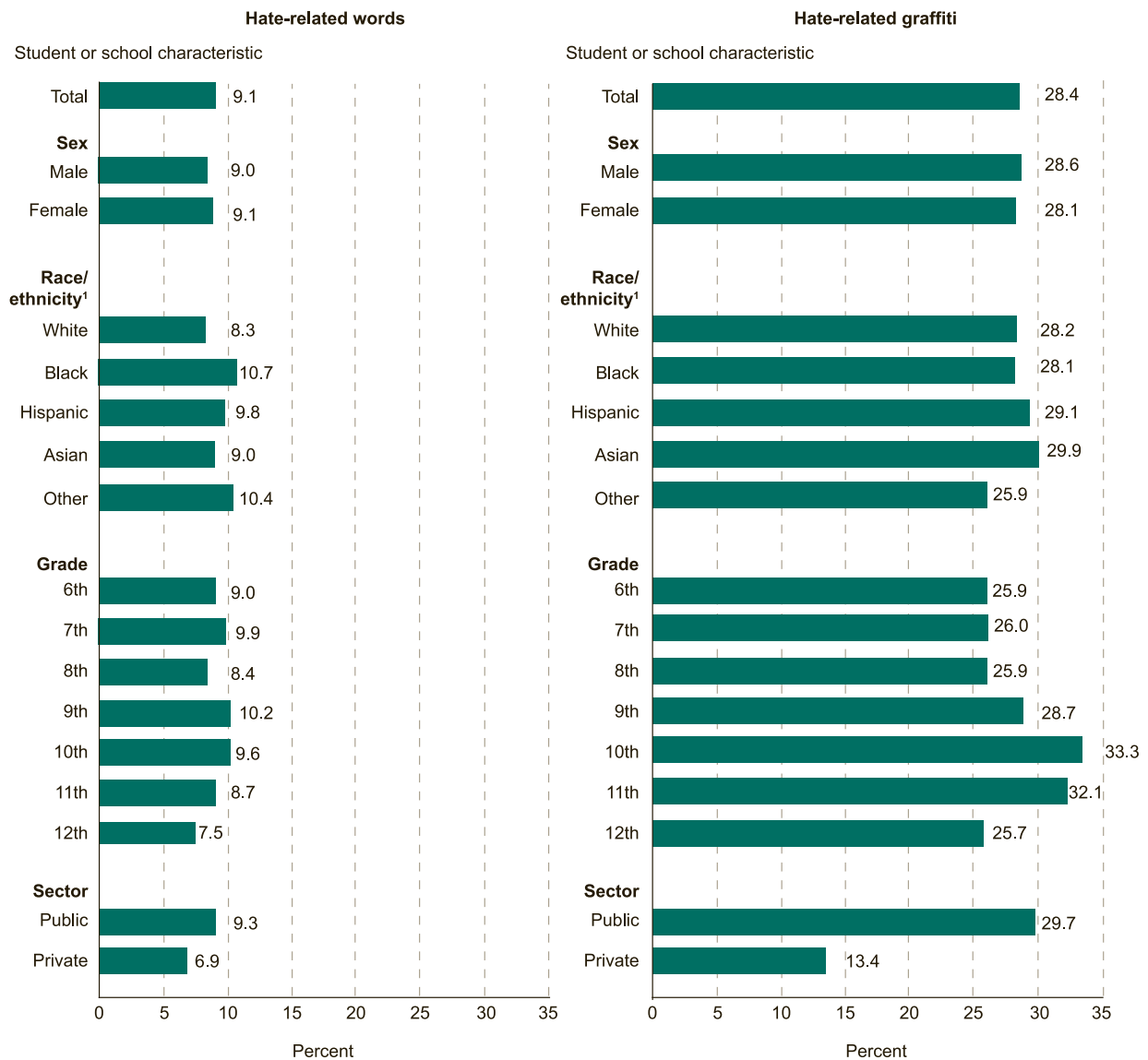
Indicator 10 continued on page 44.

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

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

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 10.1 and 10.2, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

Figure 10.1. Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2011



¹ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indian, Alaska Native, Pacific Islander, and two or more races.
 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, 2011.

Some measurable differences were observed across grades in students' reports of seeing hate-related graffiti at school in 2011. For example, a lower percentage of 6th-, 7th-, 8th-, and 12th-graders (26 percent each) reported seeing hate-related graffiti in 2011, compared with 32 percent of 11th-graders and 33 percent of 10th-graders (table 10.1). There were no measurable differences observed across grades in students' reports of being called a hate-related word at school.

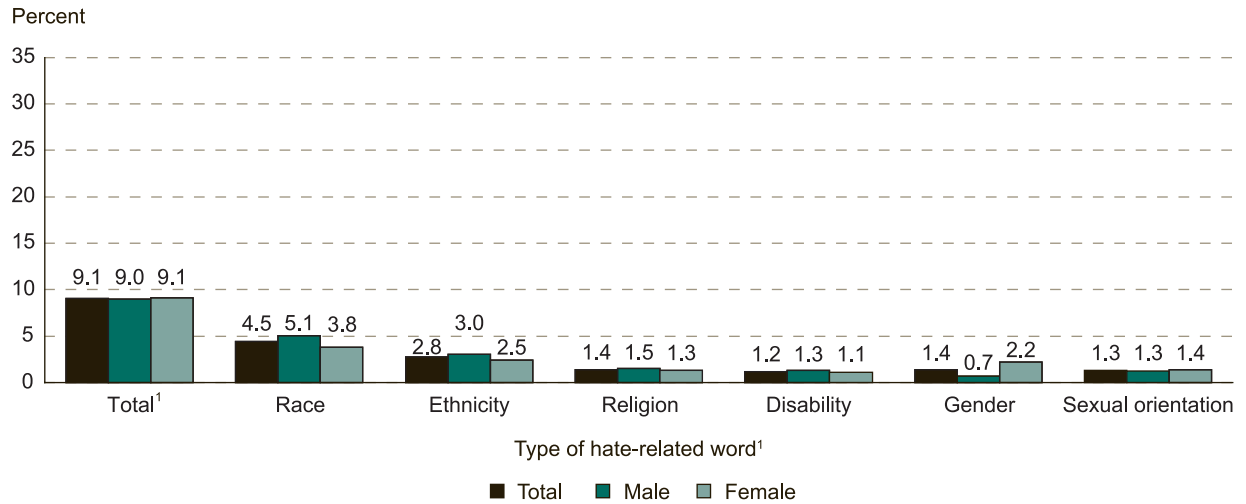
By school sector, the percentage of public school students who reported being called a hate-related word (9 percent) was not measurably different from the percentage of private school students (7 percent) in 2011. In each data collection year between 1999 and 2011, a higher percentage of public school students than private school students reported seeing hate-related graffiti at school. For instance, in 2011, approximately 30 percent of public school students reported seeing hate-related graffiti at school compared with 13 percent of private school students.

Students who reported being the target of hate-related words at school in 2011 were asked to indicate whether

the derogatory word they were called was related to their race, ethnicity, religion, disability, gender, or sexual orientation (figure 10.2 and table 10.2). A higher percentage of male students than female students reported being called a hate-related word with regard to their race (5 percent vs. 4 percent). In turn, a higher percentage of female students than male students reported being called a hate-related word with regard to their gender (2 percent vs. 1 percent).

With respect to being called a hate-related word related to their race, White students reported being the target at a lower percentage than their peers. Specifically, 2 percent of White students reported being called a hate-related word with regard to their race, compared with 7 percent each of Black, Asian, and Hispanic students, and 8 percent of students of other races. In addition, among students who reported being called a hate-related word with regard to their ethnicity, a higher percentage of Hispanic students (7 percent) reported being the target than their White, Black, or Other race/ethnicity peers (between 1 and 4 percent of students).

Figure 10.2. Percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year, by type of hate-related word and sex: 2011



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, 2011.

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

In 2011, about 28 percent of 12- to 18-year-old students reported being bullied at school, and 9 percent reported being cyber-bullied during the school year.

Bullying²⁹ is now recognized as a widespread and often neglected problem in schools that has serious implications for victims of bullying and for those who perpetrate the bullying (Swearer et al. 2010). The School Crime Supplement to the National Crime Victimization Survey collects data on students ages 12–18 and their reports of being bullied at school³⁰ and being cyber-bullied anywhere during the school year. Cyber-bullying³¹ is distinct from bullying at school. Survey items on cyber-bullying anywhere are asked separately from other survey items on bullying at school; however, the context for cyber-bullying may have developed at school.

This indicator first discusses student reports of being bullied at school in 2011 by selected bullying problems and selected student and school characteristics. It then discusses student reports of being cyber-bullied anywhere in 2011 by selected cyber-bullying problems and selected student and school characteristics. In addition, findings on bullying at school over time are presented for 2005, 2007, 2009, and 2011. Prior data are excluded from the time series due to significant redesign of the bullying items in 2005.

In 2011, about 28 percent of students ages 12–18 reported being bullied at school during the school year (figure 11.1 and table 11.1). Of those students who reported being bullied at school, 18 percent reported that they were made fun of, called names, or insulted. Eighteen percent of students reported

being the subject of rumors, 5 percent reported being threatened with harm, and 3 percent reported that others tried to make them do things they did not want to do. Six percent of students reported being excluded from activities on purpose, 3 percent reported that their property was destroyed by others on purpose, and 8 percent said they were pushed, shoved, tripped, or spit on. In 2011, about 21 percent of students who were pushed, shoved, tripped, or spit on at school during the school year reported being injured as a result of the incident.

Students' reports of being bullied at school varied by student and school characteristics. In 2011, a higher percentage of females than of males ages 12–18 reported that they were made fun of, called names, or insulted (19 vs. 16 percent), were the subject of rumors (24 vs. 13 percent), and were excluded from activities on purpose (6 vs. 5 percent). The percentage of males (9 percent) who reported being pushed, shoved, tripped, or spit on was higher than the percentage of females (7 percent) who reported being subjected to the same type of bullying.

Indicator 11 continued on page 48.

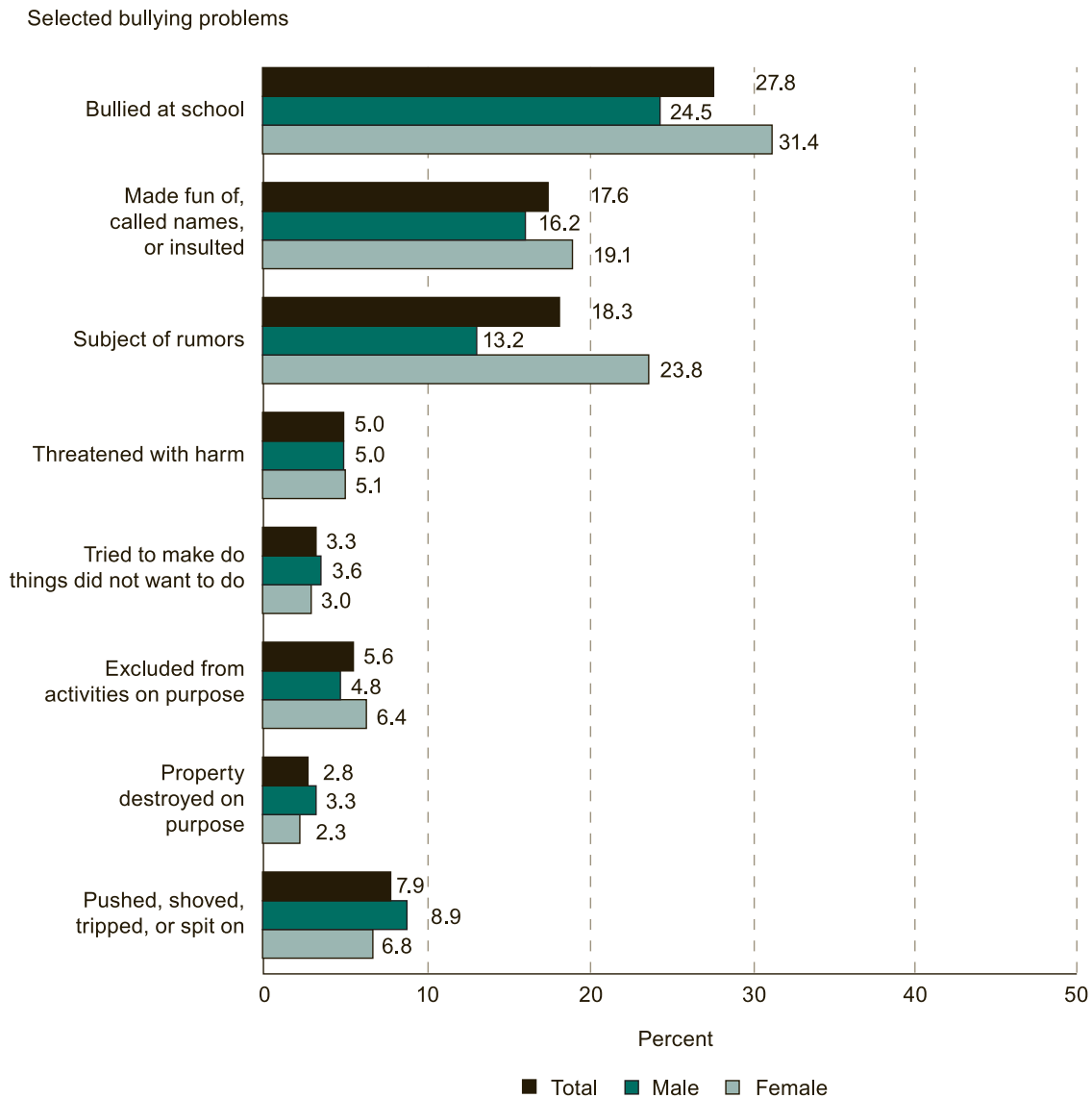
²⁹ "Bullying" includes students who responded that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them.

³⁰ "At school" includes the school building, on school property, on a school bus, or going to and from school.

³¹ "Cyber-bullying" includes students who responded that another student had posted hurtful information about them on the Internet; purposefully shared private information about them on the Internet; harassed them via instant messaging; harassed them via Short Message Service (SMS) text messaging; harassed them via e-mail; harassed them while gaming; or excluded them online.

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 11.1, 11.2, 11.3, 11.4, and 11.5 and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and sex: 2011



NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total "bullied at school" category because students could have experienced more than one type of bullying.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

Overall, the percentage of students who reported being bullied at school was highest for White students and lowest for Asian students in 2011. Specifically, 15 percent of Asian students ages 12–18 reported being bullied at school during the school year, compared with 31 percent of White students, 27 percent of Black students, and 22 percent of Hispanic students. Nine percent of Asian students reported being made fun of, called names, or insulted, compared with 21 percent of White students and 16 percent of Black students. Similarly, 8 percent of Asian students reported that they had been the subject of rumors, compared with 20 percent of White students, 19 percent of Black students, and 15 percent of Hispanic students.

A higher percentage of students in 6th grade than of students in grades 7 through 12 reported being bullied at school during the school year. In 2011, about 37 percent of 6th-graders reported being bullied at school, compared with 30 percent of 7th-graders, 31 percent of 8th-graders, 26 percent of 9th-graders, 28 percent of 10th-graders, 24 percent of 11th-graders, and 22 percent of 12th-graders.

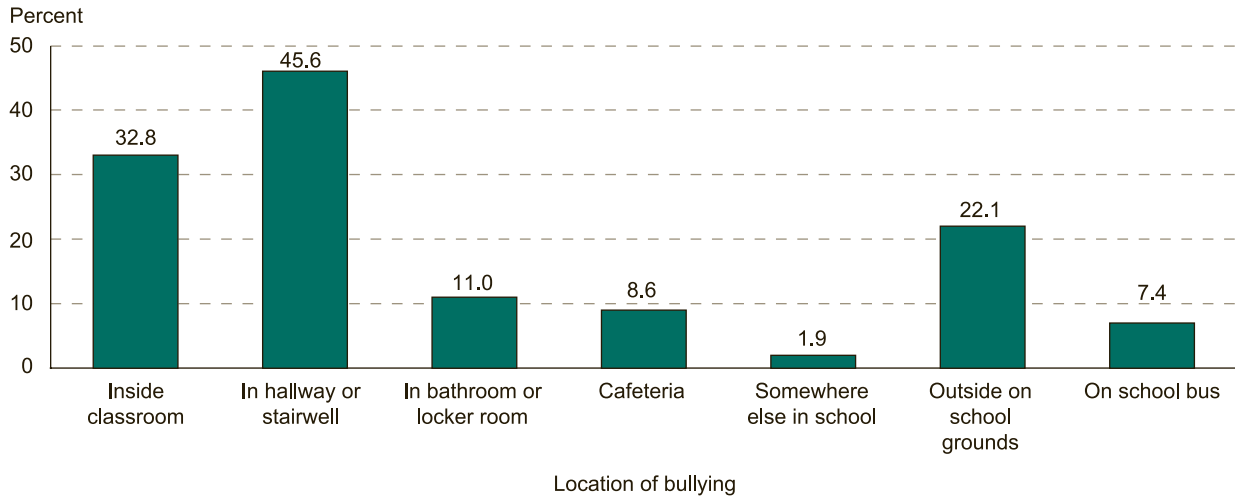
By school sector, a higher percentage of public school students than of private school students reported being bullied and being subjects of selected bullying problems at school in 2011. Twenty-eight percent of public school students reported being bullied at school, compared with 21 percent of private school students. Higher percentages of public school students than of private school students also reported that

they were made fun of, called names, or insulted (18 vs. 14 percent), were the subject of rumors (19 vs. 13 percent), were threatened with harm (5 vs. 2 percent), and were pushed, shoved, tripped, or spit on (8 vs. 5 percent). Additionally, there were differences by urbanicity: a lower percentage of students in urban areas (25 percent) reported being bullied at school than students in suburban and rural areas in 2011 (29 and 30 percent, respectively).

The School Crime Supplement asked students ages 12–18 who reported being bullied at school to indicate the location at which they had been victimized. In 2011, of students who reported being bullied, about 46 percent of students reported that the bullying occurred in the hallway or stairwell at school during the school year (figure 11.2 and table 11.2). In addition, 33 percent reported being bullied inside the classroom, and 22 percent reported being bullied outside on school grounds. Eleven percent reported being bullied in the bathroom or locker room, 9 percent reported being bullied in the cafeteria, 7 percent reported being bullied on the school bus, and 2 percent reported being bullied somewhere else in school. For the most part, the percentages of students who reported being bullied in various locations did not differ by student or school characteristics.

Indicator 11 continued on page 50.

Figure 11.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2011



NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. For more information, please see appendix A. Location totals may sum to more than 100 because students could have been bullied in more than one location.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

In 2011, approximately 9 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year (figure 11.3 and table 11.3). Four percent of students reported that another student had posted hurtful information on the Internet and 4 percent reported being subject to harassing text messages. Three percent of students reported being subject to harassing instant messages, 2 percent reported being subject to harassing e-mails, and 1 percent each reported having their private information purposefully shared on the Internet, being harassed while gaming, and being excluded online.

With the exception of being the subject of harassment while gaming and being excluded online, female students ages 12–18 reported being the victims of all other types of cyber-bullying problems at higher percentages than males in 2011. For example, 6 percent of females versus 2 percent of males reported that another student posted hurtful information about them on the Internet, and the same percentages of females and males, respectively, reported being the subject of harassing text messages. However, 3 percent of male students reported being harassed while gaming, compared with less than one-half of 1 percent of female students.

There were also some differences in the prevalence of students reporting cyber-bullying anywhere during the school year by students' race/ethnicity, grade level, and urbanicity. The percentage of students who reported being cyber-bullied was higher for White students (11 percent) than for Hispanic (8 percent) or Black (7 percent) students. A higher percentage of students in 10th grade (12 percent) reported being cyber-bullied than of students in 6th, 7th, 8th, 9th, and 12th grade (between 6 and 9 percent each). Also, the percentage of students in urban areas reporting cyber-bullying overall was lower than students in suburban areas (7 and 10 percent, respectively).

In 2011, about 36 percent of students who reported bullying problems at school indicated that they occurred at least once or twice a month³² during the school year (figure 11.4 and table 11.4). Among those

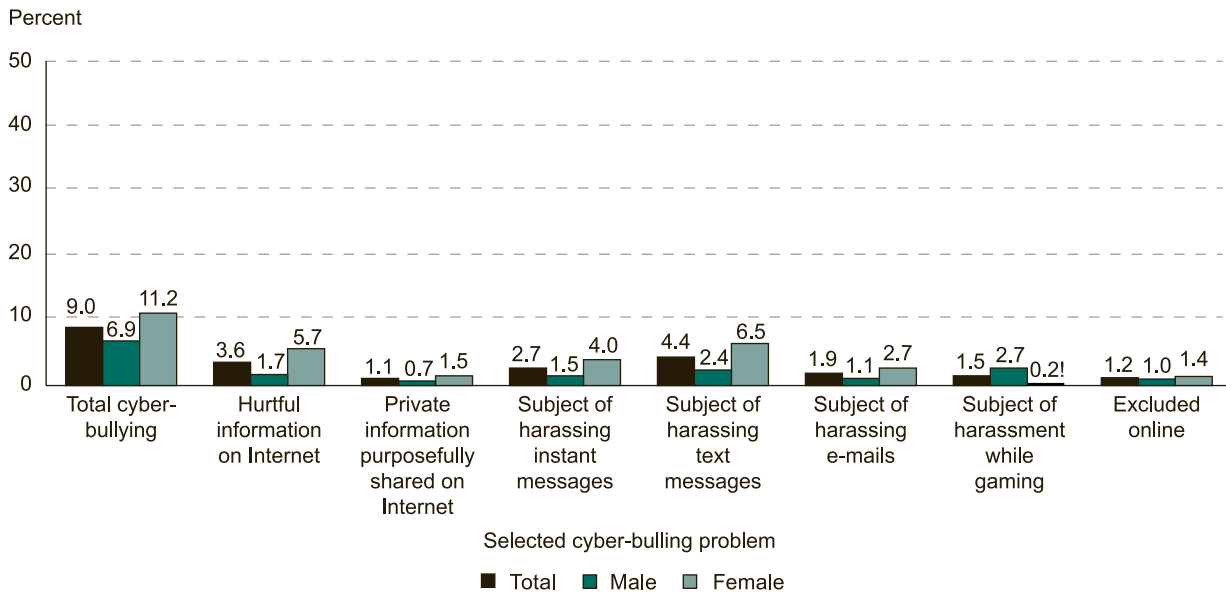
students who reported being bullied, there were no measurable differences between males and females in the frequency of their being bullied. Twenty-eight percent of students who reported cyber-bullying problems anywhere indicated that these problems occurred at least once or twice a month during the school year. In general, for students who reported being cyber-bullied, greater percentages of males than of females reported frequencies of cyber-bullying of once or twice a month or more often. For example, 26 percent of males and 16 percent of females were cyber-bullied once or twice a month, and 9 percent of males and 3 percent of females were cyber-bullied once or twice a week. On the other hand, a greater percentage of females (79 percent) than of males (60 percent) reported being cyber-bullied once or twice in the school year.

Students who reported being bullied also were asked if they had notified an adult. In 2011, a higher percentage of students reported notifying an adult after being bullied at school than after being cyber-bullied anywhere (40 vs. 26 percent). While there was no measurable difference by sex in the percentage of students notifying an adult after being bullied at school, a higher percentage of females (32 percent) than of males (16 percent) reported notifying an adult after being cyber-bullied. Higher percentages of students in grades 6 through 9 reported notifying an adult after being bullied at school than did students in grades 10 through 12; generally, higher percentages of 6th- through 9th-graders than of 11th- and 12th-graders notified an adult about cyber-bullying.

Indicator 11 continued on page 52.

³² Students who reported being bullied or cyber-bullied at least once or twice a month includes students who reported that they had been bullied (or cyber-bullied) “almost every day,” “once or twice a week,” and “once or twice a month.”

Figure 11.3. Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by selected cyber-bullying problems and sex: 2011

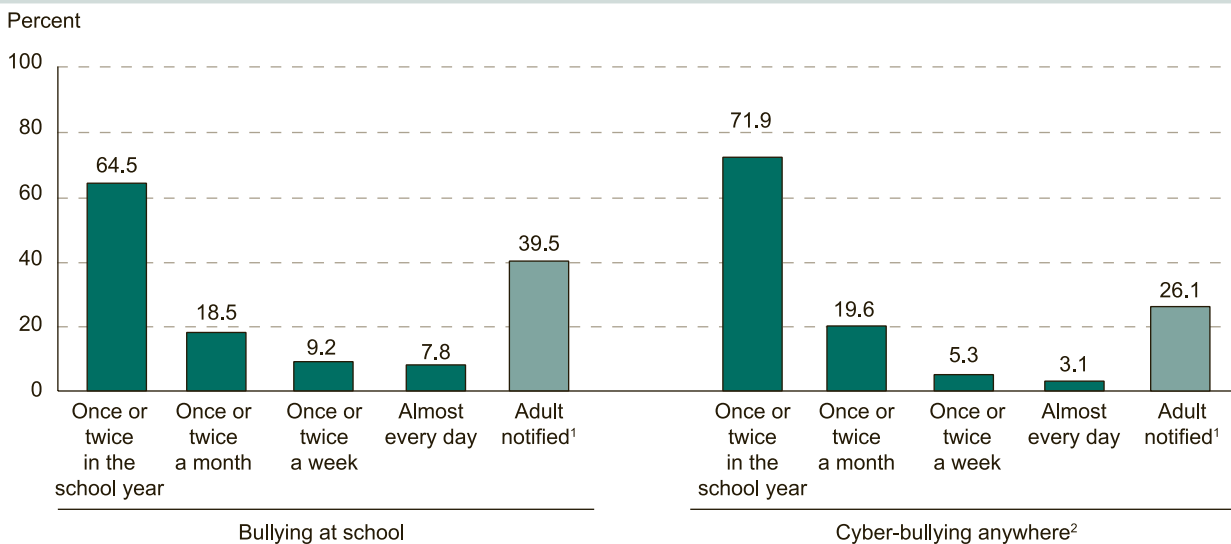


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: "Cyber-bullying" includes students who responded that another student had posted hurtful information about them on the Internet; purposefully shared private information about them on the Internet; harassed them via instant messaging; harassed them via Short Message Service (SMS) text messaging; harassed them via e-mail; harassed them while gaming; or excluded them online. Cyber-bullying types do not sum to total because students could have experienced more than one type of cyber-bullying.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

Figure 11.4. Percentage distribution of students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, by frequency of bullying and percentage of students who notified an adult: 2011



¹Teacher or other adult at school notified.

²"Cyber-bullying" includes students who responded that another student had posted hurtful information about them on the Internet; purposefully shared private information about them on the Internet; harassed them via instant messaging; harassed them via Short Message Service (SMS) text messaging; harassed them via e-mail; harassed them while gaming; or excluded them online.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Detail may not sum to totals because of rounding. For more information, please see appendix A.

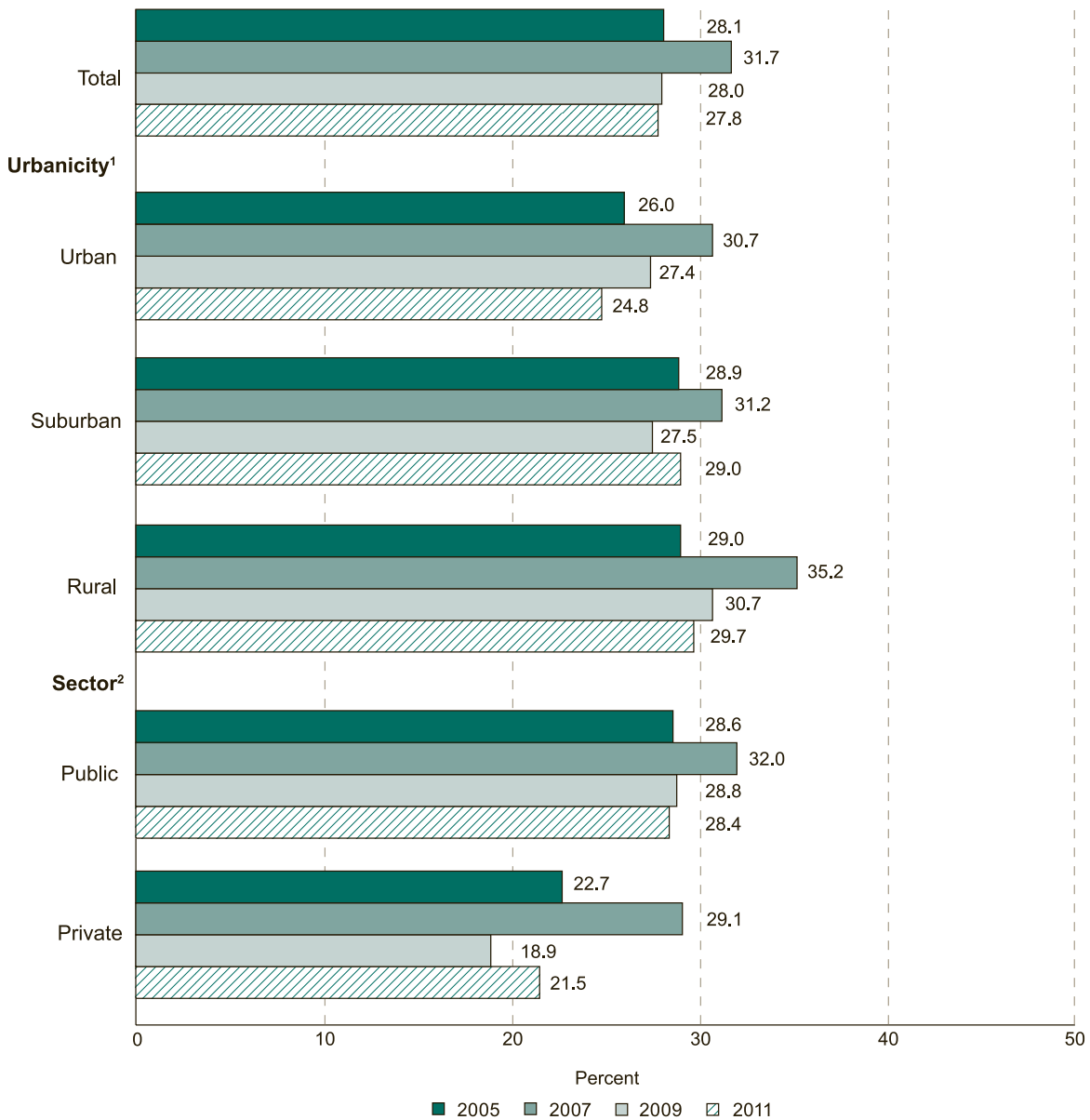
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

Students' reports of being bullied at school varied over time (figure 11.5 and table 11.5). While no linear trend was observed between 2005 and 2011, a higher percentage of students reported being bullied in 2007 (32 percent) than in 2005, 2009, and 2011 (28 percent in each year). For many of the school characteristics examined, the percentages of students who reported being bullied at school in 2011 were lower than in 2007. For example, in 2011 the percentage of public

school students who reported being bullied at school (28 percent) and the percentage of private school students who reported being bullied at school (21 percent) were lower than in 2007, when 32 percent of public school students and 29 percent of private school students reported being bullied at school. Also, lower percentages of students from urban and rural areas reported being bullied in 2011 than in 2007.

Figure 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected school characteristics: Various years, 2005–11

Selected school characteristics



¹ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results From the 2011 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

² Sector of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data, Public Elementary/Secondary School Universe Survey and Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results From the 2011 School Crime Supplement to the National Crime Victimization Survey*.

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, 2005–11.

Indicator 12

Teachers' Reports on School Conditions

In 2011–12, higher percentages of public school teachers than of private school teachers reported that student misbehavior and student tardiness and class cutting interfered with their teaching.

Managing inappropriate behaviors and classroom disruptions is time-consuming and takes away from valuable instructional time and student engagement in academic behaviors (Riley, McKeivitt, Shriver, and Allen 2011). In the Schools and Staffing Survey (SASS), public and private school teachers were asked whether student misbehavior and student tardiness and class cutting interfered with their teaching. During the 2011–12 school year, 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 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 school rules were enforced by the principal. In 2011–12, about 69 percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules (figure 12.1 and table 12.2).

The percentages of teachers who reported that student misbehavior and student tardiness and class cutting interfered with their teaching varied by school characteristics during the 2011–12 school year (table 12.1). For example, a higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching. Thirty-eight percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers.

In every survey year, a lower percentage of elementary school teachers than of secondary school teachers reported that student tardiness and class cutting

interfered with their teaching; in 2011–12, 31 percent of elementary school teachers and 45 percent of secondary school teachers reported that student tardiness and class cutting interfered with their teaching (table 12.1). There was no measurable difference between the percentages of elementary and secondary school teachers who reported that student misbehavior interfered with their teaching.

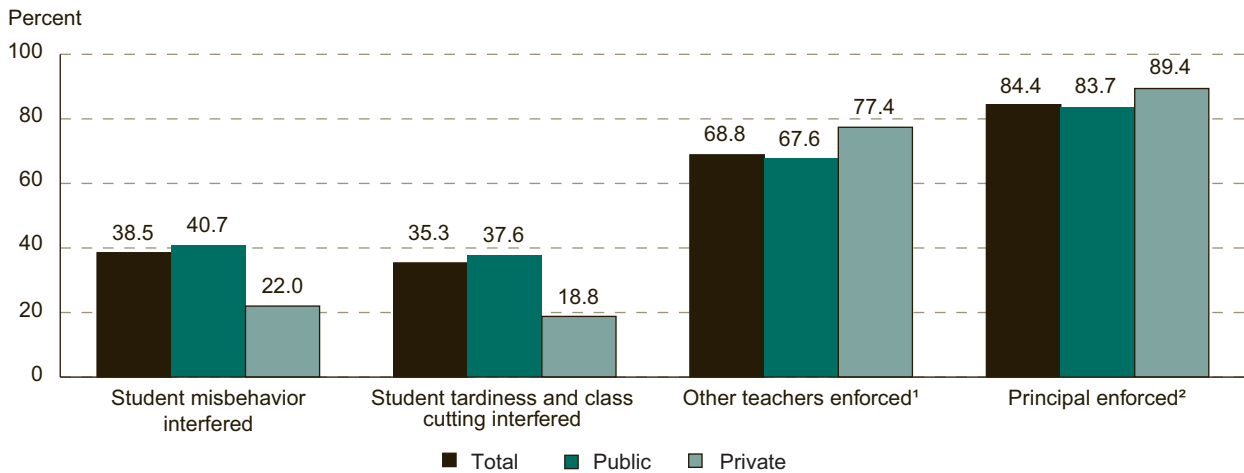
The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage was higher in 2011–12 (38 percent) than in the previous survey year (34 percent in 2007–08) (figure 12.2). The percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased between 1993–94 and 2011–12 (from 25 to 35 percent). A higher percentage of teachers reported that student tardiness and class cutting interfered with their teaching in 2011–12 than in 2007–08 (35 vs. 31 percent).

In every survey year, a lower percentage of public school teachers than of private school teachers agreed that school rules were enforced by other teachers and by the principal in their school (table 12.2). In 2011–12, some 68 percent of public school teachers reported that school rules were enforced by other teachers, compared with 77 percent of private school teachers. In addition, 84 percent of public school teachers reported that school rules were enforced by the principal, compared with 89 percent of private school teachers.

Indicator 12 continued on page 56.

This indicator has been updated to include 2011–12 data. For more information: Tables 12.1, 12.2, and 12.3; appendix B for definitions of school levels; and Coopersmith (2009). (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010012>).

Figure 12.1. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules, by school control: School year 2011–12



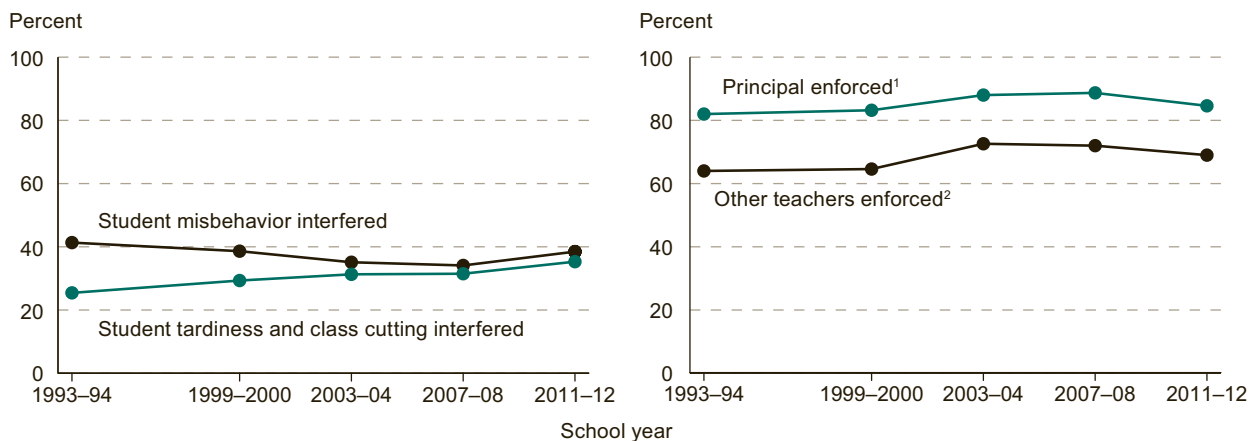
¹ Teachers were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

² Teachers 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. Includes teachers who “strongly” agreed and teachers who “somewhat” agreed that students’ misbehavior, tardiness, and class cutting interfered with their teaching, as well as teachers who “strongly” agreed and teachers who “somewhat” agreed that other teachers and the principal enforced school rules. The public sector includes traditional public and public charter school teachers.

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,” 2011–12.

Figure 12.2. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules: Various school years, 1993–94 through 2011–12



¹ Teachers were asked whether their “principal enforces school rules for student conduct and backs me up when I need it.”

² Teachers were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers who “strongly” agreed and teachers who “somewhat” agreed that students’ misbehavior, tardiness, and class cutting interfered with their teaching, as well as teachers who “strongly” agreed and teachers who “somewhat” agreed that other teachers and the principal enforced school rules. The public sector includes traditional public and public charter school teachers.

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, 2007–08, and 2011–12; and “Charter School Teacher Data File,” 1999–2000.

Between 1993–94 and 2011–12, the percentage of teachers who agreed or strongly agreed that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who agreed that rules were enforced by the principal fluctuated between 82 and 89 percent, showing no consistent trends. However, a lower percentage of teachers reported that school rules were enforced by other teachers in 2011–12 (69 percent) than in the previous survey year (72 percent in 2007–08). Similarly, the percentage of teachers who reported that school rules were enforced by the principal was lower in 2011–12 than in 2007–08 (84 vs. 89 percent).

In 2011–12, the percentages of public school teachers who reported that student misbehavior and student tardiness and class cutting interfered with their teaching varied by state. For example, among the 50 states and the District of Columbia, the percentage of teachers who reported that student misbehavior interfered with their teaching ranged from 31 percent in Wyoming to 55 percent in Louisiana (table 12.3). The percentages of teachers who reported that school rules were enforced by other teachers and by the principal also varied by state.

Fights, Weapons, and Illegal Substances

Indicator 13
Physical Fights on School Property and
Anywhere 58

Figure 13.1	59
Figure 13.2	59
Figure 13.3	61

Indicator 14
Students Carrying Weapons on School Property
and Anywhere 62

Figure 14.1	63
Figure 14.2	63

Indicator 15
Students' Use of Alcohol on School Property
and Anywhere 66

Figure 15.1	67
Figure 15.2	67
Figure 15.3	69
Figure 15.4	69

Indicator 16
Students' Use of Marijuana on School Property
and Anywhere 70

Figure 16.1	71
Figure 16.2	71
Figure 16.3	73
Figure 16.4	73

Indicator 13

Physical Fights on School Property and Anywhere

The percentage of students in grades 9 through 12 who reported being in a physical fight anywhere decreased between 1993 and 2011 (from 42 to 33 percent) and the percentage of students who reported being in a physical fight on school property also decreased during this period (from 16 to 12 percent).

Physical fights on school property are considered a high-risk behavior that may disrupt a focused learning environment at school; students involved in physical fights on school property may face difficulties succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights (referred to as “anywhere” in this indicator), as well as about their involvement in physical fights on school property, during the 12 months preceding the survey.³³ In this indicator, fights occurring anywhere are used as a point of comparison with fights occurring on school property.

Overall, the percentage of students who reported being in a physical fight anywhere decreased from 42 percent in 1993 to 33 percent in 2011. Similarly, the percentage of students who reported being in a physical fight on school property decreased from 16 percent in 1993 to 12 percent in 2011 (figure 13.1 and table 13.1). There was no measurable difference between the 2009 and 2011 percentages of students in grades 9–12 who reported being in a fight anywhere, nor was there a measurable difference between the 2009 and 2011 percentages of students in these grades who were in a fight on school property.

Students were also asked how often they were in physical fights during the past 12 months. In 2011, about 24 percent of students had been in a fight anywhere 1 to 3 times, 6 percent were in fights 4 to 11 times, and 3 percent were in fights 12 or more times (table 13.2). About 10 percent of students were in a fight on school property 1 to 3 times, 1 percent were in fights 4 to 11 times, and 1 percent were in fights 12 or more times.

From 1993 through 2011, the percentage of students in grades 9–12 who reported being in a physical

fight anywhere and on school property decreased for all four grade levels (figure 13.1 and table 13.1). Generally, a higher percentage of students in 9th grade than in any other grade reported being in fights, either anywhere or on school property. For example, in 2011, about 38 percent of 9th-graders reported being in a fight anywhere, compared with 30 percent of 11th-graders and 27 percent of 12th-graders (there was no measurable difference in the percentages of 9th-graders and 10th-graders who reported being in a fight anywhere that year). Similarly, 16 percent of 9th-graders, compared with 13 percent of 10th-graders, and 9 percent each of 11th- and 12th-graders reported being in a fight on school property in 2011.

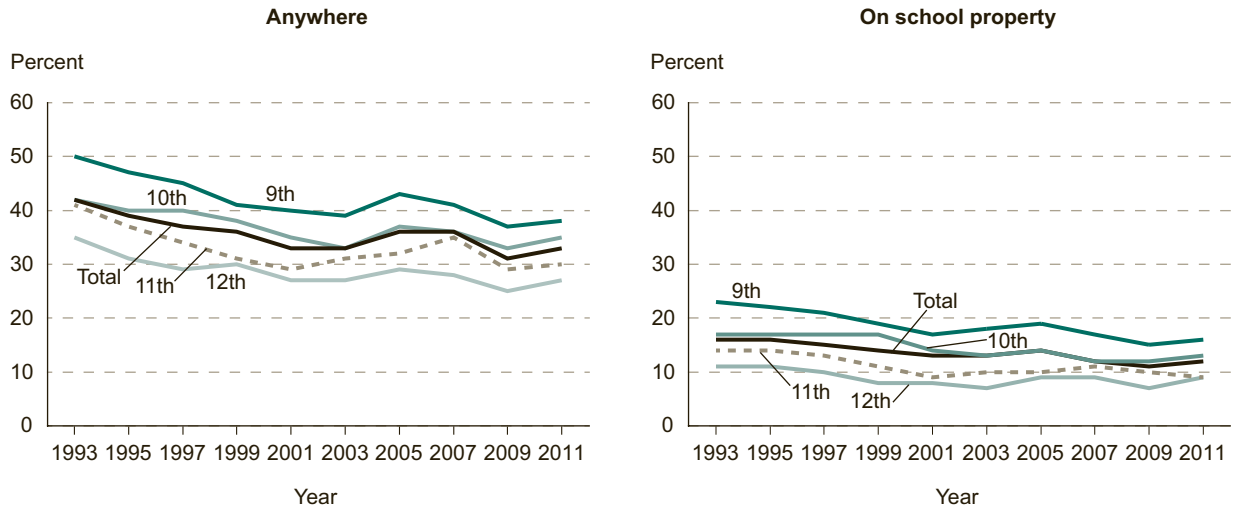
The percentage of students who reported being in a physical fight differed by race/ethnicity in 2011 (figure 13.2 and table 13.1). A smaller percentage of Asian students reported being in physical fights anywhere and on school property than other racial/ethnic groups. For example, 18 percent of Asian students reported being in a physical fight anywhere at least once during the previous 12 months, compared with 45 percent of students of two or more races, 43 percent of Pacific Islander/Native Hawaiian students, 42 percent of American Indian/Alaska Native students, 39 percent of Black students, 37 percent of Hispanic students, and 29 percent of White students. Six percent of Asian students reported being in a fight on school property at least once during the previous 12 months, compared with 21 percent of Pacific Islander/Native Hawaiian students, 17 percent of students of two or more races, 16 percent of Black students, 14 percent of Hispanic students, 12 percent of American Indian/Alaska Native students, and 10 percent of White students. In addition, smaller percentages of White students reported being in fights anywhere and on school property than Black, Hispanic, Pacific Islander/Native Hawaiian, or students of two or more races, and a smaller percentage of White students reported being in fights anywhere compared with American Indian/Alaska Natives.

Indicator 13 continued on page 60.

³³ The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. In the question that asks students about physical fights at school, “on school property” was not defined for survey respondents.

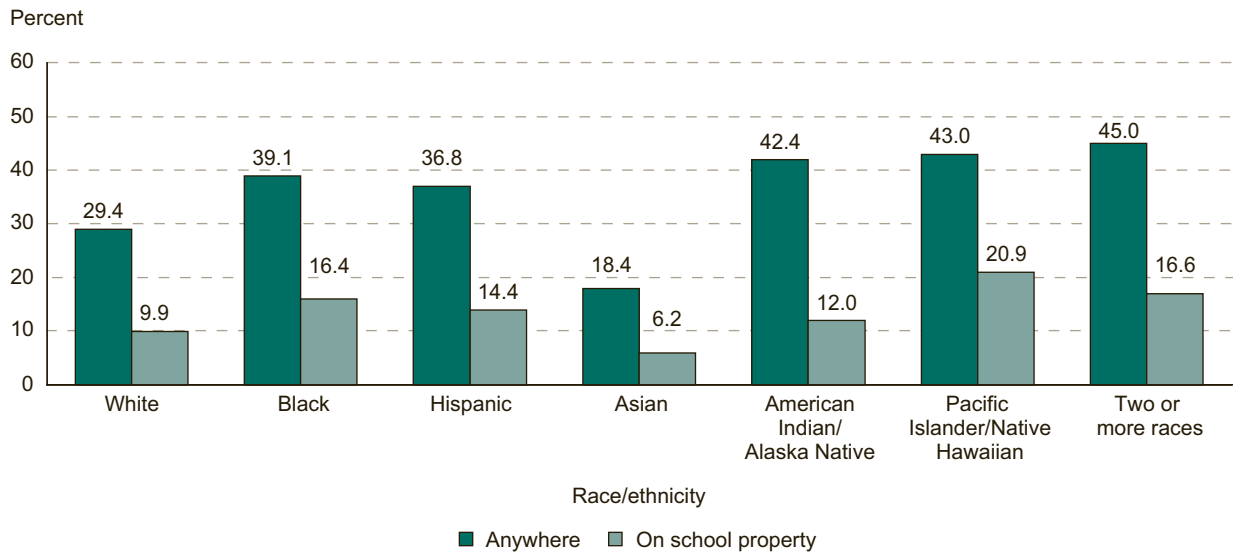
This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 13.1, 13.2, and 13.3, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>).

Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and grade: Various years, 1993–2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. In the question that asks students about physical fights at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2011

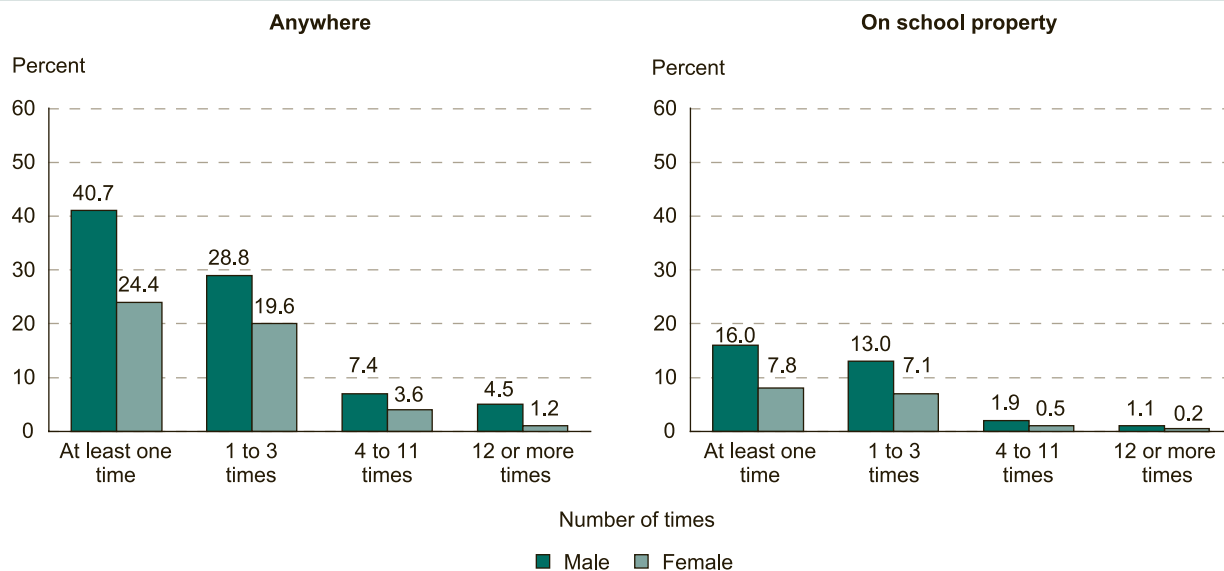


NOTE: Race categories exclude persons of Hispanic ethnicity. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. In the question that asks students about physical fights at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

A greater percentage of males than females reported being in a higher number of physical fights both anywhere and on school property. For example, 4 percent of males reported being in a fight anywhere twelve or more times in 2011, compared to 1 percent of females. One percent of males reported being in a fight on school property twelve or more times, compared to less than half a percent of females (figure 13.3 and table 13.2). For both males and females, there was no measurable difference in the percentages of students who reported being in a fight anywhere or on school property between 2009 and 2011.

Data for the percentage of public school students who reported being in a physical fight anywhere in 2011 were available for 42 states and the District of Columbia and data for fights on school property were available for 40 states and the District of Columbia. Among these states, the percentage of students who reported being in a fight anywhere ranged from 20 percent in Maine to 38 percent in the District of Columbia, while the percentage of students who reported being in a fight on school property ranged from 7 percent in Massachusetts and Nebraska to 16 percent in the District of Columbia and Louisiana (table 13.3).

Figure 13.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location, number of times, and sex: 2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times in the last 12 months they had been in a physical fight. In the question that asks students about physical fights at school, “on school property” was not defined for survey respondents. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Indicator 14

Students Carrying Weapons on School Property and Anywhere

Between 1993 and 2011, the percentage of students in grades 9–12 who reported carrying a weapon anywhere at least once during the previous 30 days declined from 22 to 17 percent, and the percentage who reported carrying a weapon on school property declined from 12 to 5 percent.

The presence of weapons at school may interfere with teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). In the Youth Risk Behavior Survey (YRBS), students were asked if they had carried a weapon such as a gun, knife, or club anywhere in the previous 30 days and if they had carried such a weapon on school property during the same time period.³⁴ Weapon carrying “anywhere” is included as a point of comparison with weapon carrying on school property. In a different survey, the School Crime Supplement (SCS), students were asked if they could have gotten a loaded gun without adult permission, either at school or away from school, during the current school year. This indicator discusses YRBS data first and concludes with a discussion of students’ access to firearms at school or away from school, using data from the SCS. Readers should note the differing data sources and terminology.

In 2011, some 17 percent of students in grades 9–12 reported that they had carried a weapon anywhere on at least 1 day during the previous 30 days: 8 percent carried a weapon anywhere on 6 or more days, 6 percent carried a weapon on 2 to 5 days, and 3 percent carried a weapon on 1 day (tables 14.1 and 14.2). In comparison, 5 percent of students reported carrying a weapon on school property during the previous 30 days. This percentage was composed of 2 percent of students who carried a weapon on 6 or more days, 1 percent who carried a weapon on 2 to 5 days, and 2 percent who carried a weapon on 1 day.

The percentage of students who reported carrying a weapon anywhere in the previous 30 days declined from 22 percent in 1993 to 17 percent in 2011, and the percentage who reported carrying a weapon on school property declined from 12 percent in 1993 to 5

percent in 2011. There was no measurable difference, however, between the 2009 and 2011 percentages of students who reported carrying a weapon anywhere, nor was there a measurable difference between the 2009 and 2011 percentages of students who reported carrying a weapon on school property.

In every survey year from 1993 to 2011, a higher percentage of males than females reported that they had carried a weapon, both anywhere and on school property (figure 14.1 and table 14.1). In 2011, for example, 26 percent of males carried a weapon anywhere, compared to 7 percent of females, and 8 percent of males carried a weapon on school property, compared to 2 percent of females.

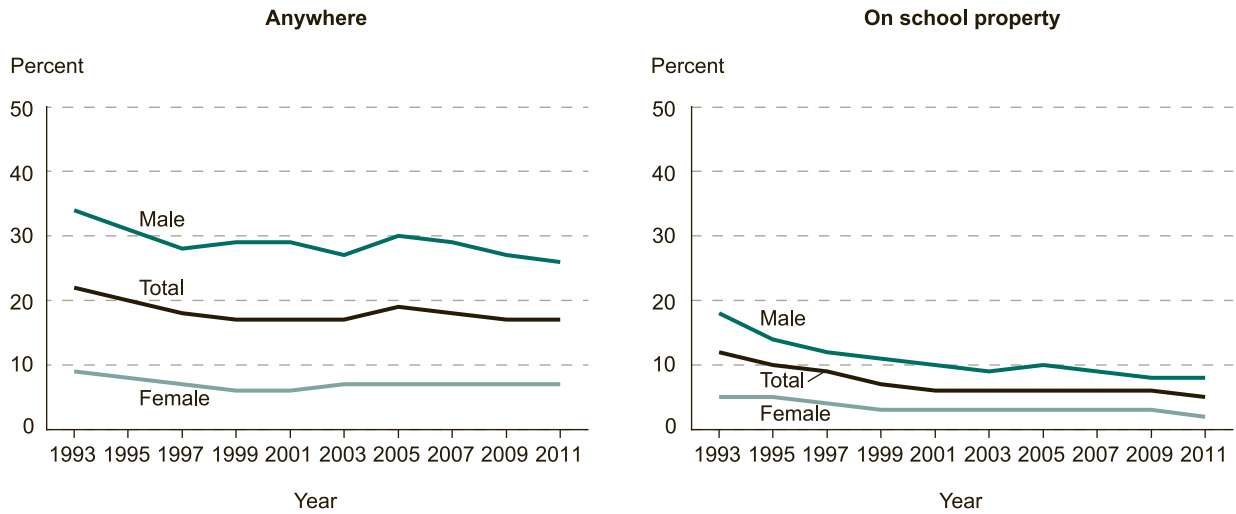
In 2011, a smaller percentage of Asian students than students of any other racial/ethnic group reported carrying a weapon anywhere in the previous 30 days (figure 14.2 and table 14.1). Nine percent of Asian students reported carrying a weapon anywhere in the previous 30 days, compared with 14 percent of Black students, 16 percent of Hispanic students, 17 percent of White students, 21 percent of Pacific Islander/Native Hawaiian students, 24 percent of students of two or more races, and 28 percent of American Indian/Alaska Native students. In addition, the percentages of White, Black, and Hispanic students who reported carrying a weapon anywhere in the previous 30 days were lower than the percentages for American Indian/Alaska Native students and students of two or more races. The percentage of students who reported they had carried a weapon on school property over the previous 30 days ranged from 4 to 11 percent across racial/ethnic groups in 2011; however, there were no measurable differences between these groups.

Indicator 14 continued on page 64.

³⁴ The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. In the question that asks students about carrying a weapon at school, “on school property” was not defined for survey respondents.

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 14.1, 14.2, 14.3, and 14.4, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>), and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

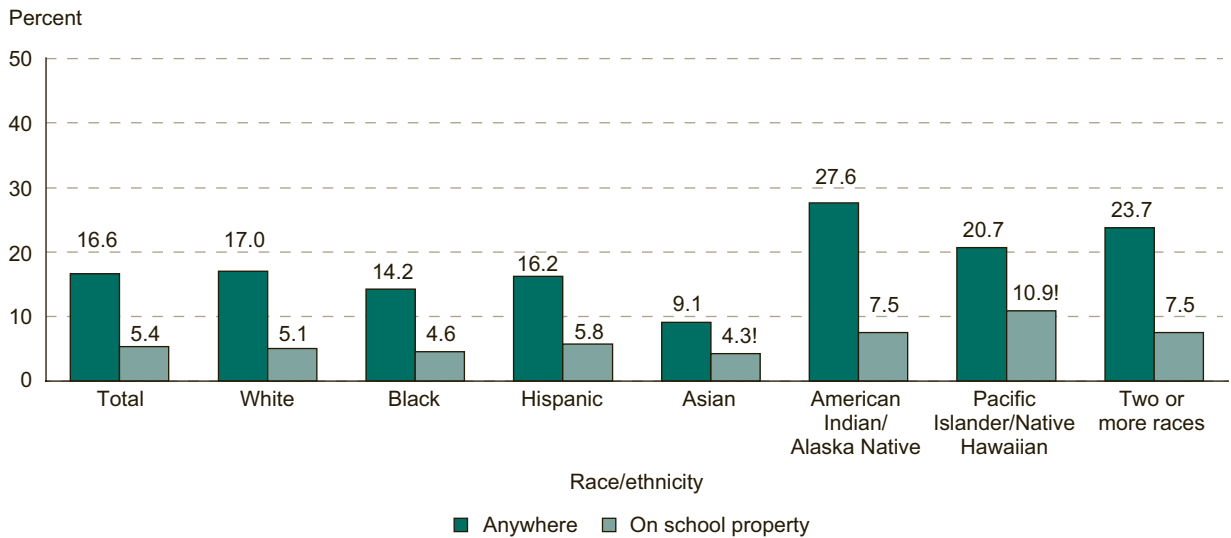
Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by location and sex: Various years, 1993–2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. In the question that asks students about carrying a weapon at school, “on school property” was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least one day during the previous 30 days, by race/ethnicity and location: 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: Race categories exclude persons of Hispanic ethnicity. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days they carried a weapon during the past 30 days. In the question that asks students about carrying a weapon at school, “on school property” was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

There were no measurable differences between the percentages of students at each of the grade levels 9 through 12 who reported carrying a weapon anywhere during the previous 30 days. In 2011, about 16 percent each of 11th-graders and 12th-graders, and 17 percent each of 9th-graders and 10th-graders reported carrying a weapon anywhere during the previous 30 days. Similarly, the percentages of students who reported carrying a weapon on school property during the previous 30 days did not differ measurably by grade level: 5 percent each of 9th-graders and 11th-graders and 6 percent each of 10th-graders and 12th-graders reported carrying a weapon on school property in 2011.

In 2011, state-level data on percentages of public school students who reported carrying a weapon anywhere were available for 37 states and the District of Columbia, and state-level data on percentages of students who reported carrying a weapon on school property were available for 39 states and the District of Columbia (table 14.3). Among these states, the percentage of students who reported carrying a weapon anywhere ranged from 10 percent in New Jersey and Wisconsin to 27 percent in Wyoming, while the percentage of students who reported carrying a weapon on school property ranged from 3 percent in Wisconsin to 11 percent in Wyoming.

Information about students' access to firearms can put student reports of carrying a gun anywhere and on school property into context. The 2007, 2009, and 2011 SCS surveys provide data on the percentage of students ages 12–18 who reported having access to a loaded gun without adult permission, either at school or away from school, during the school year. In 2011, about 5 percent of students ages 12–18 reported having access to a loaded gun during the school year (table 14.4).

In 2011, lower percentages of students in grades 7 and 8 reported having access to a gun without adult permission than students in grades 10, 11, and 12. Three percent each of 7th- and 8th-grade students reported having access to a gun, compared with 5 percent of 10th-graders, 6 percent of 11th-graders, and 8 percent of 12th-graders. The percentage of 12th-graders reporting that they had access to a gun (8 percent) was also higher than that of 9th-graders (4 percent) and 10th-graders (5 percent).

The percentage of students reporting that they had access to a gun without adult permission was lower in 2009 and 2011 (6 percent and 5 percent, respectively) than it was in 2007 (7 percent). In all three survey years, a higher percentage of male students than female students reported having access to a gun. For example, in 2011, about 6 percent of males reported having access to a gun, compared with 4 percent of females.

This page intentionally left blank.

Indicator 15

Students' Use of Alcohol on School Property and Anywhere

In 2011, about 39 percent of students in grades 9–12 reported having at least one drink of alcohol anywhere during the previous 30 days, and 5 percent had at least one drink on school property. Among female students, the percentage who reported consuming alcohol anywhere decreased from 2009 to 2011, while the percentage who reported consuming alcohol on school property increased.

Alcohol consumption on school property is an illegal behavior of students, which may lead to additional crimes and misbehavior (Kodjo, Auinger, and Ryan 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked if they had consumed alcohol anywhere during the previous 30 days and if they had consumed alcohol on school property during the same time period.³⁵ Consuming alcohol “anywhere” in this indicator is included as a point of comparison with consuming alcohol on a school property. In most states, purchase or public possession of alcohol anywhere by students in grades 9–12 is illegal, since most students are under the state’s minimum legal drinking age. Overall, the percentage of students who reported consuming alcohol anywhere during the previous 30 days decreased from 48 percent in 1993 to 39 percent in 2011. The percentage of students who reported consuming alcohol on school property in the previous 30 days in 2011 was not measurably different from the 1993 percentage (5 percent each; figure 15.1 and table 15.1).

In 2011, about 19 percent of students in grades 9–12 reported using alcohol anywhere on 1 or 2 days during the previous 30 days (table 15.2). Eighteen percent reported using alcohol anywhere on 3 to 29 of the previous 30 days, and one percent reported using alcohol anywhere on all of the previous 30 days. In addition, 3 percent of students reported using alcohol on school property on 1 or 2 of the previous 30 days, 1 percent of students reported using alcohol on school property on 3 to 29 of the previous 30 days, and one-half percent of students reported using alcohol on school property on all of the previous 30 days.

In the survey years since 2003, there have been no measurable differences between the percentages of male and female students who reported consuming alcohol anywhere on at least one of the previous 30

days (figure 15.1 and table 15.1). However, in 2011 there were differences by sex in the number of days students reported having used alcohol. A higher percentage of males than females reported consuming alcohol anywhere on 3 to 29 days (19 vs. 17 percent) and all 30 days (1 percent vs. less than one-half percent; figure 15.2 and table 15.2).

In every survey year between 1993 and 2009, a higher percentage of males than females reported using alcohol on school property (figure 15.1 and table 15.1). However, in 2011 there was no measurable difference between the percentages of male and female students reporting consuming alcohol at least one day on school property (5 percent each). In 2011, a higher percentage of male than female students reported consuming alcohol on school property on all of the previous 30 days (1 percent vs. less than one-half percent).

From 2009 to 2011, there was no measurable change in the percentages of male students who reported alcohol consumption anywhere or on school property. Among females, however, the percentage of students who reported alcohol consumption anywhere decreased from 43 percent in 2009 to 38 percent in 2011, and the percentage of female students who reported alcohol consumption on school property increased from 4 to 5 percent over the same time period (figure 15.1 and table 15.1).

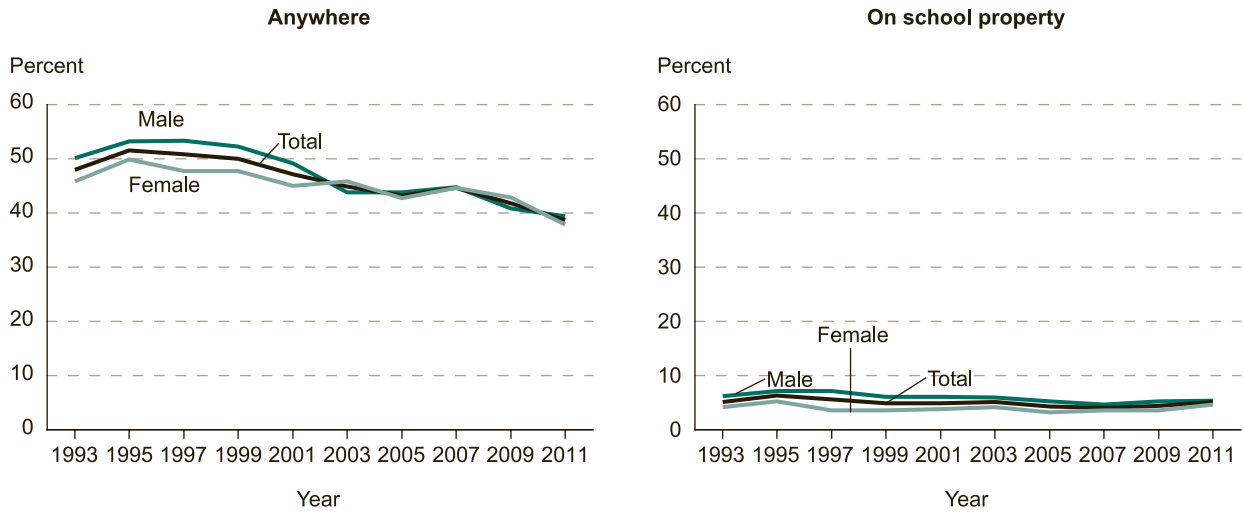
In 2011, about 48 percent of 12th-graders reported consuming alcohol anywhere at least one day during the previous 30 days (figure 15.3 and table 15.1). This percentage was higher than the 2011 percentages for 9th-graders (30 percent), 10th-graders (36 percent), and 11th-graders (43 percent). In addition, a higher percentage of 12th-graders (27 percent) than 9th-graders (11 percent), 10th-graders (16 percent), or 11th-graders (21 percent) reported consuming alcohol anywhere on 3 to 29 of the previous 30 days (table 15.2). There were no measurable differences in alcohol consumption on school property among the grades in 2011.

Indicator 15 continued on page 68.

³⁵ The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question that asks students about drinking alcohol at school, “on school property” was not defined for survey respondents.

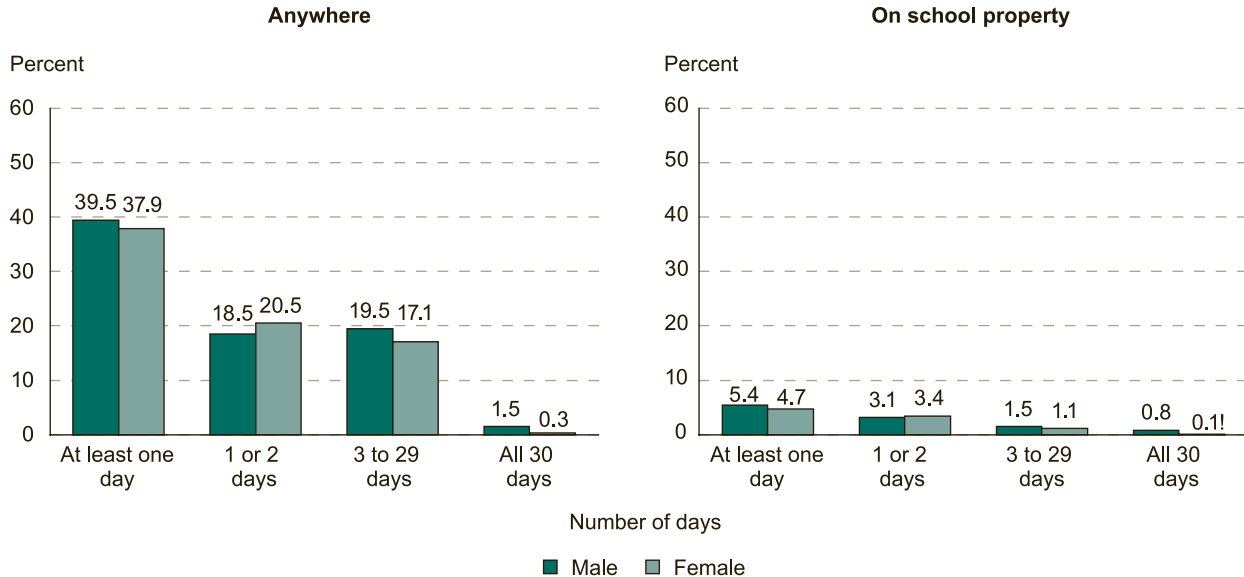
This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 15.1, 15.2, and 15.3, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>).

Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location and sex: Various years, 1993–2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question that asks students about drinking alcohol at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 15.2. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by location, number of days, and sex: 2011

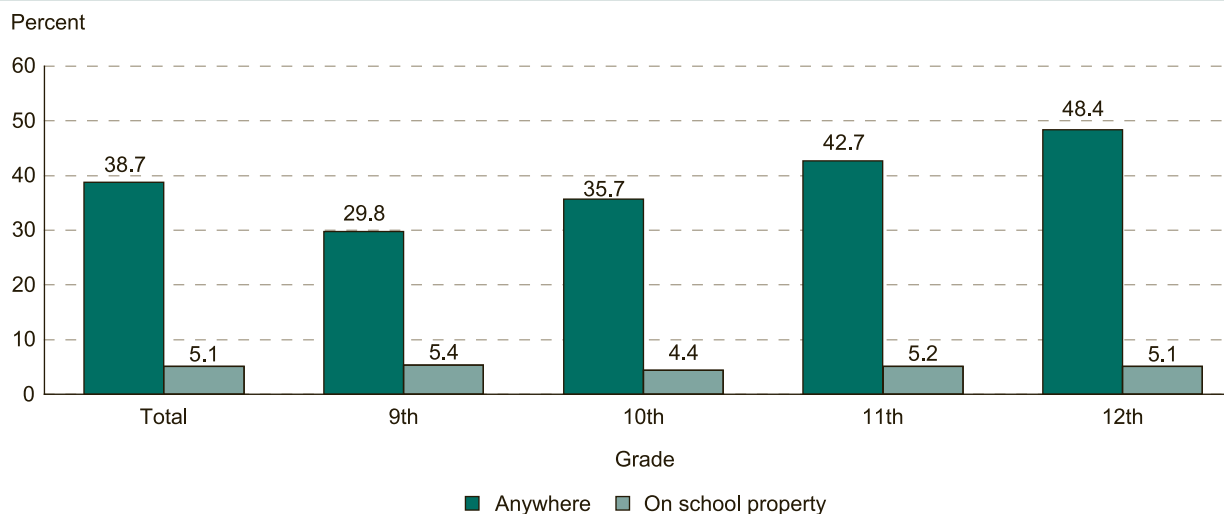


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question that asks students about drinking alcohol at school, “on school property” was not defined for survey respondents. Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Alcohol consumption anywhere and on school property varied by racial/ethnic group. In 2011, higher percentages of White (40 percent), Hispanic (42 percent), and American Indian/Alaska Native students (45 percent) than Asian (26 percent) or Black students (30 percent) reported consuming alcohol anywhere at least one day during the previous 30 days (figure 15.4 and table 15.1). On school property, higher percentages of American Indian/Alaska Native (21 percent) and Hispanic students (7 percent) reported alcohol consumption than Asian students (3 percent), White students (4 percent), and Black students (5 percent).

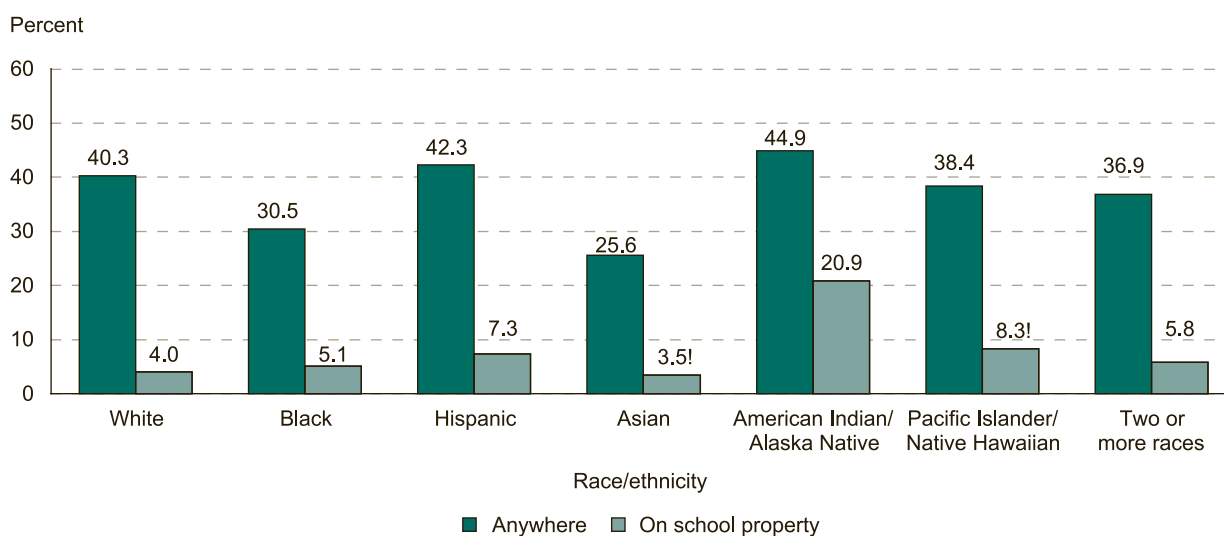
In 2011, state-level data on percentages of students who reported using alcohol anywhere were available for 43 states and the District of Columbia, and state-level data on percentages of students who reported drinking alcohol on school property were available for 37 states and the District of Columbia (table 15.3). The percentage of students who reported drinking alcohol anywhere and on school property varied among the states for which data were available. Among these states, the percentages of students who reported drinking alcohol anywhere at least one day during the previous 30 days ranged from 15 percent in Utah to 44 percent in Arizona and Louisiana, while the percentage of students who reported drinking on school property ranged from 2 percent in Indiana and Iowa to 7 percent in the District of Columbia.

Figure 15.3. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by grade and location: 2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question that asks students about drinking alcohol at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Figure 15.4. Percentage of students in grades 9–12 who reported using alcohol at least one day during the previous 30 days, by race/ethnicity and location: 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Race categories exclude persons of Hispanic ethnicity. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question that asks students about drinking alcohol at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

In 2011, some 23 percent of students in grades 9–12 reported using marijuana anywhere at least one time in the previous 30 days, and 6 percent reported using marijuana at least one time on school property over the same time period.

The Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana anywhere in the previous 30 days, as well as whether they had used marijuana on school property during that time.³⁶ In 2011, some 23 percent of students in grades 9–12 reported using marijuana anywhere at least one time in the previous 30 days, and 6 percent reported using marijuana at least one time on school property over the same time period. The percentage of students who reported using marijuana anywhere was higher in 2011 than it was in 1993 (23 vs. 18 percent); however, there was no measurable difference between the 2011 and 1993 percentages of students who reported using marijuana on school property (6 percent in both years; figure 16.1 and table 16.1). In addition, the 2011 percentages of students who reported using marijuana anywhere and on school property were higher than the 2009 percentages. In 2009, about 21 percent of students reported using marijuana anywhere in the previous 30 days, and 5 percent reported using marijuana on school property in the previous 30 days.

In every survey year, higher percentages of males than females reported using marijuana anywhere and on school property at least one time in the previous 30 days (figure 16.1 and table 16.1). For example, in 2011 about 26 percent of males reported using marijuana at least once anywhere in the previous 30 days, compared with 20 percent of females. Eight percent of male students reported that they used marijuana on school property in 2011, compared with 4 percent of female students. There were also differences between the percentages of males and females who reported using marijuana 40 or more times in the previous 30 days in 2011 (figure 16.2 and table 16.2): 7 percent of males reported using marijuana 40 or more times anywhere in the previous 30 days, compared with 2

percent of females, and 1 percent of males reported using marijuana 40 times or more on school property, compared with less than one-half a percent of females.

In 2011, the percentage of Asian students who reported using marijuana anywhere at least one time in the previous 30 days was lower than the percentages for other racial/ethnic groups (figure 16.3 and table 16.1). Fourteen percent of Asian students reported using marijuana anywhere, compared with 22 percent of White students; 24 percent of Hispanic students; 25 percent of Black students; 27 percent of students of two or more races; 31 percent of Pacific Islander/Native Hawaiian students; and 47 percent of American Indian/Alaska Native students. In the same year, a higher percentage of American Indian/Alaska Native students reported having used marijuana on school property at least one time in the previous 30 days than most other racial/ethnic groups. Additionally, a higher percentage of Hispanic students than White or Asian students reported having used marijuana on school property, and a higher percentage of Black students than White students reported having done so.

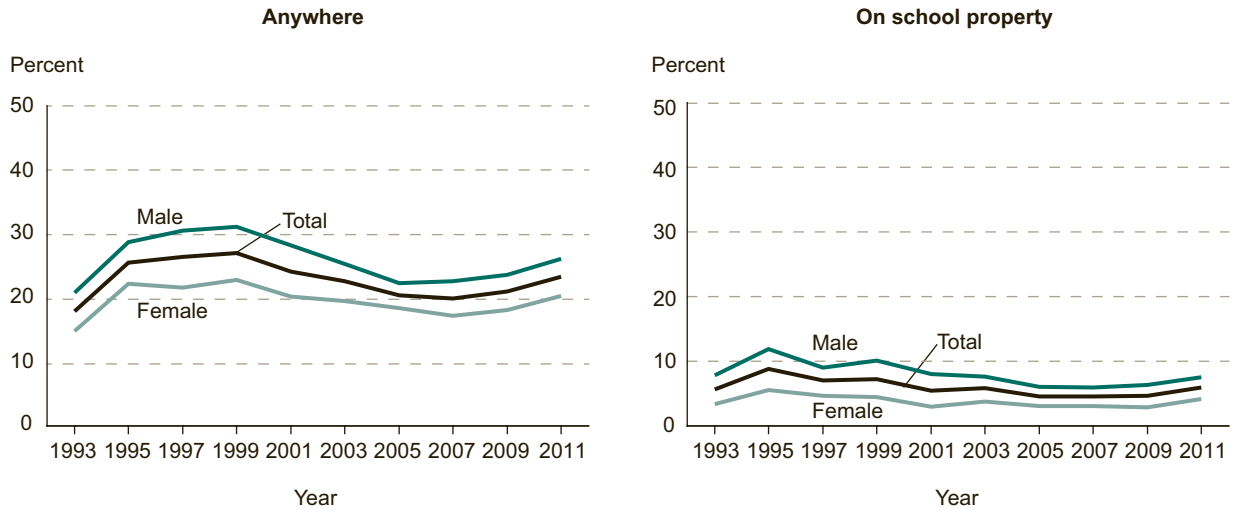
In 2011, a smaller percentage of 9th-graders (18 percent) than 10th-graders (22 percent), 11th-graders (26 percent), or 12th-graders (28 percent) reported using marijuana anywhere, and a lower percentage of 10th-graders than 11th- or 12th-graders reported doing so (figure 16.4 and table 16.1). There were no measurable differences between the percentages of students in any of grades 9–12 who reported the use of marijuana on school property in 2011.

Indicator 16 continued on page 72.

³⁶ The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times during the previous 30 days they used marijuana. In the question that asks students about using marijuana at school, “on school property” was not defined for survey respondents.

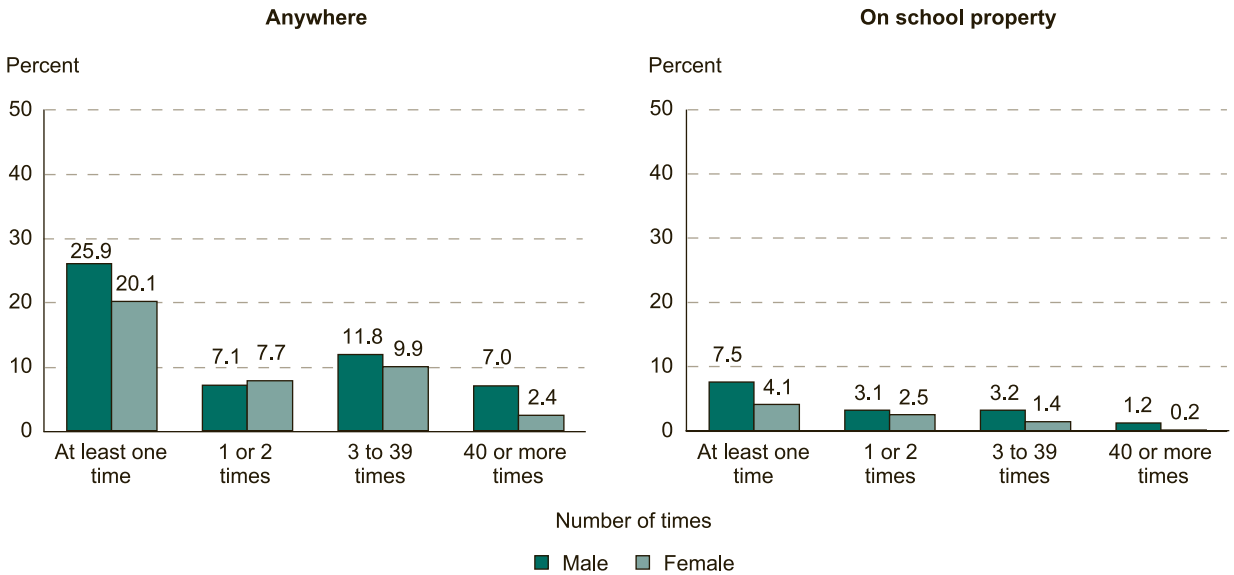
This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Tables 16.1, 16.2, and 16.3, and Centers for Disease Control and Prevention (2012), (<http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf>).

Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and sex: Various years, 1993–2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times during the previous 30 days they used marijuana. In the question that asks students about using marijuana at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), various years, 1993–2011.

Figure 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location, number of times, and sex: 2011

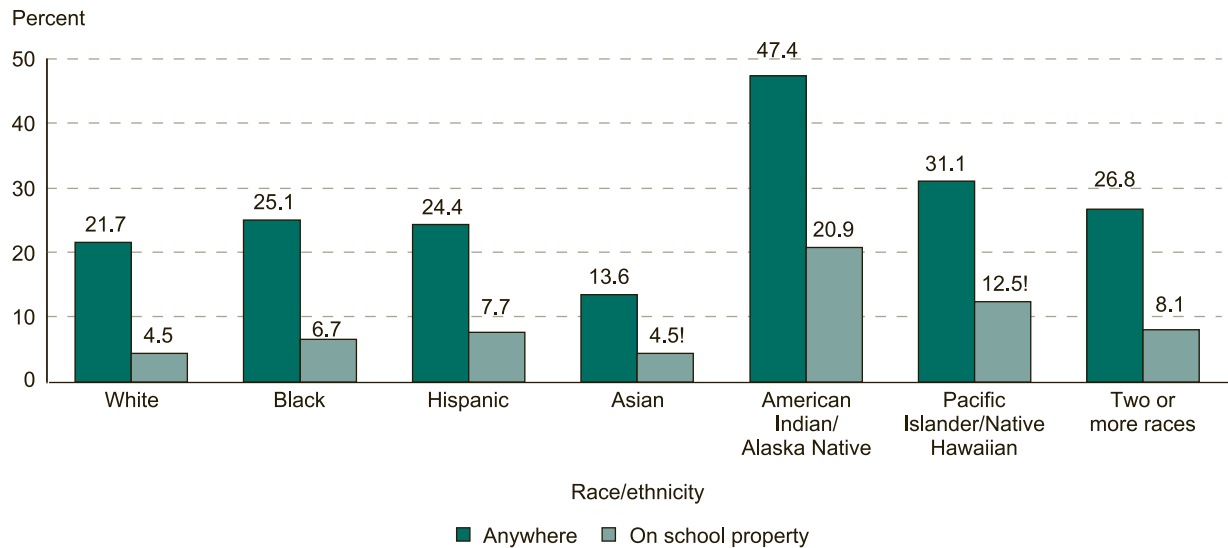


NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times during the previous 30 days they used marijuana. In the question that asks students about using marijuana at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

State level data were available in 2011 for 43 states and the District of Columbia for students who reported using marijuana anywhere at least one time in the previous 30 days and for 36 states and the District of Columbia for students who reported using marijuana on school property at least one time in the previous 30 days (table 16.3). Among these states, the percentages

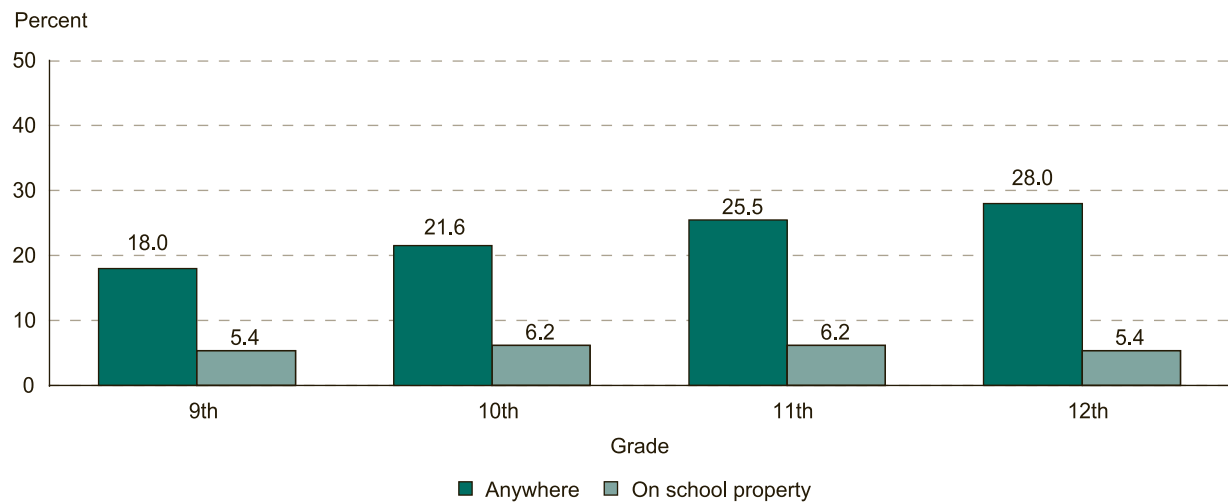
of students who reported using marijuana anywhere ranged from 10 percent in Utah to 28 percent in Delaware, Massachusetts, New Hampshire, and New Mexico. The percentage of students who reported using marijuana on school property ranged from 2 percent in Oklahoma to 10 percent in New Mexico.

Figure 16.3. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by race/ethnicity and location: 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Race categories exclude persons of Hispanic ethnicity. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times during the previous 30 days they used marijuana. In the question that asks students about using marijuana at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

Figure 16.4. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by grade and location: 2011



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students are simply asked how many times during the previous 30 days they used marijuana. In the question that asks students about using marijuana at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011.

This page intentionally left blank.

Fear and Avoidance

Indicator 17

Students' Perceptions of Personal Safety at School and Away From School 76

Figure 17.1 77

Figure 17.2 77

Indicator 18

Students' Reports of Avoiding School Activities or Specific Places in School 78

Figure 18.1 79

Figure 18.2 80

Indicator 17

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

In 2011, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (2 percent) during the school year.

School violence can make students fearful and affect their readiness and ability to learn, and concerns about vulnerability to attacks can detract from a positive school environment (Scheckner et al. 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often³⁷ they had been afraid of attack or harm “at school or on the way to and from school” as well as “away from school.”³⁸ In 2011, a higher percentage of students ages 12–18 reported that they were afraid of attack or harm at school (4 percent) than away from school (2 percent) during the school year (figure 17.1 and table 17.1).

In 2011, a lower percentage of White students (3 percent) than of Hispanic students (5 percent) reported being afraid of attack or harm at school, and a lower percentage of White students (2 percent) than of Black and Hispanic students (3 percent each) reported being afraid of attack or harm away from school. The percentage of students who reported being afraid of attack or harm at school or away from school in 2011 did not measurably differ by sex. Four percent each of female and male students reported being afraid of attack or harm at school, and 3 percent of females and 2 percent of males reported being afraid of attack or harm away from school.

The percentages of students who reported being afraid of attack or harm at school or away from school in 2011 tended to be greater for students in lower grades than for those in upper grades. For example, higher percentages of 6th-graders (6 percent), 7th-graders (4 percent), 8th-graders (5 percent), and 9th-graders (4 percent) reported being afraid of attack or harm at school than 11th-graders and 12th-graders (2 percent each). The percentage of 10th-graders (4 percent) who reported being afraid of attack or harm at school

was also higher than the percentage of 11th-graders. Away from school, higher percentages of 6th-, 7th-, 9th-, and 11th-graders (3 to 4 percent each) reported being afraid of attack or harm than 12th-graders (1 percent). The percentage of 9th-graders (4 percent) who reported being afraid of attack or harm away from school was also higher than the percentage of 10th-graders (2 percent).

Both at school and away from school, higher percentages of students in urban areas reported being afraid of attack or harm than students in suburban and rural areas. Specifically, 5 percent of students in urban areas reported being afraid of attack or harm at school, compared with 3 percent each of students in rural areas and suburban areas. Three percent of students in urban areas reported being afraid of attack or harm away from school, compared with 2 percent of students in suburban areas and 1 percent of those in rural areas.

In 2011, a higher percentage of students in public schools (4 percent) than of students in private schools (2 percent) reported being afraid of attack or harm at school.

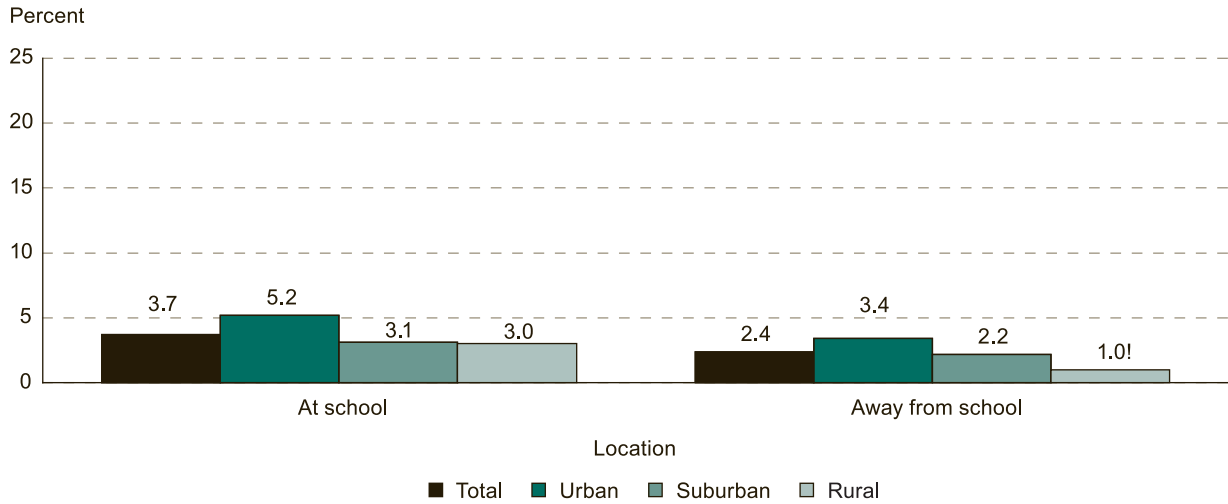
Between 1995 and 2011, the percentage of students who reported being afraid of attack or harm at school decreased from 12 to 4 percent (figure 17.2). A declining trend was also observed away from school: between 1999 and 2011, the percentage of students who reported being afraid of attack or harm decreased from 6 to 2 percent. From 2009 to 2011, no measurable differences were found in the percentage of students who feared attack or harm at school; however, the percentage of students who feared attack or harm away from school was lower in 2011 (2 percent) than in 2009 (3 percent).

³⁷ 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.

³⁸ “At school” includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 17.1, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity: 2011

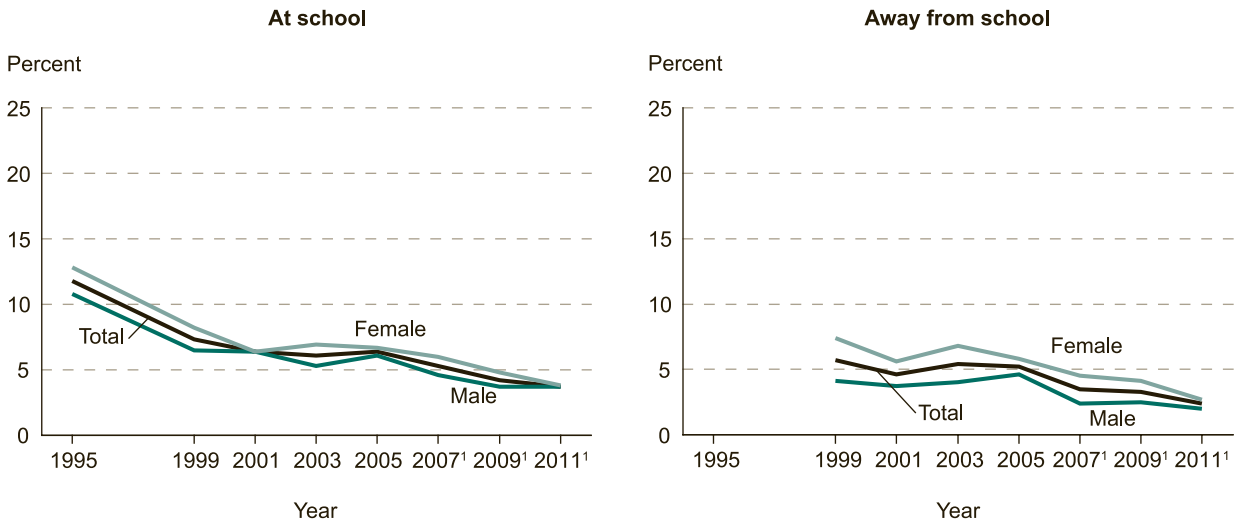


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Various years, 1995–2011



¹ In 2007, 2009, and 2011, 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, 2009, and 2011 are comparable to previous years.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Fear of attack away from school was not collected in 1995. For more information, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1995–2011.

Indicator 18

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

In 2011, about 6 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 skip school activities or avoid certain places in school (Schreck and Miller 2003). To measure students' perception of safety, the School Crime Supplement to the National Crime Victimization Survey asks students ages 12–18 whether they avoided school activities or one or more places in school because they were fearful that someone might attack or harm them.³⁹ In 2011, about 6 percent of students reported that they avoided at least one school activity or one or more places in school during the previous school year because they feared being attacked or harmed. Specifically, 2 percent avoided at least one school activity, and 5 percent avoided one or more places in school⁴⁰ (figure 18.1 and table 18.1).

There was no overall pattern of increase or decrease between 1999 and 2011 in the percentage of students who reported that they avoided at least one school activity or one or more places in school because of fear of attack or harm, and the percentage of students who reported this avoidance in 2011 (6 percent) was not measurably different from that in 2009 (5 percent). In 2011, about 1 percent each of students reported that they avoided any activities, avoided any classes, and stayed home from school. By school building location, 2 percent each of students reported that they avoided the hallways or stairs, parts of the school

cafeteria, and any school restrooms; 1 percent each reported that they avoided the entrance to the school and other places inside the school building.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by student characteristics in 2011 (figure 18.2). A higher percentage of Hispanic students (6 percent) than White students (4 percent), Asian students (3 percent), and "other" race/ethnicity students (3 percent) reported avoiding one or more places in school. By grade, a higher percentage of 6th-graders (7 percent) than 9th-graders, 11th-graders, or 12th-graders (4 percent each) reported avoiding one or more places in school. Also, a higher percentage of female than male students (5 vs. 4 percent) reported avoiding one or more places in school.

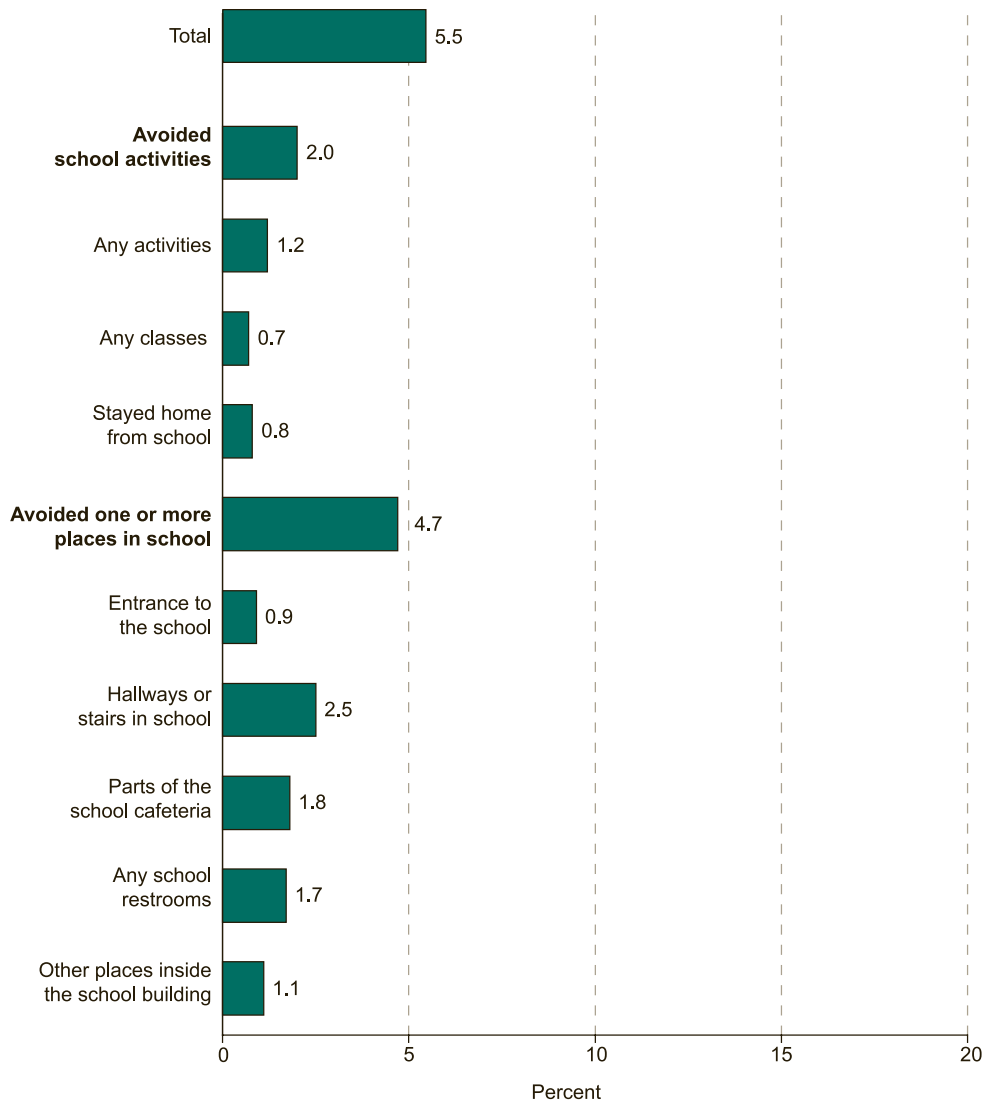
In 2011, students' reports of avoiding one or more places in school also varied by urbanicity. A higher percentage of students in urban areas (5 percent) than in rural areas (4 percent) reported avoiding one or more places in school. Also, there were differences by school sector: a higher percentage of students in public schools (5 percent) than in private schools (2 percent) reported avoiding one or more places in school.

³⁹ For the 2001 survey, the wording was changed from "attack or harm" to "attack or threat of attack." See appendix A for more information.

⁴⁰ "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. In 2007, 2009, and 2011, the survey wording was changed from "any extracurricular activities" to "any activities." Please use caution when comparing changes in this item over time. "Avoiding one or more places in school" includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 18.1, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

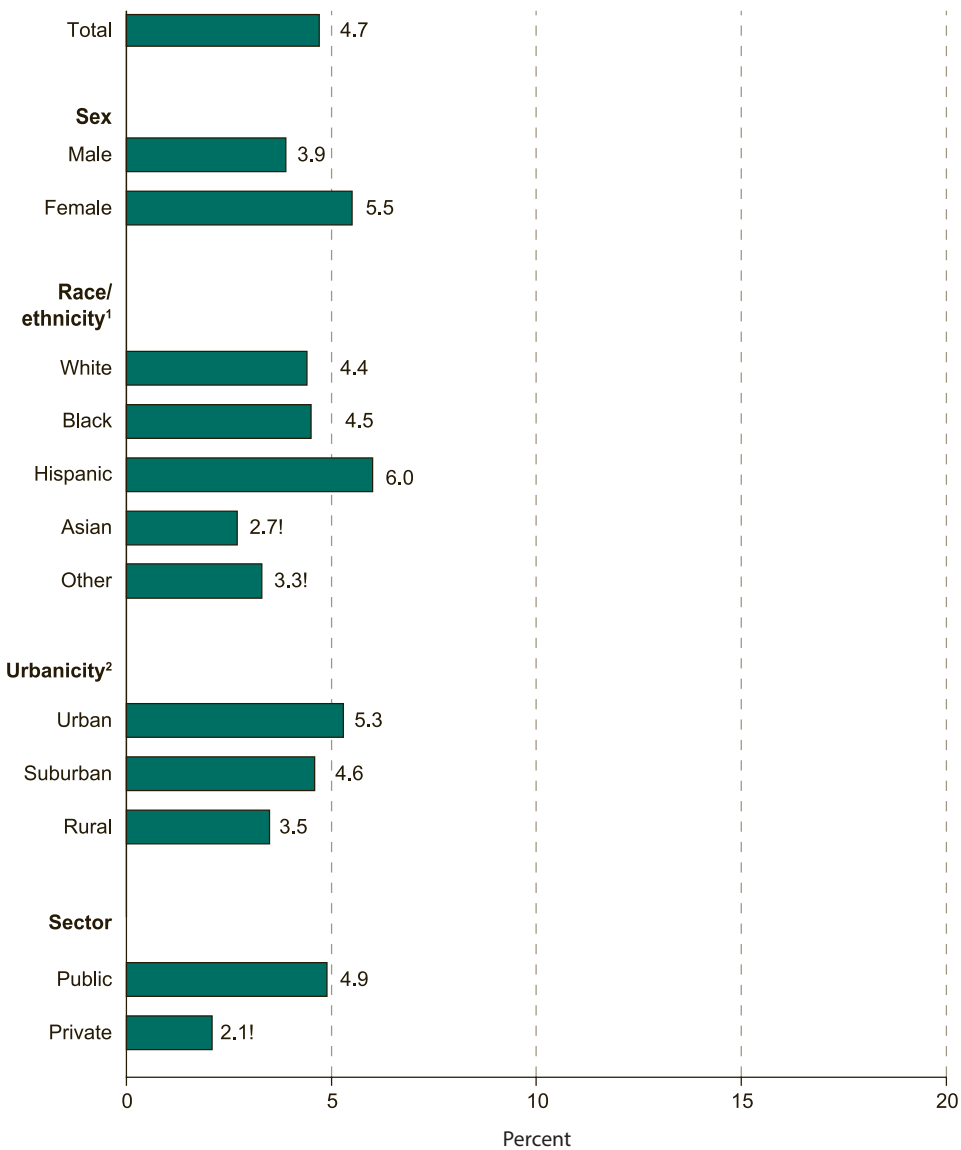
Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or one or more places in school because of fear of attack or harm during the school year: 2011



NOTE: “Avoided school activities” includes avoiding any (extracurricular) activities, skipping class, or staying home from school. “Avoided one or more places in school” includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Detail may not sum to totals due to rounding and because students could report avoiding more than one school activity and avoiding more than one place in school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

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 selected student and school characteristics: 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indian, Alaska Native, Pacific Islander, and two or more races.

² Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011.

Discipline, Safety, and Security Measures

Indicator 19

Serious Disciplinary Actions Taken by Public Schools.....	82
Figure 19.1	83
Figure 19.2	84

Indicator 20

Safety and Security Measures Taken by Schools ...	86
Figure 20.1	87
Figure 20.2	89

Indicator 21

Students' Reports of Safety and Security Measures Observed at School	92
Figure 21.1	93

Indicator 19

Serious Disciplinary Actions Taken by Public Schools

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

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

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

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

No linear trends were detected in the percentages of schools that took at least one serious disciplinary action for any of the reported offenses over time between 2003–04 and 2009–10, although the percentage of schools taking at least one serious disciplinary action for physical attacks or fights declined between 1999–2000 (35 percent) and 2009–10 (29 percent).

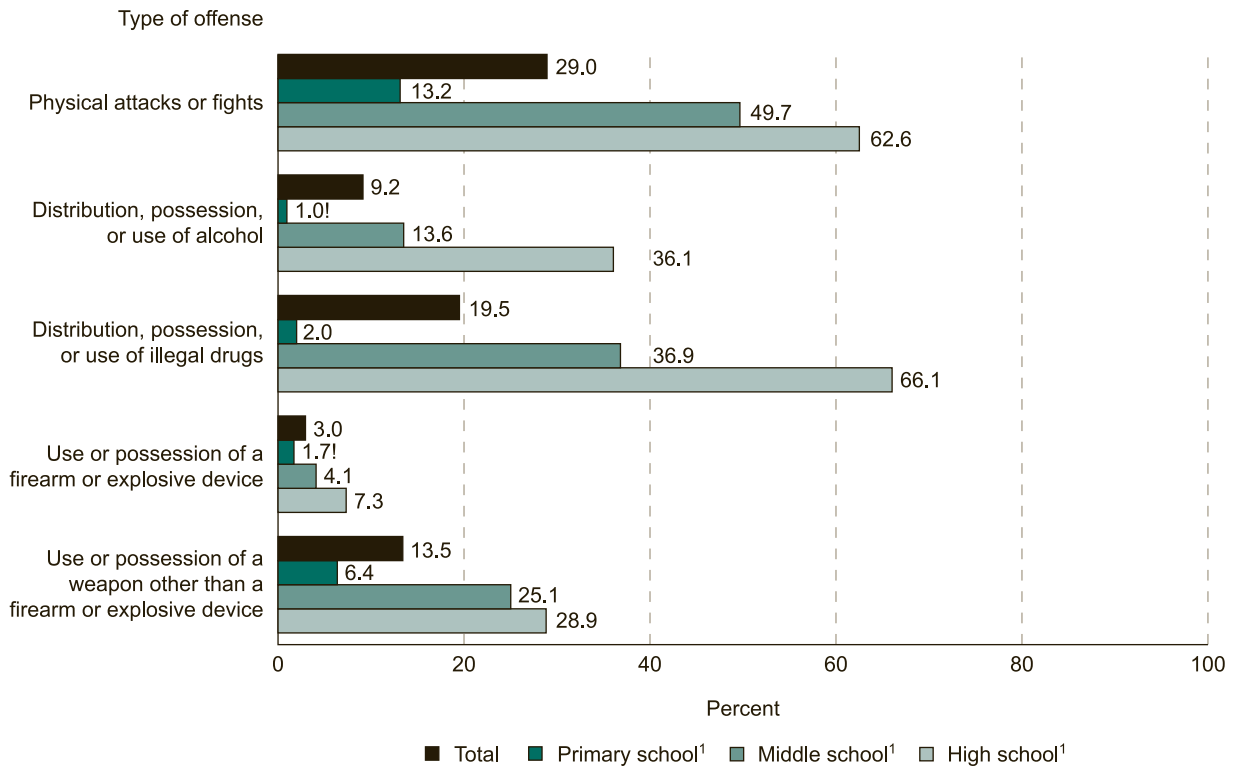
During the 2009–10 school year, the percentage of public schools that took serious disciplinary actions increased with school level. A higher percentage of high schools (83 percent) took at least one serious disciplinary action than did middle schools (67 percent) and primary schools (18 percent). Combined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

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

Indicator 19 continued on page 84.

This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 19.1 and 19.2, and Neiman (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320>).

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

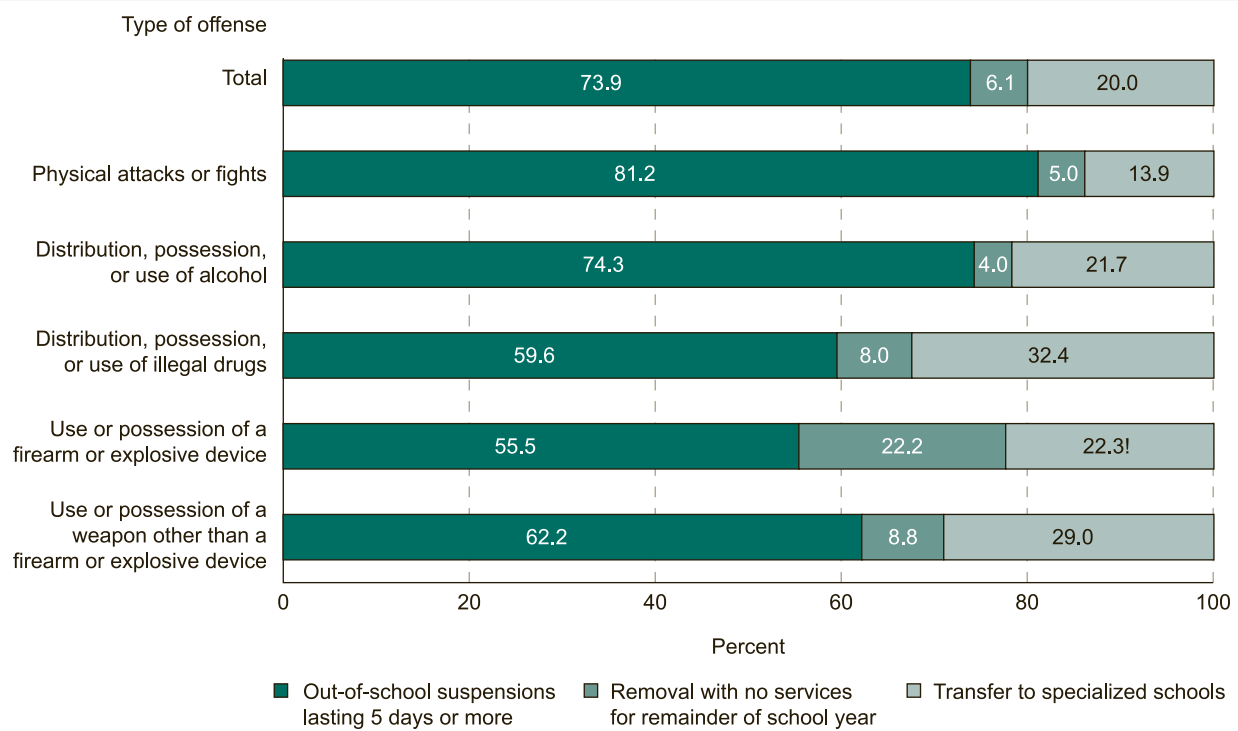
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons,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

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

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

response to other offenses reported (ranging from 4 to 9 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of illegal drugs (32 percent) and the use or possession of a weapon other than a firearm or explosive device (29 percent) than were imposed in response to the distribution, possession, or use of alcohol (22 percent) and physical attacks or fights (14 percent).

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

This page intentionally left blank.

Indicator 20

Safety and Security Measures Taken by Schools

During the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours, and 64 percent reported that they used security cameras to monitor the school. In the 2009–10 school year, 43 percent of schools reported the presence of one or more security staff at their school at least once a week during the school year.

Schools use a variety of practices and procedures to promote the safety of students and staff. In the Schools and Staffing Survey, principals of public and private schools were asked about their schools' use of safety and security measures and procedures. Certain practices, such as locking or monitoring doors or gates, are intended to limit or control access to school campuses, while others, such as the use of metal detectors and security cameras, are intended to monitor or restrict students' and visitors' behavior on campus. Another measure of safety and security, collected in the School Survey on Crime and Safety, is the presence of full-time and part-time security staff in public schools during the school year.

In the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 20.1). Other safety and security measures frequently reported by public schools included the use of security cameras to monitor the school (64 percent) and the enforcement of a strict dress code (49 percent) (figure 20.1). In addition, 44 percent of public schools reported that they controlled access to school grounds by locking or monitoring

gates during school hours, 24 percent reported the use of random dog sniffs to check for drugs, and 19 percent required that students wear uniforms.

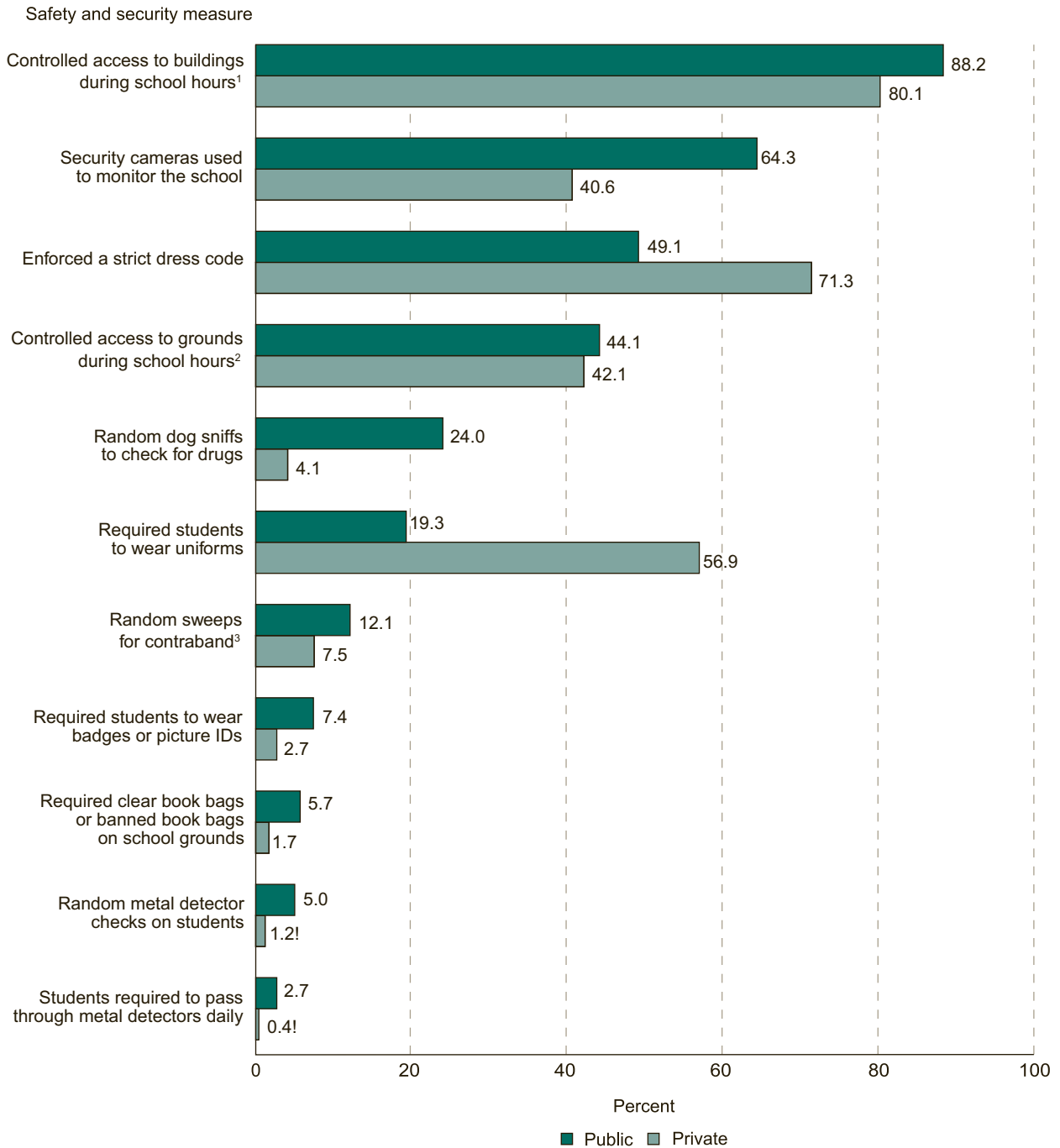
In general, higher percentages of public than of private schools reported the use of various safety and security measures in the 2011–12 school year (table 20.1). For example, higher percentages of public than of private schools reported the use of security cameras (64 vs. 41 percent) and random dog sniffs to check for drugs (24 vs. 4 percent). Higher percentages of public than of private schools also reported the following measures: controlling access to school buildings during school hours; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); and conducting random sweeps for contraband.⁴¹ However, higher percentages of private than of public schools enforced a strict dress code (71 vs. 49 percent) and required that students wear uniforms (57 vs. 19 percent).

⁴¹ For example, drugs or weapons. Does not include dog sniffs.

Indicator 20 continued on page 88.

This indicator has been updated to include 2011–12 data. For more information: Digest of Education Statistics 2013, tables 20.1, 20.2, and 20.3, and Neiman (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320>).

Figure 20.1. Percentage of public and private schools that used selected safety and security measures: School year 2011–12



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ For example, locked or monitored doors.

² For example, locked or monitored gates.

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

NOTE: Responses were provided by the principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–12.

In the 2011–12 school year, higher percentages of public secondary schools or combined schools than of elementary schools reported using the following safety and security measures: enforcing a strict dress code; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); using random dog sniffs to check for drugs; conducting random sweeps for contraband;⁴² and using security cameras to monitor the school (table 20.1). For example, among public schools, 81 percent of secondary schools, 72 percent of combined schools, and 58 percent of elementary schools reported the use of security cameras to monitor the school (table 20.1). In addition, the percentage of public secondary schools who reported using random dog sniffs for drugs (57 percent) was higher than the percentages of combined schools (41 percent) and elementary schools (11 percent) with such a procedure in place. However, lower percentages of public secondary schools (84 percent) and combined schools (83 percent) than of elementary schools (90 percent) reported controlling access to buildings during school hours. Also, the percentage of public secondary schools who reported requiring that students wear uniforms (12 percent) was lower than the percentages of elementary schools (20 percent) and combined schools (30 percent) with such a requirement.

The use of safety and security measures in the 2011–12 school year also varied by public school locale (table 20.2). Higher percentages of public city schools than of public schools in suburban, town, and rural areas reported the following measures: controlling access to school grounds during school hours; requiring that students wear uniforms;

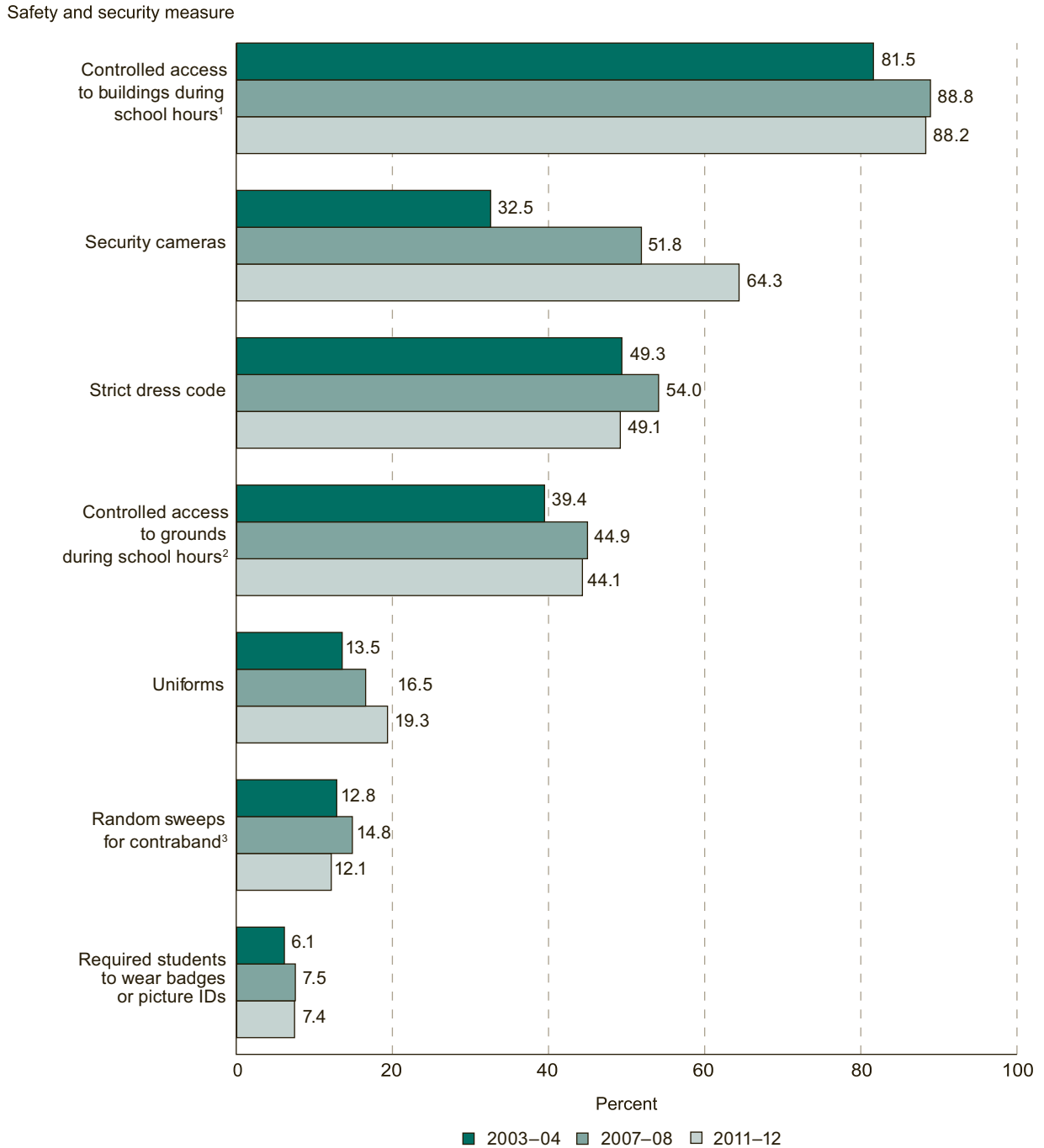
⁴² For example, drugs or weapons. Does not include dog sniffs.

enforcing a strict dress code; requiring that students wear badges or picture IDs; and conducting metal detector checks on students (including both random and daily checks). For example, 55 percent of public city schools reported controlling access to school grounds, compared with 46 percent of suburban schools and 37 percent each of public schools in towns and rural areas. However, public city schools had the lowest reported percentage of schools with security cameras (59 percent of city schools vs. between 65 and 67 percent of rural, suburban, and town schools). In addition, higher percentages of public town and rural schools than of city and suburban schools reported the use of random dog sniffs for drugs and random sweeps for contraband.

Many safety and security measures tended to be more prevalent in high-poverty public schools (where 76 percent or more of students are eligible for free or reduced-price lunch) than in low-poverty schools (where 25 percent or less of students are eligible for free or reduced-price lunch) during the 2011–12 school year (table 20.2). Higher percentages of high-poverty public schools than of low-poverty schools reported controlling access to school grounds during school hours; requiring that students wear uniforms; enforcing a strict dress code; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); and conducting sweeps for contraband.⁴² For instance, 64 percent of high-poverty public schools reported enforcing a strict dress code, compared with 38 percent of low-poverty schools. Also, 47 percent of high-poverty public schools reported requiring school uniforms, compared to 6 percent of low poverty public schools.

Indicator 20 continued on page 90.

Figure 20.2. Percentage of public schools that used selected safety and security measures: Selected school years, 2003–04 through 2011–12



¹ For example, locked or monitored doors.

² For example, locked or monitored gates.

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

NOTE: Responses were provided by the principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

The percentages of public schools reporting the use of various safety and security measures in 2011–12 tended to be higher or not measurably different from the percentages reported in 2003–04 (figure 20.2 and table 20.1). For example, the percentage of public schools reporting that they required that students wear uniforms increased from 13 to 19 percent between the 2003–04 and 2011–12 school years. Public schools’ reported use of security cameras to monitor the school increased from 2003–04 (32 percent) to 2011–12 (64 percent). Also, the percentage of public schools reporting that they controlled access to buildings during school hours was higher in 2011–12 than in 2003–04 (88 vs. 82 percent). A similar pattern was observed for controlled access to grounds during school hours (44 percent in 2011–12 vs. 39 percent in 2003–04).

In the 2009–10 school year, 43 percent of public schools reported the presence of one or more security guards, security personnel, School Resource Officers, or sworn law enforcement officers at their school at least once a week during the school year (table 20.3).⁴³ The percentage of public schools reporting the presence of security staff did not measurably differ between 2005–06 (42 percent) and 2009–10 (43 percent); however, the percentage of public schools reporting the presence of security staff was higher in 2007–08 (46 percent) than in either 2005–06 or 2009–10. Twenty-nine percent of public schools reported having at least one full-time employed security staff who was present at least once a week, and 14 percent of public schools reported having only part-time staff. A lower percentage of public schools reported full-time security staff at their school in 2005–06 (27 percent) than in 2007–08 (30 percent), while there were no measurable differences between each of these percentages and the percentage reported in 2009–10 (29 percent). No measurable differences were found across years for the percentages of public schools reporting part-time only security staff.

⁴³ Security guards or security personnel does not include law enforcement. School Resource Officers include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. Sworn law enforcement includes sworn law enforcement officers who are not School Resource Officers.

About 28 percent of public primary schools reported the presence of one or more security staff at their school at least once a week in 2009–10. The percentage of public primary schools reporting security staff was lower than the percentages of middle schools and high schools reporting the presence of security staff (66 and 76 percent, respectively) but was not measurably different from the percentage of combined schools reporting the presence of security staff. A higher percentage of public high schools (62 percent) than of primary (16 percent), combined (24 percent), or middle schools (46 percent) reported having full-time security staff (table 20.3).

Differences in the presence of security staff were also found by other school characteristics. For example, the percentage of public city schools that reported the presence of one or more security staff at least once a week during the 2009–10 school year (51 percent) was higher than the percentages of town schools (39 percent) and rural schools (35 percent). The percentage of public suburban schools reporting the presence of security staff (45 percent) was also higher than the percentage of rural schools.

Public schools were also asked to report whether any of their security staff routinely carried a firearm at school.⁴⁴ In 2009–10, some 28 percent of all public schools reported the presence of security staff routinely carrying a firearm (table 20.3). The percentage of public schools reporting security staff routinely carrying firearms was higher in 2007–08 (34 percent) than in either 2005–06 (31 percent) or 2009–10 (28 percent); there was no measurable difference between 2005–06 and 2009–10. Twelve percent of public primary schools, 25 percent of combined schools, 51 percent of middle schools, and 63 percent of high schools reported the presence of one or more security staff at their schools routinely carrying firearms during the 2009–10 school year.

⁴⁴ The survey item about carrying firearms did not include the term “School Resource Officer” in the question text.

This page intentionally left blank.

Indicator 21

Students' Reports of Safety and Security Measures Observed at School

In 2011, about 77 percent of students ages 12–18 reported observing one or more security cameras to monitor the school during the day at their schools, and 70 percent of students reported the presence of security guards and/or assigned police officers.

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain security measures.⁴⁵ Security measures include metal detectors, locker checks, security cameras, security guards or police officers, adult supervision in hallways, badges or picture identification for students, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2011, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools (figure 21.1 and table 21.1).

In 2011, most students ages 12–18 reported that their schools had a code of student conduct (96 percent) and a requirement that visitors sign in (95 percent). Approximately 89 percent of students reported the presence of other school staff or other adult supervision in the hallway, and 77 percent of students reported the use of one or more security cameras at their schools. Seventy percent of students reported the presence of security guards and/or assigned police officers, 65 percent reported locked entrance or exit doors during the day, and 53 percent reported locker checks. In addition, 25 percent of students reported that the wearing of badges or picture identification was required at their schools. Metal detectors were the least observed of the selected safety and security measures: 11 percent of students reported the use of metal detectors at their schools.

The percentage of students who reported the presence of one or more security cameras to monitor the school

increased between the two most recent survey years as well as over the past 10 years. Specifically, 77 percent of students reported observing the use of one or more security cameras at their schools in 2011, which represented an increase from 70 percent in 2009 as well as an overall increase from 39 percent in 2001. Regarding the school security measure of having locked entrance or exit doors during the day, the percentage of students who reported observing this security measure increased from 38 percent in 1999 to 65 percent in 2011. Over the same period, the percentage of students who reported a requirement that visitors sign in increased (87 vs. 95 percent) as did the percentage who reported the presence of metal detectors at school (9 vs. 11 percent).

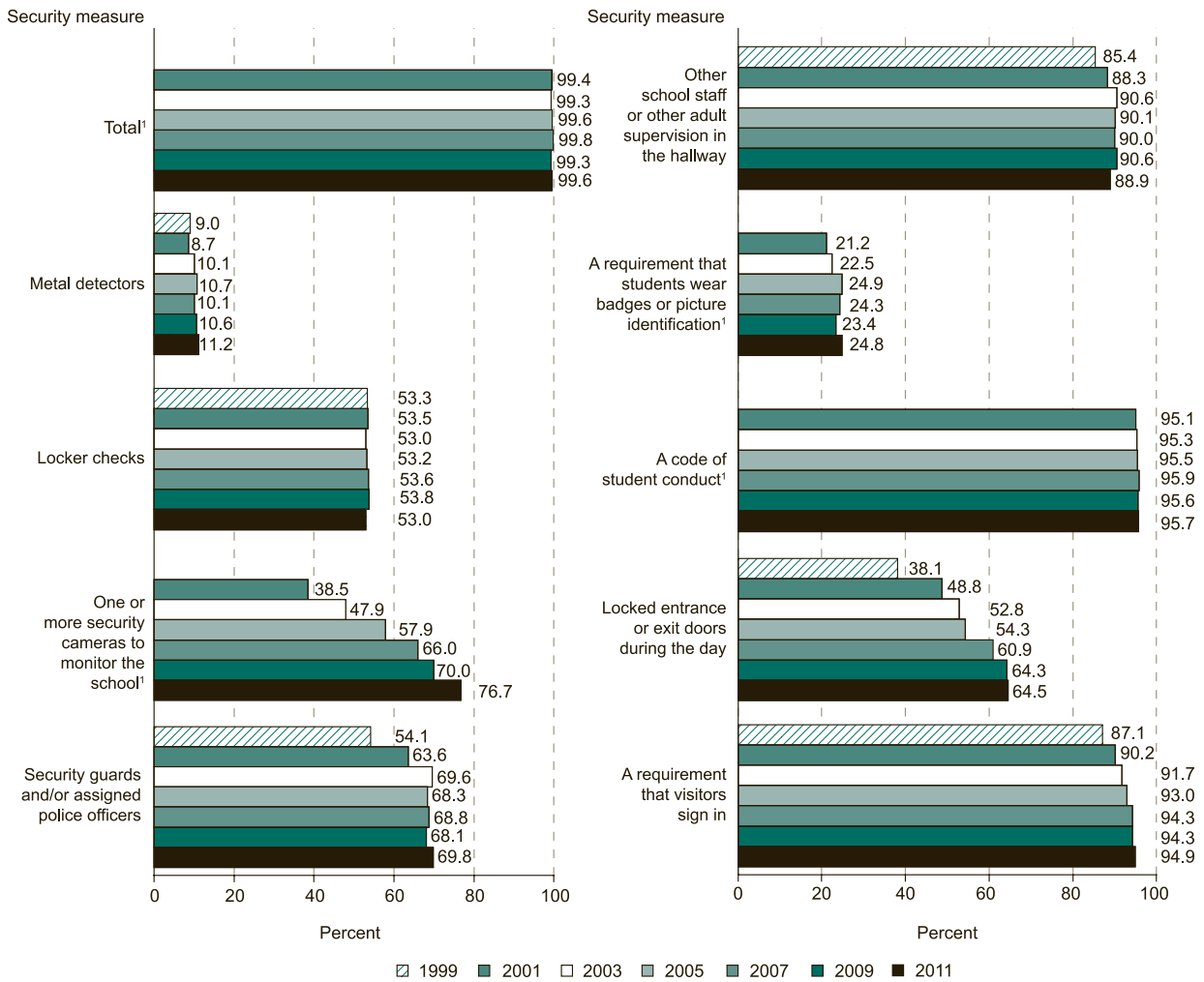
The percentage of students who reported the presence of security guards and/or assigned police officers was not measurably different from 2009 to 2011. The percentage of students who reported the presence of security guards and/or police officers increased from 54 percent in 1999 to 64 percent in 2001 and to 70 percent in 2003; however, there was no significant trend in this percentage between 2003 and 2011.

From 2009 to 2011, the percentage of students who reported other school staff or other adult supervision in the hallway decreased from 91 to 89 percent, although the percentage in 2011 was not measurably different from the percentage in 1999. Between the earliest survey year for which data were reported and 2011, no measurable increases or decreases were detected in the percentages of students who reported locker checks, requirements that students wear badges or picture identification, or a code of student conduct in their schools during the school year.

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

This indicator repeats information from the *Indicators of School Crime and Safety: 2012* report. For more information: Table 21.1, and DeVoe and Bauer (2011), (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314>).

Figure 21.1. Percentage of students ages 12–18 who reported selected security measures at school: Various years, 1999–2011



¹ Data for 1999 are not available.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, various years, 1999–2011.

This page intentionally left blank.

Postsecondary Campus Safety and Security

<i>Indicator 22</i>	
Criminal Incidents at Postsecondary Institutions	96
Figure 22.1	97
Figure 22.2	99
Figure 22.3	101

Indicator 22

Criminal Incidents at Postsecondary Institutions

In 2011, there were 30,400 criminal incidents on campus at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 5 percent decrease from 2010 (31,900). There was also a decrease in the number of on-campus crimes reported per 10,000 full-time-equivalent students, from 20.8 in 2010 to 19.7 in 2011.

Since 1990, postsecondary institutions participating in Title IV federal student financial aid programs have been required to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, known as the *Clery Act*. The *Clery Act* requires institutions to give timely warnings about crimes to students and staff; to publicly report campus crime and safety policies; and to collect, report, and disseminate campus crime data. Since 1999, data on campus safety and security have been reported by institutions through the Campus Safety and Security Survey. These reports include on-campus criminal offenses and arrests involving students, faculty, staff, and the general public. Reports on referrals for disciplinary action primarily deal with persons associated formally with the institution (i.e., students, faculty, and other staff).

In 2011, there were 30,400 criminal incidents on campus at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 5 percent decrease from 2010 (31,900; table 22.1). Also, there was a decrease in the number of on-campus crimes per 10,000 full-time-equivalent (FTE) students, from 20.8 in 2010 to 19.7 in 2011 (table 22.2).

Among the various types of on-campus crimes reported in 2011, there were 19,500 burglaries, constituting 64 percent of all criminal incidents (table 22.1 and figure 22.1). Other commonly reported crimes included motor vehicle theft (11 percent of crimes or 3,400 incidents) and forcible sex offenses (11 percent or 3,300 incidents). There were 2,200 aggravated assaults reported and 1,300 robberies. These estimates translate to 12.7 burglaries, 2.2 motor vehicle thefts, 2.2 forcible sex offenses, 1.4 aggravated

assaults, and 0.8 robberies per 10,000 FTE students (table 22.2). Fifteen murders occurred on college campuses in 2011, the same number as in 2010.

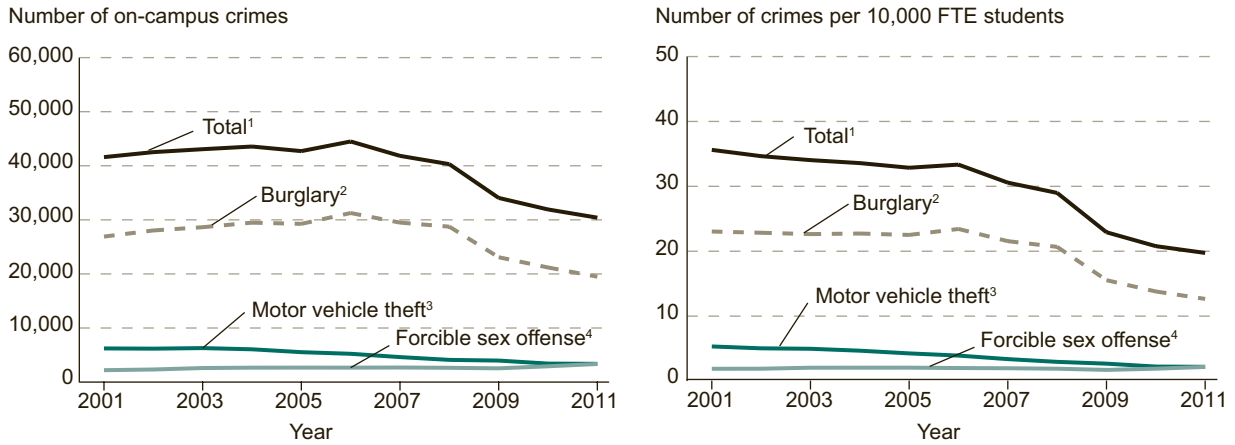
Looking at on-campus crime patterns over a longer period, the number of crimes in 2011 was lower than the number reported in 2001. The number of reported on-campus crimes increased by 7 percent, from 41,600 in 2001 to 44,500 in 2006 (table 22.1). However, between 2006 and 2011 the number of crimes decreased by 32 percent to 30,400. The number of on-campus crimes reported in 2011 was lower than in 2001 for every category, except for forcible sex offenses. The number of reported forcible sex crimes on campus reported increased by 52 percent, from 2,200 in 2001 to 3,300 in 2011.

Increases in FTE college enrollment between 2001 and 2011 as well as changes in the number of crimes affected the number of on-campus crimes per 10,000 FTE students (see *Digest of Education Statistics 2013* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students was lower in 2011 (19.7 per 10,000) than in 2001 (35.6 per 10,000; table 22.2). Between 2001 and 2006, enrollment increased by a larger percentage than the number of crimes, and the number of on-campus crimes per 10,000 students in 2006 (33.3) was lower than in 2001 (35.6). Between 2006 and 2011, the number of reported crimes decreased, enrollment increased, and the number of on-campus crimes per 10,000 students decreased from 33.3 to 19.7. The rates per 10,000 students for all types of reported crimes on campus were lower in 2011 than in 2001, except in the case of forcible sex offenses, which was higher in 2011 (2.2 per 10,000 students) than in 2001 (1.9 per 10,000 students).

Indicator 22 continued on page 98.

This indicator includes newly added data. For more information: *Digest of Education Statistics 2013*, tables 22.1 and 22.2, and <http://www.ope.ed.gov/security/>.

Figure 22.1. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2011



¹ Includes other reported crimes not separately shown.

² Unlawful entry of a structure to commit a felony or theft.

³ Theft or attempted theft of a motor vehicle.

⁴ Any sexual act directed against another person forcibly and/or against that person's will.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting system, 2001 through 2011; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2012, Enrollment component.

In 2011, the number of crimes committed on college campuses differed by type of institution, though to some extent this reflects the enrollment size of the sectors and the presence of student residence halls. For example, more crimes were committed at institutions with residence halls than at institutions without residence halls (table 22.2). Crimes involving students on campus after normal class hours, such as in residence halls, are included in campus crime reports, while crimes involving students off campus are not. At public 4-year institutions in 2011, 49 percent of the 14,679 on-campus crimes occurred in residence halls; at nonprofit 4-year institutions 61 percent of the 10,742 on-campus crimes occurred in residence halls (table 22.1).

Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the numbers of on-campus crimes at most types of institutions between 2006 and 2011. At public 4-year institutions, the number of on-campus crimes decreased from a high of 20,600 in 2006 to 14,700 in 2011. Also, the number of on-campus crimes per 10,000 students decreased from 35.5 to 21.9 during this period (table 22.2). Similarly, at nonprofit 4-year institutions, the number of crimes decreased from 16,900 in 2006 to 10,700 in 2011, and the number of crimes per 10,000 students decreased from 57.7 to 33.0. At public 2-year institutions, which generally do not have residence halls, the number of crimes declined from 5,700 to 4,100 between 2006 and 2011, and the number of crimes per 10,000 students decreased from 15.4 to 9.7.

As part of the *Clery Act*, institutions are required to report the number of arrests made for illegal weapons possession and drug and liquor law violations on college campuses. In contrast to the decreases in reported on-campus crimes, the total number of

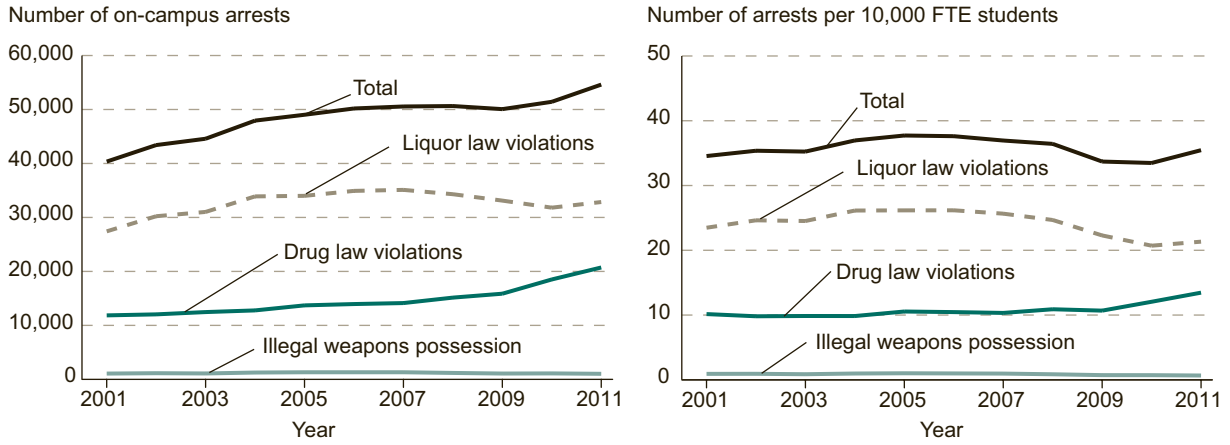
arrests for illegal weapons possession and drug and liquor law violations increased from 40,300 in 2001 to 54,600 in 2011 (table 22.1 and figure 22.2). While the number of arrests for weapons possession was 4 percent lower in 2011 than in 2001 (1,000 vs. 1,100), there were increases in the larger categories of drug and liquor law violations. Arrests for drug law violations increased by 75 percent during this period, reaching 20,700, and arrests for liquor law violations rose by 20 percent, reaching 32,900. Some of the increase in arrests may be associated with increases in student enrollment during this period. The number of arrests for drug law violations per 10,000 students increased from 10.2 to 13.5 (table 22.2); however, the number of arrests per 10,000 students for liquor law violations was lower in 2011 (21.3) than in 2001 (23.5).

There were some differences in the patterns of on-campus arrests among institution types. At public 4-year institutions, the number of on-campus arrests per 10,000 students was higher in 2011 than in 2001 (67.1 vs. 60.1). In contrast, there was a decrease in the number of on-campus arrests per 10,000 students at nonprofit 4-year institutions, from 24.5 to 16.8. The number of on-campus arrests per 10,000 students at public 2-year institutions in 2011 was 8.9, which was higher than in 2001 (7.8) but lower than in 2006 (10.9).

In addition to on-campus arrests, institutions report referrals for disciplinary actions for cases involving illegal weapons possession, drug law violations, and liquor law violations. Disciplinary action counts only include incidents for which there were referrals for institutional disciplinary actions but no arrest was made. In 2011, there were 250,600 referrals for disciplinary actions for cases involving weapons, drugs, and liquor law violations, with the largest number of these (197,200) involving liquor law violations (table 22.1). The majority of referrals (89 percent) involved violations in residence halls.

Indicator 22 continued on page 100.

Figure 22.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2011



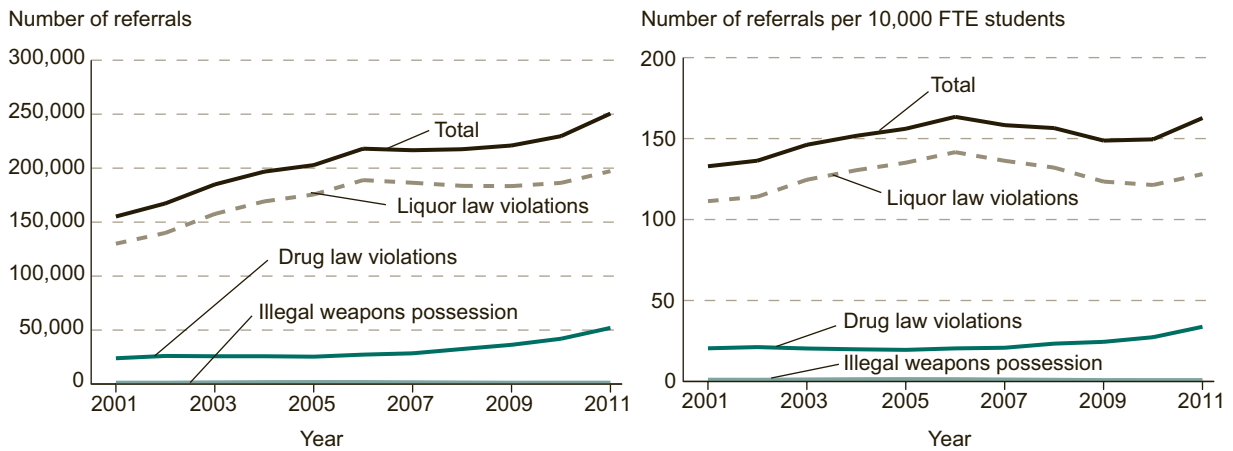
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting system, 2001 through 2011; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2012, Enrollment component.

Similar to the number of on-campus arrests for drug and liquor law violations, the number of disciplinary referrals for these incidents has increased. The number of referrals for drug law violations rose by 118 percent, from 23,900 in 2001 to 52,000 in 2011 (figure 22.3). The number of referrals for liquor law violations rose by 52 percent, from 130,000 to 197,200. The number of disciplinary referrals for illegal weapons possession was lower in 2011 (1,300) than in 2006 (1,900), but it was about the same as in 2001 (1,300). Some of these increases may be associated with more students on college campuses; however, there were increases in the number of disciplinary actions per 10,000 students, as the number of disciplinary actions rose faster than enrollment. The number of disciplinary referrals for drug law violations increased from 20.5 per 10,000 students in 2001 to 33.8 per 10,000 students in 2011 (table 22.2). Also, the number of referrals for liquor

law violations per 10,000 students was higher in 2011 (128.1) than in 2001 (111.3). In contrast, the number of referrals per 10,000 students for illegal weapons possession was lower in 2011 (0.9) than in 2001 (1.1).

Both public 4-year and nonprofit 4-year institutions had increases in disciplinary referrals between 2001 and 2011. At public 4-year institutions, the number of referrals for disciplinary actions involving illegal weapons, drug law violations, and liquor law violations increased from 153.1 per 10,000 students in 2001 to 193.3 in 2011. At nonprofit 4-year institutions, the number of referrals for these types of incidents rose from 275.5 per 10,000 students to 341.2 per 10,000 students. About 80 percent of these referrals for disciplinary actions at public 4-year and nonprofit 4-year institutions were for liquor law violations.

Figure 22.3. Number of referrals for disciplinary actions resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2011



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting system, 2001 through 2011; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2012, Enrollment component.

This page intentionally left blank.

References

- Addington, L. (2005). Disentangling the Effects of Bounding and Mobility on Reports of Criminal Victimization. *Journal of Quantitative Criminology*, 21(3): 321–343.
- Anderson, M., Kaufman, J., Simon, T., Barrios, L., Paulozzi, L., Ryan, G., Hammond, R., Modzeleski, W., Feucht, T., Potter, L., and the School-Associated Violent Deaths Study Group. (2001). School-Associated Violent Deaths in the United States, 1994–1999. *Journal of the American Medical Association*, 286: 2695–2702.
- Aspy, C.B., Oman, R.F., Vesely, S.K., McLeroy, K., Rodine, S., and Marshall, L. (2004). Adolescent Violence: The Protective Effects of Youth Assets. *Journal of Counseling and Development*, 82: 269–277.
- Beauvais, F., Chavez, E., Oetting, E., Deffenbacher, J., and Cornell, G. (1996). Drug Use, Violence, and Victimization Among White American, Mexican American, and American Indian Dropouts, Students With Academic Problems, and Students in Good Academic Standing. *Journal of Counseling Psychology*, 43: 292–299.
- Brener, N.D., Kann, L., and McManus, T. (2003). A Comparison of Two Survey Questions on Race and Ethnicity Among High School Students. *Public Opinion Quarterly*, 67: 227–236.
- Brookmeyer, K.A., Fanti, K.A., and Henrich, C.C. (2006). Schools, Parents, and Youth Violence: A Multilevel, Ecological Analysis. *Journal of Clinical Child and Adolescent Psychology*, 35(4): 504–514.
- Cantor, D., and Lynch, J.P. (2000). Self-Report Surveys as Measures of Crime and Criminal Victimization. In D. Duffee (Ed.), *Measurement and Analysis of Crime and Justice* (pp. 85–138). Washington, DC: National Institute of Justice.
- Centers for Disease Control and Prevention. (2001). Temporal Variations in School-Associated Student Homicide and Suicide Events—United States, 1992–1999. *Morbidity and Mortality Weekly Report*, 50(31): 657–660.
- Centers for Disease Control and Prevention. (2008). School-Associated Student Homicides—United States, 1992–2006. *Morbidity and Mortality Weekly Report* 2008, 57(02): 33–36. Retrieved July 15, 2008, from <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm>.
- Centers for Disease Control and Prevention. (2012). Youth Risk Behavior Surveillance—United States, 2011. *Surveillance Summaries. Morbidity and Mortality Weekly Report* 2012, 61(4).
- Chambers, L., Graham, S., Parmer, R., Stern, S., Strizek, G., and Thomas, T. (forthcoming). *Survey Documentation for the 2011–12 Schools and Staffing Survey*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Coopersmith, J. (2009). *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007–08 Schools and Staffing Survey* (NCES 2009-324). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Crews, K., Crews, J., and Turner, F. (2008). School Violence Is Not Going Away So Proactive Steps Are Needed. *College Teaching Methods & Styles Journal*, 4(1): 25–28.
- Crick, N.R., and Bigbee, M.A. (1998). Relational and Overt Forms of Peer Victimization: A Multi-Informant Approach. *Journal of Consulting and Clinical Psychology*, 66: 337–347.
- Crick, N.R., and Grotpeter, J.K. (1996). Children's Treatment by Peers: Victims of Relational and Overt Aggression. *Development and Psychopathology*, 8: 367–380.
- DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

- Eaton, D., Brener, D., Kann, L., and Pittman, V. (2007). High School Student Responses to Different Question Formats Assessing Race/Ethnicity. *Journal of Adolescent Health, 41*: 488–494.
- Fredland, N.M. (2008). Nurturing Hostile Environments: The Problem of School Violence. *Family & Community Health, 31*(1): S32–S41.
- Goldring, R., Taie, S., Rizzo, L., Colby, D., and Fraser, A. (2013). *User's Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6*. (NCES 2013-330 through 2013-335). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Goldstein, S.E., Young, A., and Boyd, C. (2008). Relational Aggression at School: Associations With School Safety and Social Climate. *Journal of Youth & Adolescence, 37*: 641–654.
- Kachur, S.P., Stennies, G.M., Powell, K.E., Modzeleski, W., Stephens, R., Murphy, R., Kresnow, M., Sleet, D., and Lowry, R. (1996). School-Associated Violent Deaths in the United States, 1992 to 1994. *Journal of the American Medical Association, 275*: 1729–1733.
- Karcher, M. (2002). The Cycle of Violence and Disconnection Among Rural Middle School Students: Teacher Disconnection as a Consequence of Violence. *Journal of School Violence, 1*: 35–51.
- Kauffman, J., Modzeleski, W., Feucht, T., Simon, T.R., Anderson, M., Shaw, K., Arias, I., and Barrios, L. (2004). School-Associated Suicides—United States, 1994–1999. *Morbidity and Mortality Weekly Report, 53*(22): 476–478.
- Kodjo, C.M., Auinger, P., and Ryan, S.A. (2003). Demographic, Intrinsic, and Extrinsic Factors Associated With Weapon Carrying at School. *Archives of Pediatrics & Adolescent Medicine, 157*(1): 96–103.
- MacMillan, R., and Hagan, J. (2004). Violence in the Transition to Adulthood: Adolescent Victimization, Education, and Socioeconomic Attainment in Later Life. *Journal of Research on Adolescence, 1*(2): 127–158.
- Nansel, T.R., Overpeck, M.D., Haynie, D.L., Ruan, W.J., and Scheidt, P.C. (2003). Relationships Between Bullying and Violence Among U.S. Youth. *Archives of Pediatric and Adolescent Medicine, 157*(4): 348–353.
- Nansel, T.R., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., and Scheidt, P. (2001). Bullying Behaviors Among U.S. Youth: Prevalence and Association With Psychosocial Adjustment. *Journal of the American Medical Association, 285*: 2094–2100.
- Neiman, S. (2011). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2009–10* (NCES 2011-320). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Payne, A.A., Gottfredson, D.C., and Gottfredson, G.D. (2003). Schools as Communities: The Relationship Between Communal School Organization, Student Bonding, and School Disorder. *Criminology, 41*: 749–778.
- Prinstein, M.J., Boergers, J., and Vernberg, E.M. (2001). Overt and Relational Aggression in Adolescents: Social-Psychological Adjustment of Aggressors and Victims. *Journal of Clinical Child Psychology, 30*: 479–491.
- Reza, A., Modzeleski, W., Feucht, T., Anderson, M., Simon, T.R., and Barrios, L. (2003). Source of Firearms Used by Students in School-Associated Violent Deaths—United States, 1992–1999. *Morbidity and Mortality Weekly Report, 52*(9): 169–172.
- Riley, J.L., McKeivitt, B.C., Shriver, M.D., and Allen, K.D. (2011). Increasing On-Task Behavior Using Teacher Attention Delivered on a Fixed-Time Schedule. *Journal of Behavioral Education, 20*(3): 149–162.
- Ringwalt, C.L., Ennett, S., and Johnson, R. (2003). Factors Associated With Fidelity to Substance Use Prevention Curriculum Guides in the Nation's Middle Schools. *Health Education & Behavior, 30*: 375–391.

- Scheckner, S., Rollins, S.A., Kaiser-Ulrey, C., and Wagner, R. (2002). School Violence in Children and Adolescents: A Meta-Analysis of Effectiveness. *Journal of School Violence, 1*: 5–34.
- Schreck, C.J., and Miller, J.M. (2003). Sources of Fear of Crime at School: What Is the Relative Contribution of Disorder, Individual Characteristics, and School Security? *Journal of School Violence, 2*(4): 57–79.
- Smith, D.L., and Smith, B.J. (2006). Perceptions of Violence: The Views of Teachers Who Left Urban Schools. *The High School Journal, 89*(3): 34–42.
- Smith, T.G., Dorn, R.I., Kanikeberg, K., Burke, A., and Mueller, M. (2011). *Gangs in Schools Task Force: Report to the Legislature*. Washington State School Safety Center, Office of Superintendent of Public Instruction. Olympia, WA.
- Snyder, T.D., and Dillow, S.A. (2012). *Digest of Education Statistics 2011* (NCES 2012-001). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Storch, E.A., Nock, M.K., Masia-Warner, C., and Barlas, M.E. (2003). Peer Victimization and Social-Psychological Adjustment in Hispanic and African-American Children. *Journal of Child & Family Studies, 12*: 439–455.
- Swearer, S.M., Espelage, D.L., Vaillancourt, T., and Hymel, S. (2010). What Can Be Done About School Bullying? Linking Research to Educational Practice. *Educational Researcher, 39*(1): 38–47.
- U.S. Department of Education, National Center for Education Statistics (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC.
- Wei, H., and Williams, J.H. (2004). Relationship Between Peer Victimization and School Adjustment in Sixth-Grade Students: Investigating Mediation Effects. *Violence and Victims, 19*: 557–571.

Supplemental Tables

Table 1.1 School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 to 2010–11

Year	School-associated violent deaths ¹ of all persons (includes students, staff, and other nonstudents)					Homicides of youth ages 5–18		Suicides of youth ages 5–18	
	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths	Homicides at school ²	Total homicides	Suicides at school ²	Total suicides ³
1	2	3	4	5	6	7	8	9	10
1992–93.....	57	47	10	0	0	34	2,721	6	1,680
1993–94.....	48	38	10	0	0	29	2,932	7	1,723
1994–95.....	48	39	8	0	1	28	2,696	7	1,767
1995–96.....	53	46	6	1	0	32	2,545	6	1,725
1996–97.....	48	45	2	1	0	28	2,221	1	1,633
1997–98.....	57	47	9	1	0	34	2,100	6	1,626
1998–99.....	47	38	6	2	1	33	1,777	4	1,597
1999–2000.....	37 ⁴	26 ⁴	11 ⁴	0 ⁴	0 ⁴	14 ⁴	1,567	8 ⁴	1,415
2000–01.....	34 ⁴	26 ⁴	7 ⁴	1 ⁴	0 ⁴	14 ⁴	1,509	6 ⁴	1,493
2001–02.....	36 ⁴	27 ⁴	8 ⁴	1 ⁴	0 ⁴	16 ⁴	1,498	5 ⁴	1,400
2002–03.....	36 ⁴	25 ⁴	11 ⁴	0 ⁴	0 ⁴	18 ⁴	1,553	10 ⁴	1,331
2003–04.....	45 ⁴	37 ⁴	7 ⁴	1 ⁴	0 ⁴	23 ⁴	1,474	5 ⁴	1,285
2004–05.....	52 ⁴	40 ⁴	10 ⁴	2 ⁴	0 ⁴	22 ⁴	1,554	8 ⁴	1,471
2005–06.....	44 ⁴	37 ⁴	6 ⁴	1 ⁴	0 ⁴	21 ⁴	1,697	3 ⁴	1,408
2006–07.....	63 ⁴	48 ⁴	13 ⁴	2 ⁴	0 ⁴	32 ⁴	1,801	9 ⁴	1,296
2007–08.....	48 ⁴	39 ⁴	7 ⁴	2 ⁴	0 ⁴	21 ⁴	1,744	5 ⁴	1,231
2008–09.....	44 ⁴	29 ⁴	15 ⁴	0 ⁴	0 ⁴	17 ⁴	1,605	7 ⁴	1,344
2009–10.....	35 ⁴	27 ⁴	5 ⁴	3 ⁴	0 ⁴	19 ⁴	1,410	2 ⁴	1,467
2010–11.....	31 ⁴	25 ⁴	6 ⁴	0 ⁴	0 ⁴	11 ⁴	1,336	3 ⁴	1,456

¹A school-associated violent death is defined as “a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States,” while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event.

²“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.

³Total youth suicides are reported for calendar years 1992 through 2010 (instead of school years 1992–93 through 2010–11).

⁴Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.

NOTE: Unless otherwise noted, data are reported for the school year, defined as July 1 through June 30. Some data have been revised from previously published figures.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2011 School-Associated Violent Deaths Study (SAVD) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (August 2012); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2010, retrieved August 2013 from <http://www.cdc.gov/injury/wisqars/index.html>; and Federal Bureau of Investigation and Bureau of Justice Statistics, Supplementary Homicide Reports (SHR), preliminary data (August 2013). (This table was prepared November 2013.)

Table 2.1 Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and year: 1992 through 2012

[Standard errors appear in parentheses]

Location and year	Number of nonfatal victimizations						Rate of victimization per 1,000 students					
	Total		Theft		Violent		Total		Theft		Violent	
					All violent	Serious violent ¹					All violent	Serious violent ¹
1	2	3	4	5	6	7	8	9				
At school²												
1992.....	4,281,200 (196,220)	2,679,400 (147,660)	1,601,800 (121,630)	197,600 (35,430)	181.5 (7.09)	113.6 (5.64)	67.9 (4.77)	8.4 (1.48)				
1993.....	4,692,800 (183,610)	2,477,100 (124,600)	2,215,700 (131,600)	535,500 (55,610)	193.5 (6.39)	102.1 (4.67)	91.4 (4.91)	22.1 (2.22)				
1994.....	4,721,000 (144,790)	2,474,100 (97,820)	2,246,900 (104,300)	459,100 (39,920)	187.7 (4.88)	98.4 (3.55)	89.3 (3.76)	18.3 (1.55)				
1995.....	4,400,700 (138,690)	2,468,400 (97,690)	1,932,200 (94,940)	294,500 (30,880)	172.2 (4.66)	96.6 (3.49)	75.6 (3.41)	11.5 (1.19)				
1996.....	4,130,400 (136,300)	2,205,200 (93,280)	1,925,300 (96,780)	371,900 (36,090)	158.4 (4.54)	84.5 (3.30)	73.8 (3.41)	14.3 (1.35)				
1997.....	3,610,900 (152,370)	1,975,000 (101,170)	1,635,900 (97,350)	376,200 (39,950)	136.6 (4.57)	74.7 (3.31)	61.9 (3.32)	14.2 (1.47)				
1998.....	3,247,300 (135,860)	1,635,100 (87,360)	1,612,200 (106,090)	314,500 (37,870)	121.3 (4.33)	61.1 (2.98)	60.2 (3.59)	11.7 (1.38)				
1999.....	3,152,400 (135,080)	1,752,200 (92,620)	1,400,200 (88,150)	281,100 (33,540)	117.0 (4.29)	65.1 (3.12)	52.0 (3.11)	10.4 (1.23)				
2000.....	2,301,000 (114,960)	1,331,500 (80,140)	969,500 (73,270)	214,200 (29,750)	84.9 (3.72)	49.1 (2.71)	35.8 (2.57)	7.9 (1.08)				
2001.....	2,521,300 (128,980)	1,348,500 (84,740)	1,172,700 (84,450)	259,400 (33,440)	92.3 (4.04)	49.4 (2.82)	42.9 (2.85)	9.5 (1.20)				
2002.....	2,082,600 (89,740)	1,088,800 (64,030)	993,800 (72,340)	173,500 (26,110)	75.4 (3.45)	39.4 (2.40)	36.0 (2.53)	6.3 (0.94)				
2003.....	2,308,800 (95,740)	1,270,500 (70,290)	1,038,300 (76,800)	188,400 (28,300)	87.4 (3.85)	48.1 (2.76)	39.3 (2.80)	7.1 (1.06)				
2004.....	1,762,200 (84,830)	1,065,400 (65,540)	696,800 (60,570)	107,300 (21,230)	67.2 (3.38)	40.6 (2.57)	26.6 (2.25)	4.1 (0.81)				
2005.....	1,678,600 (88,690)	875,900 (62,420)	802,600 (72,930)	140,300 (27,020)	63.2 (3.52)	33.0 (2.42)	30.2 (2.67)	5.3 (1.01)				
2006 ³	1,799,900 (90,050)	859,000 (62,380)	940,900 (78,400)	249,900 (36,900)	67.5 (3.56)	32.2 (2.40)	35.3 (2.85)	9.4 (1.37)				
2007.....	1,801,200 (83,670)	896,700 (58,960)	904,400 (75,270)	116,100 (22,340)	67.8 (3.39)	33.7 (2.31)	34.0 (2.73)	4.4 (0.83)				
2008.....	1,435,500 (98,840)	648,000 (61,170)	787,500 (108,480)	128,700 (34,370)	54.3 (3.56)	24.5 (2.26)	29.8 (3.91)	4.9 (1.28)				
2009.....	1,322,800 (87,660)	594,500 (54,480)	728,300 (111,550)	233,700 (51,610)	51.0 (3.23)	22.9 (2.05)	28.1 (4.08)	9.0 (1.94)				
2010.....	892,000 (64,960)	469,800 (45,300)	422,300 (73,310)	155,000 (36,500)	34.9 (2.47)	18.4 (1.75)	16.5 (2.75)	6.1 (1.40)				
2011.....	1,246,200 (92,180)	647,700 (61,500)	598,600 (84,090)	89,500 (23,360)	49.3 (3.47)	25.6 (2.36)	23.7 (3.16)	3.5 (0.91)				
2012.....	1,364,900 (82,050)	615,600 (51,440)	749,200 (90,250)	89,000 (23,850)	52.4 (3.01)	23.6 (1.93)	28.8 (3.31)	3.4 (0.91)				
Away from school												
1992.....	4,084,100 (190,660)	1,857,600 (118,610)	2,226,500 (149,210)	1,025,100 (92,600)	173.1 (6.94)	78.7 (4.66)	94.4 (5.70)	43.5 (3.72)				
1993.....	3,835,900 (162,330)	1,731,100 (100,630)	2,104,800 (127,450)	1,004,300 (80,900)	158.2 (5.81)	71.4 (3.87)	86.8 (4.77)	41.4 (3.17)				
1994.....	4,147,100 (133,750)	1,713,900 (78,590)	2,433,200 (109,630)	1,074,900 (66,230)	164.9 (4.59)	68.1 (2.92)	96.7 (3.92)	42.7 (2.50)				
1995.....	3,626,600 (123,250)	1,604,800 (75,590)	2,021,800 (97,650)	829,700 (56,660)	141.9 (4.24)	62.8 (2.78)	79.1 (3.49)	32.5 (2.12)				
1996.....	3,483,200 (122,860)	1,572,700 (76,310)	1,910,600 (96,320)	870,000 (59,560)	133.5 (4.17)	60.3 (2.75)	73.3 (3.39)	33.4 (2.19)				
1997.....	3,717,600 (155,480)	1,710,700 (92,020)	2,006,900 (110,940)	853,300 (64,970)	140.7 (4.64)	64.7 (3.06)	75.9 (3.71)	32.3 (2.31)				
1998.....	3,047,800 (130,340)	1,408,000 (79,510)	1,639,800 (107,280)	684,900 (61,210)	113.8 (4.19)	52.6 (2.74)	61.3 (3.63)	25.6 (2.17)				
1999.....	2,713,800 (122,530)	1,129,200 (70,410)	1,584,500 (95,150)	675,400 (56,470)	100.8 (3.96)	41.9 (2.44)	58.8 (3.34)	25.1 (2.04)				
2000.....	2,303,600 (115,050)	1,228,900 (76,060)	1,074,800 (78,100)	402,100 (43,010)	85.0 (3.72)	45.3 (2.59)	39.6 (2.73)	14.8 (1.55)				
2001.....	1,780,300 (101,940)	961,400 (67,910)	819,000 (67,260)	314,800 (37,510)	65.2 (3.31)	35.2 (2.31)	30.0 (2.32)	11.5 (1.34)				
2002.....	1,619,500 (78,980)	820,100 (54,930)	799,400 (63,490)	341,200 (38,460)	58.6 (3.00)	29.7 (2.04)	28.9 (2.24)	12.4 (1.37)				
2003.....	1,824,100 (85,020)	780,900 (53,930)	1,043,200 (77,020)	412,800 (44,430)	69.1 (3.38)	29.6 (2.09)	39.5 (2.81)	15.6 (1.65)				
2004.....	1,371,800 (74,730)	718,000 (53,190)	653,700 (58,380)	272,500 (35,500)	52.3 (2.95)	27.4 (2.07)	24.9 (2.18)	10.4 (1.34)				
2005.....	1,429,000 (81,470)	637,700 (52,320)	791,300 (72,320)	257,100 (37,890)	53.8 (3.21)	24.0 (2.02)	29.8 (2.65)	9.7 (1.41)				
2006 ³	1,413,100 (80,130)	714,200 (56,730)	698,900 (66,010)	263,600 (38,020)	53.0 (3.13)	26.8 (2.17)	26.2 (2.42)	9.9 (1.41)				
2007.....	1,371,700 (73,270)	614,300 (48,300)	757,400 (67,520)	337,700 (41,520)	51.6 (2.92)	23.1 (1.87)	28.5 (2.46)	12.7 (1.54)				
2008.....	1,132,600 (85,570)	498,500 (52,350)	634,100 (94,160)	258,600 (52,980)	42.8 (3.11)	18.9 (1.94)	24.0 (3.42)	9.8 (1.96)				
2009.....	857,200 (67,630)	484,200 (48,320)	372,900 (70,660)	176,800 (42,890)	33.1 (2.53)	18.7 (1.83)	14.4 (2.63)	6.8 (1.62)				
2010.....	689,900 (56,180)	378,800 (40,200)	311,200 (59,190)	167,300 (38,460)	27.0 (2.15)	14.8 (1.55)	12.2 (2.24)	6.5 (1.47)				
2011.....	966,100 (78,690)	541,900 (55,160)	424,300 (66,350)	137,600 (31,000)	38.2 (2.99)	21.4 (2.13)	16.8 (2.52)	5.4 (1.20)				
2012.....	991,200 (67,920)	470,800 (44,070)	520,400 (71,280)	169,900 (35,260)	38.0 (2.52)	18.1 (1.66)	20.0 (2.64)	6.5 (1.33)				

¹Serious violent victimization is also included in all violent victimization.

²"At school" includes inside the school building, on school property, or on the way to and from school.

³Due to methodological differences, use caution when comparing 2006 estimates to other years.

NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft

and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2012. (This table was prepared August 2013).

Table 2.2 Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and selected student characteristics: 2012

[Standard errors appear in parentheses]

Location and student characteristic	Number of nonfatal victimizations								Rate of victimization per 1,000 students							
	Total	Theft	Violent				Total	Theft	Violent							
			All violent	Sexual assault	Robbery	Aggravated assault			All violent	Sexual assault	Robbery	Aggravated assault				
1	2	3	4	5	6	7	8	9								
At school²	1,364,900	(82,050)	615,600	(51,440)	749,200	(90,250)	89,000	(23,850)	52.4	(3.01)	23.6	(1.93)	28.8	(3.31)	3.4	(0.91)
Total	1,364,900	(82,050)	615,600	(51,440)	749,200	(90,250)	89,000	(23,850)	52.4	(3.01)	23.6	(1.93)	28.8	(3.31)	3.4	(0.91)
Sex																
Male	802,800	(60,030)	345,600	(36,940)	457,200	(65,600)	69,800	(20,640)	59.8	(4.24)	25.7	(2.68)	34.1	(4.63)	5.2	(1.52)
Female	562,000	(48,800)	270,000	(32,130)	292,000	(49,360)	19,300	(9,890)	44.5	(3.71)	21.4	(2.49)	23.1	(3.76)	1.5	(0.78)
Age																
12–14	807,200	(60,220)	278,500	(32,690)	528,700	(72,020)	69,800	(20,650)	64.7	(4.56)	22.3	(2.56)	42.4	(5.42)	5.6	(1.63)
15–18	557,700	(48,580)	337,200	(36,430)	220,500	(41,410)	19,200	(9,870)	41.1	(3.44)	24.8	(2.62)	16.2	(2.96)	1.4	(0.72)
Race/ethnicity ³																
White	756,400	(57,970)	306,900	(34,540)	449,500	(64,890)	20,400	(10,200)	53.3	(3.89)	21.6	(2.38)	31.7	(4.35)	1.4	(0.72)
Black	223,100	(28,870)	134,400	(21,800)	88,700	(23,800)	†	(†)	55.2	(6.81)	33.3	(5.24)	21.9	(5.70)	—	(†)
Hispanic	294,400	(33,740)	125,900	(21,030)	168,500	(35,080)	63,800	(19,580)	50.7	(5.55)	21.7	(3.55)	29.0	(5.78)	11.0	(3.31)
Other	91,000	(17,620)	48,400	(12,550)	42,600	(15,480)	4,900	(4,690)	45.4	(8.47)	24.1	(6.13)	21.2	(7.50)	2.4	(2.33)
Urbanicity ⁴																
Urban	480,000	(44,560)	187,300	(26,190)	292,700	(49,430)	69,800	(20,640)	62.4	(5.48)	24.4	(3.32)	38.0	(6.07)	9.1	(2.64)
Suburban	758,900	(58,090)	363,700	(38,030)	395,200	(59,770)	16,800	(9,140)	53.7	(3.92)	25.8	(2.63)	28.0	(4.04)	1.2	(0.65)
Rural	125,900	(21,040)	64,600	(14,640)	61,400	(19,140)	2,500	(3,300)	29.7	(4.83)	15.2	(3.41)	14.5	(4.41)	0.6	(0.78)
Household income																
Less than \$15,000	202,000	(27,320)	52,700	(13,130)	149,300	(32,580)	3,800	(4,080)	90.9	(11.44)	23.7	(5.79)	67.2	(13.55)	1.7	(1.83)
\$15,000–29,999	206,400	(27,640)	59,000	(13,940)	147,500	(32,330)	5,900	(5,170)	63.3	(8.04)	18.1	(4.21)	45.2	(9.34)	1.8	(1.58)
\$30,000–49,999	265,000	(31,800)	129,100	(21,330)	135,900	(30,760)	15,800	(8,850)	62.3	(7.09)	30.4	(4.88)	32.0	(6.91)	3.7	(2.07)
\$50,000–74,999	193,900	(26,700)	100,800	(18,630)	93,100	(24,490)	46,800	(16,350)	54.4	(7.16)	28.3	(5.10)	26.1	(6.62)	13.1	(4.49)
\$75,000 or more	344,600	(36,880)	213,400	(28,160)	131,300	(30,120)	†	(†)	47.9	(4.91)	29.7	(3.81)	18.3	(4.06)	—	(†)
Not reported	152,900	(23,400)	60,600	(14,150)	92,200	(24,360)	16,800	(9,150)	27.4	(4.10)	10.9	(2.51)	16.6	(4.25)	3.0	(1.63)
Away from school	991,200	(67,920)	470,800	(44,070)	520,400	(71,280)	169,900	(35,260)	38.0	(2.52)	18.1	(1.66)	20.0	(2.64)	6.5	(1.33)
Total	991,200	(67,920)	470,800	(44,070)	520,400	(71,280)	169,900	(35,260)	38.0	(2.52)	18.1	(1.66)	20.0	(2.64)	6.5	(1.33)
Sex																
Male	598,700	(50,610)	275,500	(32,490)	323,300	(52,630)	117,800	(28,220)	44.6	(3.62)	20.5	(2.37)	24.1	(3.76)	8.8	(2.06)
Female	392,500	(39,710)	195,300	(26,810)	197,100	(38,640)	52,100	(17,400)	31.1	(3.05)	15.5	(2.09)	15.6	(2.97)	4.1	(1.36)
Age																
12–14	460,200	(43,490)	225,800	(29,070)	234,300	(43,010)	78,500	(22,130)	36.9	(3.37)	18.1	(2.29)	18.8	(3.33)	6.3	(1.75)
15–18	531,000	(47,220)	245,000	(30,420)	286,100	(48,730)	91,500	(24,240)	39.1	(3.35)	18.1	(2.20)	21.1	(3.46)	6.7	(1.76)
Race/ethnicity ³																
White	568,200	(49,100)	249,000	(30,700)	319,200	(52,210)	98,100	(25,280)	40.0	(3.33)	17.5	(2.12)	22.5	(3.54)	6.9	(1.75)
Black	158,200	(23,850)	86,000	(17,090)	72,200	(21,060)	32,600	(13,280)	39.1	(5.70)	21.3	(4.15)	17.9	(5.07)	8.1	(3.24)
Hispanic	188,100	(26,250)	104,200	(18,970)	83,800	(23,020)	26,400	(11,780)	32.4	(4.39)	17.9	(3.21)	14.4	(3.87)	4.5	(2.01)
Other	76,800	(16,070)	31,600	(10,010)	45,200	(16,020)	12,900	(7,900)	38.3	(7.77)	15.7	(4.92)	22.5	(7.75)	6.4	(3.90)
Urbanicity ⁴																
Urban	257,800	(31,300)	132,700	(21,650)	125,100	(29,250)	54,400	(17,850)	33.5	(3.94)	17.3	(2.77)	16.3	(3.69)	7.1	(2.29)
Suburban	590,800	(50,220)	277,900	(32,650)	312,900	(51,560)	88,300	(23,730)	41.8	(3.42)	19.7	(2.27)	22.2	(3.51)	6.3	(1.66)
Rural	142,600	(22,520)	60,200	(14,100)	82,400	(22,790)	27,200	(11,990)	33.7	(5.16)	14.2	(3.28)	19.5	(5.22)	6.4	(2.80)
Household income																
Less than \$15,000	158,900	(23,910)	66,400	(14,860)	92,500	(24,410)	53,400	(17,640)	71.5	(10.16)	29.9	(6.52)	41.6	(10.42)	24.0	(7.68)
\$15,000–29,999	142,500	(22,520)	63,300	(14,480)	79,200	(22,260)	25,200	(11,490)	43.7	(6.65)	19.4	(4.36)	24.3	(6.59)	7.7	(3.48)
\$30,000–49,999	201,200	(27,250)	86,800	(17,180)	114,400	(27,710)	39,000	(14,720)	47.3	(6.15)	20.4	(3.97)	26.9	(6.26)	9.2	(3.41)
\$50,000–74,999	152,500	(23,370)	81,500	(16,600)	71,000	(20,850)	17,500	(9,370)	42.8	(6.32)	22.9	(4.57)	19.9	(5.68)	4.9	(2.61)
\$75,000 or more	180,000	(25,610)	111,500	(19,680)	68,500	(20,420)	18,700	(9,730)	25.0	(3.48)	15.5	(2.70)	9.5	(2.79)	2.6	(1.35)
Not reported	156,100	(23,680)	61,400	(14,240)	94,800	(24,760)	16,100	(8,940)	28.0	(4.14)	11.0	(2.53)	17.0	(4.32)	2.9	(1.60)

—Not available.

†Not applicable.

!Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.

‡Reporting standards not met. There are too few cases for a reliable estimate.

¹Serious violent victimization is also included under all violent victimization.

²“At school” includes inside the school building, on school property, or on the way to and from school.

³Race categories exclude persons of Hispanic ethnicity. “Other” includes Asians, Pacific Islanders, American Indians/Alaska Natives, and persons of two or more races.

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

NOTE: “Serious violent victimization” includes the crimes of rape, sexual assault, robbery, and aggravated assault. “All violent victimization” includes serious violent crimes as well as simple assault. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Total victimization” includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding and missing data on student characteristics. The population size for students ages 12–18 was 26,052,400 in 2012.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2012. (This table was prepared August 2013.)

Table 3.1 Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2011

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9
Total	9.5 (0.35)	7.6 (0.35)	5.5 (0.31)	5.1 (0.24)	4.3 (0.31)	4.3 (0.30)	3.9 (0.28)	3.5 (0.28)
Sex								
Male.....	10.0 (0.46)	7.8 (0.46)	6.1 (0.41)	5.4 (0.33)	4.6 (0.42)	4.5 (0.43)	4.6 (0.40)	3.7 (0.35)
Female.....	9.0 (0.47)	7.3 (0.46)	4.9 (0.39)	4.8 (0.36)	3.9 (0.38)	4.0 (0.39)	3.2 (0.35)	3.4 (0.38)
Race/ethnicity¹								
White.....	9.8 (0.37)	7.5 (0.44)	5.8 (0.39)	5.4 (0.31)	4.7 (0.35)	4.3 (0.38)	3.9 (0.37)	3.6 (0.35)
Black.....	10.2 (1.04)	9.9 (0.85)	6.1 (0.78)	5.3 (0.80)	3.8 (0.80)	4.3 (0.83)	4.4 (0.74)	4.6 (0.89)
Hispanic.....	7.6 (0.90)	5.7 (0.77)	4.6 (0.64)	3.9 (0.50)	3.9 (0.70)	3.6 (0.54)	3.9 (0.75)	2.9 (0.47)
Asian.....	— (†)	— (†)	— (†)	— (†)	1.5 ! (0.68)	3.6 ! (1.38)	‡ (†)	2.5 ! (1.23)
Other.....	8.8 (1.54)	6.4 (1.28)	3.1 (0.91)	5.0 (1.08)	4.3 ! (2.00)	8.1 (2.01)	‡ (†)	3.7 ! (1.37)
Grade								
6th.....	9.6 (0.97)	8.0 (1.24)	5.9 (0.90)	3.8 (0.77)	4.6 (0.83)	4.1 (0.87)	3.7 (0.91)	3.8 (0.85)
7th.....	11.2 (0.81)	8.2 (0.81)	5.8 (0.66)	6.3 (0.74)	5.4 (0.71)	4.7 (0.69)	3.4 (0.70)	3.1 (0.61)
8th.....	10.5 (0.78)	7.6 (0.84)	4.3 (0.61)	5.2 (0.65)	3.6 (0.63)	4.4 (0.63)	3.8 (0.78)	3.8 (0.67)
9th.....	11.9 (0.88)	8.9 (0.79)	7.9 (0.81)	6.3 (0.70)	4.7 (0.69)	5.3 (0.75)	5.3 (0.85)	5.1 (0.83)
10th.....	9.1 (0.76)	8.0 (0.82)	6.5 (0.77)	4.8 (0.63)	4.3 (0.71)	4.4 (0.67)	4.2 (0.79)	3.0 (0.58)
11th.....	7.3 (0.74)	7.2 (0.88)	4.8 (0.62)	5.1 (0.68)	3.6 (0.51)	4.0 (0.75)	4.7 (0.88)	3.1 (0.65)
12th.....	6.1 (0.74)	4.8 (0.81)	2.9 (0.52)	3.6 (0.71)	3.8 (0.85)	2.7 (0.70)	2.0 (0.52)	2.9 (0.68)
Urbanicity²								
Urban.....	9.3 (0.64)	8.4 (0.69)	5.9 (0.58)	6.1 (0.58)	5.3 (0.65)	4.5 (0.58)	4.2 (0.56)	4.3 (0.56)
Suburban.....	10.3 (0.49)	7.6 (0.43)	5.7 (0.40)	4.8 (0.33)	4.2 (0.34)	4.1 (0.38)	4.0 (0.36)	3.3 (0.34)
Rural.....	8.3 (0.79)	6.4 (0.96)	4.7 (0.93)	4.7 (0.75)	2.8 (0.69)	4.4 (0.55)	3.1 (0.66)	2.8 (0.57)
Sector								
Public.....	9.8 (0.38)	7.9 (0.37)	5.7 (0.34)	5.2 (0.26)	4.4 (0.32)	4.6 (0.32)	4.1 (0.30)	3.7 (0.29)
Private.....	6.6 (0.90)	4.5 (0.80)	3.4 (0.72)	4.9 (0.79)	2.7 (0.77)	1.1 ! (0.50)	1.8 ! (0.76)	1.9 ! (0.68)
Theft	7.1 (0.29)	5.7 (0.32)	4.2 (0.24)	4.0 (0.21)	3.1 (0.27)	3.0 (0.23)	2.8 (0.23)	2.6 (0.23)
Sex								
Male.....	7.1 (0.38)	5.7 (0.41)	4.5 (0.34)	4.0 (0.27)	3.1 (0.34)	3.0 (0.34)	3.4 (0.36)	2.6 (0.29)
Female.....	7.1 (0.41)	5.7 (0.43)	3.8 (0.33)	4.1 (0.32)	3.2 (0.36)	3.0 (0.33)	2.1 (0.28)	2.6 (0.33)
Race/ethnicity¹								
White.....	7.4 (0.32)	5.8 (0.43)	4.2 (0.30)	4.3 (0.28)	3.4 (0.32)	3.1 (0.29)	2.9 (0.31)	2.5 (0.28)
Black.....	7.1 (0.85)	7.4 (0.77)	5.0 (0.68)	4.0 (0.66)	2.7 (0.65)	3.0 (0.70)	2.5 (0.61)	3.7 (0.78)
Hispanic.....	5.8 (0.78)	3.9 (0.61)	3.7 (0.69)	3.0 (0.41)	3.1 (0.64)	2.2 (0.47)	3.0 (0.63)	2.0 (0.41)
Asian.....	— (†)	— (†)	— (†)	— (†)	‡ (†)	3.2 ! (1.32)	‡ (†)	2.5 ! (1.23)
Other.....	6.5 (1.40)	4.4 (0.98)	2.9 (0.87)	4.4 (1.04)	‡ (†)	4.5 ! (1.57)	‡ (†)	2.8 ! (1.21)
Grade								
6th.....	5.4 (0.66)	5.2 (0.97)	4.0 (0.70)	2.2 (0.63)	2.8 (0.75)	2.7 (0.77)	1.3 ! (0.52)	2.7 (0.70)
7th.....	8.1 (0.71)	6.0 (0.73)	3.4 (0.51)	4.8 (0.67)	2.9 (0.50)	2.7 (0.54)	2.1 (0.57)	1.9 (0.44)
8th.....	7.9 (0.72)	5.9 (0.81)	3.3 (0.50)	4.1 (0.56)	2.4 (0.53)	2.5 (0.54)	2.0 (0.55)	2.0 (0.48)
9th.....	9.1 (0.77)	6.5 (0.71)	6.2 (0.76)	5.3 (0.62)	3.7 (0.61)	4.6 (0.70)	4.9 (0.80)	4.4 (0.78)
10th.....	7.7 (0.72)	6.5 (0.73)	5.7 (0.72)	3.7 (0.59)	3.8 (0.66)	3.6 (0.63)	3.5 (0.72)	2.1 (0.50)
11th.....	5.5 (0.66)	5.5 (0.67)	3.8 (0.57)	4.1 (0.64)	2.8 (0.45)	2.6 (0.61)	3.3 (0.74)	2.7 (0.58)
12th.....	4.6 (0.67)	4.0 (0.71)	2.3 (0.45)	3.1 (0.68)	3.5 (0.85)	1.9 (0.55)	1.5 (0.44)	2.4 (0.62)
Urbanicity²								
Urban.....	6.6 (0.51)	6.9 (0.59)	4.5 (0.52)	4.5 (0.47)	3.6 (0.51)	2.8 (0.48)	2.9 (0.45)	3.0 (0.45)
Suburban.....	7.6 (0.40)	5.4 (0.36)	4.3 (0.32)	3.8 (0.27)	3.2 (0.31)	3.0 (0.31)	2.8 (0.32)	2.5 (0.30)
Rural.....	6.8 (0.66)	5.0 (0.95)	3.4 (0.65)	3.9 (0.66)	2.2 ! (0.68)	3.2 (0.46)	2.3 (0.59)	2.0 (0.47)
Sector								
Public.....	7.3 (0.32)	5.9 (0.34)	4.4 (0.26)	4.0 (0.22)	3.3 (0.28)	3.2 (0.25)	2.9 (0.25)	2.7 (0.24)
Private.....	5.2 (0.74)	4.3 (0.78)	2.5 (0.67)	4.0 (0.77)	1.3 ! (0.48)	1.1 ! (0.50)	‡ (†)	1.2 ! (0.52)
Violent	3.0 (0.21)	2.3 (0.18)	1.8 (0.19)	1.3 (0.15)	1.2 (0.15)	1.6 (0.18)	1.4 (0.17)	1.1 (0.15)
Sex								
Male.....	3.5 (0.27)	2.5 (0.26)	2.1 (0.26)	1.8 (0.24)	1.6 (0.25)	1.7 (0.26)	1.6 (0.25)	1.2 (0.21)
Female.....	2.4 (0.25)	2.0 (0.22)	1.5 (0.24)	0.9 (0.16)	0.8 (0.15)	1.4 (0.23)	1.1 (0.21)	0.9 (0.17)
Race/ethnicity¹								
White.....	3.0 (0.23)	2.1 (0.22)	2.0 (0.24)	1.4 (0.18)	1.3 (0.20)	1.5 (0.22)	1.2 (0.21)	1.2 (0.17)
Black.....	3.4 (0.61)	3.5 (0.55)	1.3 ! (0.40)	1.6 (0.41)	1.3 ! (0.46)	1.6 ! (0.50)	2.3 (0.62)	1.1 ! (0.42)
Hispanic.....	2.7 (0.43)	1.9 (0.38)	1.5 (0.41)	1.1 (0.28)	0.9 (0.24)	1.4 (0.42)	1.3 ! (0.40)	1.0 (0.28)
Asian.....	— (†)	— (†)	— (†)	— (†)	‡ (†)	‡ (†)	# (†)	# (†)
Other.....	2.5 ! (0.87)	2.2 ! (0.81)	‡ (†)	‡ (†)	‡ (†)	4.5 ! (1.50)	‡ (†)	‡ (†)
Grade								
6th.....	5.1 (0.73)	3.8 (0.76)	2.6 (0.66)	1.9 (0.53)	1.9 (0.55)	1.5 ! (0.54)	2.6 ! (0.83)	1.3 ! (0.49)
7th.....	3.8 (0.54)	2.6 (0.43)	2.6 (0.47)	1.7 (0.43)	2.6 (0.53)	2.4 (0.50)	1.2 ! (0.42)	1.2 ! (0.41)
8th.....	3.1 (0.44)	2.4 (0.44)	1.3 (0.34)	1.5 (0.35)	1.4 (0.39)	2.1 (0.47)	2.0 (0.60)	2.1 (0.50)
9th.....	3.4 (0.50)	3.2 (0.47)	2.4 (0.46)	1.5 (0.31)	1.0 (0.29)	1.2 ! (0.37)	0.9 ! (0.37)	1.1 ! (0.35)
10th.....	2.1 (0.36)	1.7 (0.39)	1.2 (0.31)	1.4 (0.36)	0.5 ! (0.24)	1.2 ! (0.39)	1.0 ! (0.37)	0.9 ! (0.34)
11th.....	1.9 (0.40)	1.8 ! (0.58)	1.6 (0.39)	1.0 ! (0.33)	0.7 ! (0.31)	1.5 ! (0.46)	1.5 ! (0.51)	‡ (†)
12th.....	1.9 (0.41)	0.8 ! (0.31)	0.9 ! (0.31)	0.5 ! (0.26)	‡ (†)	0.8 ! (0.35)	‡ (†)	‡ (†)
Urbanicity²								
Urban.....	3.3 (0.40)	2.3 (0.38)	1.7 (0.29)	1.8 (0.32)	1.8 (0.34)	2.0 (0.35)	1.8 (0.41)	1.4 (0.31)
Suburban.....	3.5 (0.30)	2.4 (0.26)	1.7 (0.20)	1.2 (0.19)	1.1 (0.18)	1.3 (0.23)	1.3 (0.23)	0.9 (0.16)
Rural.....	1.8 (0.31)	1.9 (0.50)	2.0 ! (0.64)	0.9 ! (0.31)	0.6 ! (0.26)	1.7 (0.36)	0.8 ! (0.32)	1.0 ! (0.31)
Sector								
Public.....	3.1 (0.22)	2.5 (0.20)	1.9 (0.20)	1.4 (0.15)	1.2 (0.15)	1.7 (0.20)	1.4 (0.19)	1.1 (0.15)
Private.....	1.7 (0.45)	‡ (†)	1.0 ! (0.32)	0.9 ! (0.39)	1.4 ! (0.60)	‡ (†)	‡ (†)	‡ (†)

See notes at end of table.

Table 3.1 Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2011—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		1999		2001		2003		2005		2007		2009		2011	
1	2		3		4		5		6		7		8		9	
Serious violent³	0.7	(0.09)	0.5	(0.09)	0.4	(0.08)	0.2	(0.06)	0.3	(0.07)	0.4	(0.08)	0.3	(0.09)	0.1 !	(0.05)
Sex																
Male	0.9	(0.14)	0.6	(0.12)	0.5	(0.11)	0.3 !	(0.10)	0.3 !	(0.10)	0.5 !	(0.14)	0.6	(0.16)	0.2 !	(0.08)
Female	0.4	(0.10)	0.5	(0.12)	0.4 !	(0.12)	‡	(†)	0.3	(0.07)	0.2 !	(0.08)	‡	(†)	‡	(†)
Race/ethnicity¹																
White	0.6	(0.09)	0.4	(0.09)	0.4	(0.08)	0.2 !	(0.06)	0.3 !	(0.09)	0.2 !	(0.08)	0.3 !	(0.10)	0.2 !	(0.07)
Black	1.0 !	(0.31)	1.2	(0.33)	0.5 !	(0.25)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Hispanic	0.9 !	(0.30)	0.6 !	(0.22)	0.8 !	(0.33)	0.4 !	(0.18)	0.4 !	(0.16)	0.8 !	(0.32)	‡	(†)	‡	(†)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	#	(†)	#	(†)
Other	‡	(†)	#	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	#	(†)
Grade																
6th	1.5	(0.42)	1.3 !	(0.40)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
7th	0.9	(0.24)	0.9 !	(0.27)	0.6 !	(0.24)	‡	(†)	‡	(†)	0.4 !	(0.20)	‡	(†)	0.5 !	(0.23)
8th	0.8 !	(0.23)	0.5 !	(0.22)	0.3 !	(0.14)	0.3 !	(0.15)	‡	(†)	‡	(†)	‡	(†)	#	(†)
9th	0.7	(0.21)	0.6 !	(0.18)	0.8 !	(0.31)	0.6 !	(0.21)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
10th	0.4 !	(0.17)	‡	(†)	0.4 !	(0.18)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)
11th	0.4 !	(0.16)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.6 !	(0.27)	‡	(†)	#	(†)
12th	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)
Urbanicity²																
Urban	1.3	(0.24)	0.7	(0.19)	0.5	(0.15)	0.4 !	(0.14)	0.4 !	(0.17)	0.7 !	(0.23)	0.6 !	(0.22)	‡	(†)
Suburban	0.6	(0.12)	0.5	(0.11)	0.4	(0.09)	0.1 !	(0.05)	0.3 !	(0.08)	0.2 !	(0.09)	0.3 !	(0.11)	‡	(†)
Rural	0.3 !	(0.10)	0.4 !	(0.18)	0.5 !	(0.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Sector																
Public	0.7	(0.10)	0.6	(0.10)	0.5	(0.09)	0.2	(0.06)	0.3	(0.06)	0.4	(0.09)	0.4	(0.10)	0.1 !	(0.06)
Private	‡	(†)	#	(†)	#	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)

—Not available.

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons reporting that they are of two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

²Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

³Serious violent victimization is also included in violent victimization.

NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization rows, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2011. (This table was prepared September 2013.)

Table 4.1 Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics and number of times threatened or injured: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Number of times and year	Total	Sex		Race/ethnicity ¹							Grade			
		Male	Female	White	Black	Hispanic	Asian ²	American Indian/ Alaska Native	Pacific Islander ²	Two or more races ²	9th grade	10th grade	11th grade	12th grade
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
At least once														
1993	7.3 (0.44)	9.2 (0.64)	5.4 (0.40)	6.3 (0.58)	11.2 (0.95)	8.6 (0.83)	— (†)	11.7 (2.50)	— (†)	— (†)	9.4 (0.92)	7.3 (0.59)	7.3 (0.64)	5.5 (0.62)
1995	8.4 (0.52)	10.9 (0.57)	5.8 (0.68)	7.0 (0.53)	11.0 (1.61)	12.4 (1.44)	— (†)	11.4 ! (4.22)	— (†)	— (†)	9.6 (0.96)	9.6 (1.03)	7.7 (0.64)	6.7 (0.57)
1997	7.4 (0.45)	10.2 (0.71)	4.0 (0.32)	6.2 (0.56)	9.9 (0.91)	9.0 (0.63)	— (†)	12.5 ! (5.15)	— (†)	— (†)	10.1 (1.02)	7.9 (1.14)	5.9 (0.70)	5.8 (0.80)
1999	7.7 (0.42)	9.5 (0.80)	5.8 (0.64)	6.6 (0.35)	7.6 (0.85)	9.8 (1.09)	7.7 (1.05)	13.2 ! (5.45)	15.6 (4.46)	9.3 (1.22)	10.5 (0.95)	8.2 (0.92)	6.1 (0.46)	5.1 (0.79)
2001	8.9 (0.55)	11.5 (0.66)	6.5 (0.52)	8.5 (0.66)	9.3 (0.71)	8.9 (1.05)	11.3 (2.73)	15.2 ! (4.57)	24.8 (7.16)	10.3 (2.33)	12.7 (0.89)	9.1 (0.75)	6.9 (0.65)	5.3 (0.52)
2003	9.2 (0.75)	11.6 (0.96)	6.5 (0.61)	7.8 (0.77)	10.9 (0.80)	9.4 (1.23)	11.5 (2.66)	22.1 (4.79)	16.3 (4.31)	18.7 (3.11)	12.1 (1.25)	9.2 (1.02)	7.3 (0.69)	6.3 (0.92)
2005	7.9 (0.35)	9.7 (0.42)	6.1 (0.41)	7.2 (0.46)	8.1 (0.69)	9.8 (0.86)	4.6 (1.10)	9.8 (2.67)	14.5 ! (4.93)	10.7 (2.33)	10.5 (0.63)	8.8 (0.72)	5.5 (0.43)	5.8 (0.52)
2007	7.8 (0.44)	10.2 (0.59)	5.4 (0.41)	6.9 (0.52)	9.7 (0.86)	8.7 (0.60)	7.6 ! (2.29)	5.9 (1.24)	8.1 ! (2.45)	13.3 (2.25)	9.2 (0.69)	8.4 (0.51)	6.8 (0.57)	6.3 (0.64)
2009	7.7 (0.37)	9.6 (0.59)	5.5 (0.37)	6.4 (0.43)	9.4 (0.80)	9.1 (0.61)	5.5 (0.91)	16.5 (2.68)	12.5 (3.11)	9.2 (1.50)	8.7 (0.53)	8.4 (0.72)	7.9 (0.60)	5.2 (0.53)
2011	7.4 (0.31)	9.5 (0.39)	5.2 (0.37)	6.1 (0.35)	8.9 (0.64)	9.2 (0.81)	7.0 (0.99)	8.2 (1.52)	11.3 (3.23)	9.9 (1.35)	8.3 (0.63)	7.7 (0.58)	7.3 (0.61)	5.9 (0.45)
Number of times, 2011														
0 times	92.6 (0.31)	90.5 (0.39)	94.8 (0.37)	93.9 (0.35)	91.1 (0.64)	90.8 (0.81)	93.0 (0.99)	91.8 (1.52)	88.7 (3.23)	90.1 (1.35)	91.7 (0.63)	92.3 (0.58)	92.7 (0.61)	94.1 (0.45)
1 time	3.1 (0.17)	3.6 (0.26)	2.5 (0.22)	2.9 (0.25)	3.6 (0.40)	3.1 (0.32)	2.7 ! (0.88)	3.7 (0.92)	2.5 ! (1.10)	3.9 (1.08)	4.1 (0.53)	2.5 (0.36)	3.0 (0.33)	2.5 (0.28)
2 or 3 times	1.9 (0.15)	2.6 (0.25)	1.3 (0.18)	1.5 (0.17)	2.3 (0.35)	2.8 (0.35)	2.0 ! (0.64)	2.8 (0.60)	† (†)	2.3 (0.67)	2.1 (0.24)	2.5 (0.33)	1.8 (0.29)	1.3 (0.21)
4 to 11 times	1.4 (0.13)	1.8 (0.20)	1.0 (0.15)	1.1 (0.15)	1.9 (0.39)	1.9 (0.37)	† (†)	† (†)	† (†)	0.8 ! (0.34)	1.2 (0.24)	1.7 (0.24)	1.3 (0.24)	1.2 (0.22)
12 or more times	1.0 (0.12)	1.5 (0.19)	0.4 (0.09)	0.7 (0.10)	1.1 (0.23)	1.4 (0.32)	† (†)	† (†)	† (†)	2.8 ! (0.96)	0.9 (0.20)	0.9 (0.22)	1.2 (0.24)	0.8 (0.21)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Race categories exclude persons of Hispanic ethnicity.

²Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

NOTE: "On school property" was not defined for survey respondents. "Weapon" was defined as a gun, knife, or club for survey respondents. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 4.2 Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011	
1	2		3		4		5		6	
United States¹	9.2	(0.75)	7.9	(0.35)	7.8	(0.44)	7.7	(0.37)	7.4	(0.31)
Alabama	7.2	(0.91)	10.6	(0.86)	—	(†)	10.4	(1.56)	7.6	(1.20)
Alaska	8.1	(1.01)	—	(†)	7.7	(0.88)	7.3	(0.90)	5.6	(0.70)
Arizona	9.7	(1.10)	10.7	(0.55)	11.2	(0.79)	9.3	(0.92)	10.4	(0.74)
Arkansas	—	(†)	9.6	(1.06)	9.1	(1.03)	11.9	(1.38)	6.3	(0.85)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	—	(†)	7.6	(0.75)	—	(†)	8.0	(0.74)	6.7	(0.80)
Connecticut	—	(†)	9.1	(0.91)	7.7	(0.59)	7.0	(0.62)	6.8	(0.71)
Delaware	7.7	(0.60)	6.2	(0.63)	5.6	(0.50)	7.8	(0.63)	6.4	(0.62)
District of Columbia	12.7	(1.42)	12.1	(0.78)	11.3	(0.98)	—	(†)	8.7	(0.92)
Florida	8.4	(0.44)	7.9	(0.45)	8.6	(0.57)	8.2	(0.39)	7.2	(0.31)
Georgia	8.2	(0.75)	8.3	(2.08)	8.1	(0.81)	8.2	(0.83)	11.7	(2.08)
Hawaii	—	(†)	6.8	(0.87)	6.4	(1.10)	7.7	(1.03)	6.3	(0.62)
Idaho	9.4	(0.82)	8.3	(0.59)	10.2	(1.07)	7.9	(0.62)	7.3	(0.99)
Illinois	—	(†)	—	(†)	7.8	(0.69)	8.8	(0.86)	7.6	(0.48)
Indiana	6.7	(0.91)	8.8	(0.96)	9.6	(0.68)	6.5	(0.66)	6.8	(1.14)
Iowa	—	(†)	7.8	(1.02)	7.1	(0.86)	—	(†)	6.3	(0.85)
Kansas	—	(†)	7.4	(0.82)	8.6	(1.12)	6.2	(0.62)	5.6	(0.68)
Kentucky	5.2	(0.72)	8.0	(0.75)	8.3	(0.53)	7.9	(1.00)	7.4	(0.98)
Louisiana	—	(†)	—	(†)	—	(†)	9.5	(1.29)	8.7	(1.18)
Maine	8.5	(0.78)	7.1	(0.68)	6.8	(0.84)	7.7	(0.32)	6.8	(0.26)
Maryland	—	(†)	11.7	(1.30)	9.6	(0.86)	9.1	(0.75)	8.4	(0.67)
Massachusetts	6.3	(0.54)	5.4	(0.44)	5.3	(0.47)	7.0	(0.58)	6.8	(0.67)
Michigan	9.7	(0.57)	8.6	(0.81)	8.1	(0.77)	9.4	(0.63)	6.8	(0.50)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	6.6	(0.82)	—	(†)	8.3	(0.59)	8.0	(0.69)	7.5	(0.63)
Missouri	7.5	(0.93)	9.1	(1.19)	9.3	(1.03)	7.8	(0.76)	—	(†)
Montana	7.1	(0.46)	8.0	(0.64)	7.0	(0.51)	7.4	(0.99)	7.5	(0.53)
Nebraska	8.8	(0.80)	9.7	(0.68)	—	(†)	—	(†)	6.4	(0.54)
Nevada	6.0	(0.65)	8.1	(0.96)	7.8	(0.70)	10.7	(0.84)	—	(†)
New Hampshire	7.5	(0.98)	8.6	(0.91)	7.3	(0.69)	—	(†)	—	(†)
New Jersey	—	(†)	8.0	(1.07)	—	(†)	6.6	(0.75)	5.7	(0.51)
New Mexico	—	(†)	10.4	(0.96)	10.1	(0.68)	—	(†)	—	(†)
New York	7.2	(0.44)	7.2	(0.47)	7.3	(0.57)	7.5	(0.55)	7.3	(0.60)
North Carolina	7.2	(0.74)	7.9	(0.92)	6.6	(0.62)	6.8	(0.61)	9.1	(0.95)
North Dakota	5.9	(0.89)	6.6	(0.58)	5.2	(0.59)	—	(†)	—	(†)
Ohio ¹	7.7	(1.30)	8.2	(0.67)	8.3	(0.77)	—	(†)	—	(†)
Oklahoma	7.4	(1.10)	6.0	(0.65)	7.0	(0.72)	5.8	(0.66)	5.7	(0.88)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	5.6	(0.73)	—	(†)
Rhode Island	8.2	(0.84)	8.7	(0.87)	8.3	(0.42)	6.5	(0.65)	—	(†)
South Carolina	—	(†)	10.1	(0.93)	9.8	(0.85)	8.8	(1.48)	9.2	(0.92)
South Dakota ¹	6.5	(0.71)	8.1	(1.04)	5.9	(0.87)	6.8	(0.87)	6.1	(0.77)
Tennessee	8.4	(1.17)	7.4	(0.79)	7.3	(0.76)	7.0	(0.71)	5.8	(0.52)
Texas	—	(†)	9.3	(0.84)	8.7	(0.52)	7.2	(0.52)	6.8	(0.40)
Utah	7.3	(1.44)	9.8	(1.32)	11.4	(1.92)	7.7	(0.88)	7.0	(0.98)
Vermont	7.3	(0.20)	6.3	(0.46)	6.2	(0.56)	6.0	(0.30)	5.5	(0.37)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	7.0	(0.86)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	8.5	(1.26)	8.0	(0.78)	9.7	(0.77)	9.2	(0.77)	6.6	(0.93)
Wisconsin	5.5	(0.70)	7.6	(0.73)	5.6	(0.66)	6.7	(0.75)	5.1	(0.48)
Wyoming	9.7	(1.00)	7.8	(0.67)	8.3	(0.67)	9.4	(0.58)	7.3	(0.58)

—Not available.

†Not applicable.

¹Data include both public and private schools.

NOTE: "On school property" was not defined for survey respondents. "Weapon" was defined as a gun, knife, or club for survey respondents. State-level data include public schools only,

with the exception of data for Ohio and South Dakota. Data for the United States total, Ohio, and South Dakota include both public and private schools.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 5.1 Number and percentage of public and private school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher and school characteristics: Selected years, 1993–94 through 2011–12

[Standard errors appear in parentheses]

Year	Total	Sex		Race/ethnicity				Instructional level ¹		Control of school	
		Male	Female	White	Black	Hispanic	Other ²	Elementary	Secondary	Public ³	Private
1	2	3	4	5	6	7	8	9	10	11	12
Number of teachers											
Threatened with injury											
1993–94.....	342,700 (7,140)	115,900 (3,870)	226,800 (5,570)	295,700 (6,320)	23,900 (1,380)	15,900 (1,850)	7,300 (680)	135,200 (4,520)	207,500 (5,380)	326,800 (7,040)	15,900 (1,130)
1999–2000.....	304,900 (7,090)	95,100 (3,610)	209,800 (5,490)	252,500 (5,670)	28,300 (2,150)	17,200 (1,980)	7,000 (850)	148,100 (5,560)	156,900 (4,360)	287,400 (7,060)	17,500 (1,700)
2003–04.....	252,800 (8,750)	78,400 (3,930)	174,400 (7,260)	198,900 (6,980)	32,500 (3,050)	12,400 (1,810)	9,000 (1,250)	113,600 (7,240)	139,200 (5,280)	242,100 (7,840)	10,700 (1,780)
2007–08.....	289,900 (10,660)	88,300 (5,970)	201,600 (8,140)	234,700 (8,850)	28,700 (3,080)	17,900 (3,230)	8,600 (1,630)	130,000 (7,720)	160,000 (7,220)	276,600 (10,570)	13,300 (1,460)
2011–12.....	352,900 (17,080)	84,500 (5,220)	268,400 (15,450)	279,900 (13,300)	34,200 (4,380)	27,100 (4,660)	11,800 (2,200)	189,800 (13,430)	163,200 (7,520)	338,400 (17,290)	14,500 (1,450)
Physically attacked											
1993–94.....	121,100 (3,950)	30,800 (1,770)	90,300 (3,900)	104,300 (4,020)	7,700 (860)	6,200 (1,290)	2,800 (450)	77,300 (3,240)	43,800 (1,980)	112,400 (3,730)	8,700 (860)
1999–2000.....	134,800 (4,820)	30,600 (1,990)	104,200 (4,390)	111,700 (3,810)	11,600 (1,540)	8,800 (1,660)	2,600 (460)	102,200 (4,360)	32,600 (2,270)	125,000 (4,630)	9,800 (1,070)
2003–04.....	129,200 (7,810)	23,600 (2,610)	105,700 (6,460)	102,200 (5,920)	15,100 (2,300)	7,000 (1,860)	5,000 (1,110)	89,800 (6,680)	39,400 (3,410)	121,400 (7,180)	7,800 (1,450)
2007–08.....	156,000 (8,090)	34,900 (4,760)	121,100 (6,120)	132,300 (6,860)	12,300 (2,350)	8,200 (2,040)	3,200 ! (1,250)	114,700 (7,220)	41,300 (3,220)	146,400 (8,200)	9,600 (1,170)
2011–12.....	209,800 (11,880)	32,500 (3,330)	177,300 (11,310)	171,300 (10,950)	18,800 (3,580)	11,800 (2,890)	7,900 (1,990)	160,700 (10,210)	49,100 (4,310)	197,400 (11,730)	12,400 (1,490)
Percent of teachers											
Threatened with injury											
1993–94.....	11.7 (0.23)	14.7 (0.40)	10.5 (0.25)	11.5 (0.24)	11.9 (0.61)	13.1 (1.32)	13.4 (1.08)	8.7 (0.30)	15.0 (0.28)	12.8 (0.26)	4.2 (0.29)
1999–2000.....	8.8 (0.20)	11.0 (0.38)	8.1 (0.20)	8.6 (0.19)	11.6 (0.84)	9.1 (1.01)	8.3 (0.98)	8.0 (0.29)	9.9 (0.26)	9.6 (0.22)	3.9 (0.35)
2003–04.....	6.8 (0.24)	8.5 (0.39)	6.2 (0.27)	6.4 (0.24)	11.8 (0.96)	5.5 (0.82)	8.7 (1.25)	5.7 (0.37)	8.0 (0.27)	7.4 (0.24)	2.3 (0.40)
2007–08.....	7.4 (0.26)	9.3 (0.59)	6.8 (0.27)	7.2 (0.26)	11.1 (0.93)	6.7 (1.19)	7.6 (1.36)	6.6 (0.38)	8.4 (0.36)	8.1 (0.30)	2.7 (0.30)
2011–12.....	9.2 (0.42)	9.2 (0.49)	9.2 (0.50)	8.8 (0.40)	13.8 (1.72)	9.4 (1.54)	9.1 (1.54)	9.6 (0.67)	8.7 (0.34)	10.0 (0.48)	3.1 (0.32)
Physically attacked											
1993–94.....	4.1 (0.13)	3.9 (0.21)	4.2 (0.18)	4.1 (0.16)	3.9 (0.40)	5.2 (0.99)	5.2 (0.76)	5.0 (0.20)	3.2 (0.14)	4.4 (0.14)	2.3 (0.23)
1999–2000.....	3.9 (0.14)	3.5 (0.22)	4.0 (0.17)	3.8 (0.13)	4.8 (0.59)	4.6 (0.83)	3.1 (0.54)	5.5 (0.23)	2.1 (0.14)	4.2 (0.15)	2.2 (0.22)
2003–04.....	3.5 (0.21)	2.6 (0.27)	3.8 (0.24)	3.3 (0.20)	5.5 (0.78)	3.1 (0.85)	4.8 (1.10)	4.5 (0.35)	2.3 (0.19)	3.7 (0.22)	1.7 (0.32)
2007–08.....	4.0 (0.21)	3.7 (0.49)	4.1 (0.21)	4.1 (0.22)	4.7 (0.89)	3.1 (0.73)	2.8 ! (0.97)	5.8 (0.38)	2.2 (0.16)	4.3 (0.24)	2.0 (0.24)
2011–12.....	5.4 (0.30)	3.5 (0.35)	6.0 (0.37)	5.4 (0.33)	7.6 (1.41)	4.1 (0.96)	6.1 (1.43)	8.2 (0.50)	2.6 (0.21)	5.8 (0.33)	2.7 (0.33)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

²Includes American Indians/Alaska Natives, Asians, and Pacific Islanders; for 2003–04 and later years, also includes persons of two or more races.

³Includes traditional public and public charter schools.

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. Race categories exclude persons of Hispanic ethnicity. Please see the glossary for a more detailed definition. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

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, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 6.1 Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools				2009–10		
	1999–2000	2003–04	2005–06	2007–08	Percent of schools	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8
Recorded incidents							
Total	86.4 (1.23)	88.5 (0.85)	85.7 (1.07)	85.5 (0.87)	85.0 (1.07)	1,876,900 (50,900)	39.6 (1.04)
Violent incidents	71.4 (1.37)	81.4 (1.05)	77.7 (1.11)	75.5 (1.09)	73.8 (1.07)	1,183,700 (44,390)	25.0 (0.91)
Serious violent incidents	19.7 (0.98)	18.3 (0.99)	17.1 (0.91)	17.2 (1.06)	16.4 (0.94)	52,500 (5,510)	1.1 (0.12)
Rape or attempted rape	0.7 (0.10)	0.8 (0.17)	0.3 (0.07)	0.8 (0.17)	0.5 (0.10)	600 (120)	# (†)
Sexual battery other than rape	2.5 (0.33)	3.0 (0.32)	2.8 (0.24)	2.5 (0.33)	2.3 (0.34)	3,600 (640)	0.1 (0.01)
Physical attack or fight with a weapon	5.2 (0.60)	4.0 (0.46)	3.0 (0.38)	3.0 (0.33)	3.9 (0.48)	14,300 (3,560)	0.3 (0.08)
Threat of physical attack with a weapon	11.1 (0.70)	8.6 (0.71)	8.8 (0.66)	9.3 (0.77)	7.7 (0.72)	19,200 (2,910)	0.4 (0.06)
Robbery with a weapon	0.5 (0.15)	0.6 (0.15)	0.4 (0.12)	0.4 (0.14)	0.2 (0.05)	400 (160)	# (†)
Robbery without a weapon	5.3 (0.56)	6.3 (0.60)	6.4 (0.59)	5.2 (0.56)	4.4 (0.49)	14,300 (1,930)	0.3 (0.04)
Physical attack or fight without a weapon	63.7 (1.52)	76.7 (1.21)	74.3 (1.20)	72.7 (1.07)	70.5 (1.11)	725,300 (27,810)	15.3 (0.58)
Threat of physical attack without a weapon	52.2 (1.47)	53.0 (1.34)	52.2 (1.27)	47.8 (1.19)	46.4 (1.33)	405,900 (22,990)	8.6 (0.47)
Theft¹	45.6 (1.37)	46.0 (1.29)	46.0 (1.29)	47.3 (1.29)	44.1 (1.12)	258,500 (8,570)	5.5 (0.18)
Other incidents²	72.7 (1.30)	64.0 (1.27)	68.2 (1.07)	67.4 (1.13)	68.1 (1.12)	434,700 (11,100)	9.2 (0.23)
Possession of a firearm/explosive device	5.5 (0.44)	6.1 (0.49)	7.2 (0.60)	4.7 (0.38)	4.7 (0.52)	5,000 (550)	0.1 (0.01)
Possession of a knife or sharp object	42.6 (1.28)	— (†)	42.8 (1.23)	40.6 (1.10)	39.7 (1.06)	72,300 (2,560)	1.5 (0.05)
Distribution of illegal drugs ³	12.3 (0.50)	12.9 (0.55)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ³	26.6 (0.72)	29.3 (0.87)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁴	— (†)	— (†)	25.9 (0.68)	23.2 (0.68)	24.6 (0.57)	115,900 (4,690)	2.4 (0.10)
Inappropriate distribution, possession, or use of prescription drugs ⁵	— (†)	— (†)	— (†)	— (†)	12.1 (0.47)	29,300 (1,880)	0.6 (0.04)
Distribution, possession, or use of alcohol ⁴	— (†)	— (†)	16.2 (0.68)	14.9 (0.57)	14.1 (0.50)	40,700 (1,790)	0.9 (0.04)
Sexual harassment	36.3 (1.26)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	51.4 (1.61)	51.4 (1.17)	50.5 (1.17)	49.3 (1.16)	45.8 (1.12)	171,500 (7,260)	3.6 (0.15)
Reported incidents to police							
Total	62.5 (1.37)	65.2 (1.35)	60.9 (1.15)	62.0 (1.24)	60.0 (1.58)	689,100 (19,240)	14.6 (0.41)
Violent incidents	36.0 (1.26)	43.6 (1.15)	37.7 (1.09)	37.8 (1.16)	39.9 (1.13)	303,900 (13,310)	6.4 (0.28)
Serious violent incidents	14.8 (0.82)	13.3 (0.88)	12.6 (0.70)	12.6 (0.86)	10.4 (0.62)	23,500 (2,320)	0.5 (0.05)
Rape or attempted rape	0.6 (0.10)	0.8 (0.17)	0.3 (0.07)	0.8 (0.17)	0.5 (0.10)	500 (120)	# (†)
Sexual battery other than rape	2.3 (0.34)	2.6 (0.28)	2.6 (0.26)	2.1 (0.29)	1.4 (0.20)	2,200 (360)	# (†)
Physical attack or fight with a weapon	3.9 (0.50)	2.8 (0.38)	2.2 (0.27)	2.1 (0.27)	2.2 (0.32)	4,400 (1,140)	0.1 (0.02)
Threat of physical attack with a weapon	8.5 (0.59)	6.0 (0.55)	5.9 (0.49)	5.7 (0.59)	4.5 (0.43)	7,400 (960)	0.2 (0.02)
Robbery with a weapon	0.3 (0.09)	0.6 (0.15)	0.4 (0.12)	0.4 (0.14)	0.2 (0.05)	400 (160)	# (†)
Robbery without a weapon	3.4 (0.41)	4.2 (0.51)	4.9 (0.48)	4.1 (0.42)	3.5 (0.40)	8,500 (1,190)	0.2 (0.03)
Physical attack or fight without a weapon	25.8 (0.91)	35.6 (0.98)	29.2 (1.00)	28.2 (0.90)	34.3 (0.90)	194,200 (11,810)	4.1 (0.25)
Threat of physical attack without a weapon	18.9 (0.94)	21.0 (0.82)	19.7 (0.69)	19.5 (0.76)	15.2 (0.79)	86,200 (4,940)	1.8 (0.11)
Theft¹	28.5 (1.04)	30.5 (1.17)	27.9 (0.97)	31.0 (1.12)	25.4 (1.01)	122,800 (4,180)	2.6 (0.09)
Other incidents²	52.0 (1.14)	50.0 (1.18)	50.6 (1.00)	48.7 (1.17)	46.3 (1.23)	262,400 (8,260)	5.5 (0.17)
Possession of a firearm/explosive device	4.5 (0.41)	4.9 (0.44)	5.5 (0.51)	3.6 (0.32)	3.1 (0.39)	3,400 (470)	0.1 (0.01)
Possession of a knife or sharp object	23.0 (0.84)	— (†)	25.0 (1.00)	23.3 (0.69)	20.0 (0.88)	37,400 (2,020)	0.8 (0.04)
Distribution of illegal drugs ³	11.4 (0.48)	12.4 (0.57)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ³	22.2 (0.67)	26.0 (0.76)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁴	— (†)	— (†)	22.8 (0.62)	20.7 (0.60)	21.4 (0.57)	94,200 (3,520)	2.0 (0.07)
Inappropriate distribution, possession, or use of prescription drugs ⁵	— (†)	— (†)	— (†)	— (†)	9.6 (0.42)	24,900 (1,860)	0.5 (0.04)
Distribution, possession, or use of alcohol ⁴	— (†)	— (†)	11.6 (0.61)	10.6 (0.55)	10.0 (0.41)	28,000 (1,460)	0.6 (0.03)
Sexual harassment	14.7 (0.78)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	32.7 (1.10)	34.3 (1.06)	31.9 (1.02)	30.8 (1.18)	26.8 (1.09)	74,500 (4,310)	1.6 (0.09)

—Not available.

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

²Caution should be used when making direct comparisons of “Other incidents” between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 3, 4, and 5.

³The survey items “Distribution of illegal drugs” and “Possession or use of alcohol or illegal drugs” appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the questionnaires for later years.

⁴The survey items “Distribution, possession, or use of illegal drugs” and “Distribution, possession, or use of alcohol” appear only on the questionnaires for 2005–06 and later years.

⁵The 2009–10 questionnaire was the first to include the survey item “Inappropriate distribution, possession, or use of prescription drugs.” NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined 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, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

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

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents									Theft ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students			
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students									
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Total	82,800 (460)	73.8 (1.07)	1,183,700 (44,390)	25.0 (0.91)	16.4 (0.94)	52,500 (5,510)	1.1 (0.12)	44.1 (1.31)	258,500 (8,570)	5.5 (0.18)	68.1 (1.12)	434,700 (11,100)	9.2 (0.23)			
School level⁵																
Primary	48,900 (340)	64.4 (1.63)	482,100 (37,320)	21.3 (1.64)	13.0 (1.42)	21,900 (3,780)	1.0 (0.17)	25.7 (1.82)	41,700 (5,680)	1.8 (0.25)	57.3 (1.72)	101,900 (6,420)	4.5 (0.28)			
Middle	15,300 (100)	90.5 (1.10)	375,200 (19,310)	40.0 (2.04)	18.9 (1.46)	13,600 (2,360)	1.5 (0.25)	65.2 (1.48)	69,000 (4,760)	7.4 (0.51)	81.9 (1.25)	104,000 (4,400)	11.1 (0.47)			
High school	12,200 (70)	90.9 (1.21)	264,400 (12,910)	21.4 (1.05)	27.6 (1.35)	13,500 (1,690)	1.1 (0.14)	82.6 (1.35)	125,000 (5,090)	10.1 (0.43)	92.2 (1.10)	200,000 (7,680)	16.2 (0.61)			
Combined	6,400 (200)	73.7 (5.33)	62,000 (7,570)	20.8 (2.21)	15.5 (3.72)	† (†)	† (†)	60.5 (5.79)	22,700 (2,940)	7.6 (1.00)	72.5 (4.65)	28,800 (3,670)	9.7 (1.22)			
Enrollment size																
Less than 300	18,900 (400)	62.8 (3.25)	111,300 (17,230)	27.2 (4.08)	10.4 (2.11)	6,100 † (2,100)	1.5 † (0.51)	30.7 (3.35)	21,400 (3,230)	5.2 (0.73)	55.3 (2.97)	36,600 (3,280)	8.9 (0.87)			
300–499	25,200 (180)	71.3 (2.34)	274,400 (25,110)	26.5 (2.44)	15.7 (2.14)	14,200 (3,560)	1.4 (0.35)	36.4 (2.52)	40,900 (6,320)	3.9 (0.62)	63.3 (2.47)	71,100 (5,340)	6.9 (0.53)			
500–999	29,800 (100)	76.4 (1.75)	487,900 (35,630)	25.0 (1.78)	15.9 (1.42)	16,400 (2,420)	0.8 (0.12)	46.7 (1.74)	81,800 (5,460)	4.2 (0.29)	72.5 (1.80)	134,600 (6,650)	6.9 (0.34)			
1,000 or more	8,900 (60)	95.4 (1.22)	310,100 (16,110)	23.2 (1.19)	32.8 (1.61)	15,700 (2,080)	1.2 (0.15)	84.9 (1.80)	114,500 (4,400)	8.6 (0.36)	94.3 (1.32)	192,500 (8,590)	14.4 (0.67)			
Locale																
City	21,500 (190)	74.9 (2.12)	396,300 (27,430)	28.8 (2.11)	21.7 (2.12)	17,400 (2,830)	1.3 (0.21)	47.6 (2.70)	85,400 (7,030)	6.2 (0.53)	73.5 (2.39)	160,200 (9,170)	11.7 (0.63)			
Suburban	23,800 (240)	73.5 (2.21)	371,000 (33,010)	22.4 (1.92)	15.5 (1.80)	16,200 (3,070)	1.0 (0.18)	43.1 (1.97)	81,000 (3,980)	4.9 (0.22)	66.1 (2.23)	133,200 (6,380)	8.0 (0.32)			
Town	12,100 (110)	80.3 (3.14)	166,300 (21,190)	28.2 (3.36)	15.6 (2.33)	6,300 (1,390)	1.1 (0.23)	46.2 (3.22)	33,400 (3,310)	5.7 (0.52)	74.1 (2.97)	55,100 (3,990)	9.3 (0.66)			
Rural	25,300 (300)	70.2 (1.91)	250,100 (15,910)	22.5 (1.49)	13.2 (1.51)	12,600 (2,920)	1.1 (0.26)	41.1 (2.51)	58,700 (4,560)	5.3 (0.41)	62.6 (2.62)	86,200 (4,490)	7.8 (0.42)			
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																
Less than 5 percent	11,700 (980)	69.6 (3.33)	108,500 (20,340)	23.3 (3.62)	12.6 (2.52)	5,400 † (2,090)	1.2 † (0.44)	40.8 (3.33)	22,700 (2,450)	4.9 (0.42)	59.0 (3.65)	34,200 (3,820)	7.4 (0.56)			
5 percent to less than 20 percent	20,900 (1,080)	67.9 (2.82)	192,800 (15,450)	17.2 (1.19)	9.9 (1.29)	6,500 (1,490)	0.6 (0.13)	38.3 (2.37)	53,300 (4,310)	4.8 (0.36)	61.2 (2.19)	79,800 (5,010)	7.1 (0.37)			
20 percent to less than 50 percent	20,000 (650)	75.9 (2.14)	293,600 (20,960)	23.1 (1.76)	18.6 (1.58)	15,100 (3,000)	1.2 (0.23)	46.2 (2.45)	74,400 (5,458)	5.8 (0.42)	69.7 (2.23)	113,000 (5,600)	8.9 (0.42)			
50 percent or more	30,100 (1,270)	78.2 (1.75)	588,800 (43,670)	31.4 (1.96)	21.1 (1.82)	25,400 (4,360)	1.4 (0.23)	48.0 (2.35)	108,100 (8,080)	5.8 (0.41)	75.5 (2.33)	207,700 (10,130)	11.1 (0.52)			
Percent of students eligible for free or reduced-price lunch																
0–25	17,100 (690)	62.6 (3.07)	141,700 (11,440)	11.9 (0.82)	10.5 (1.22)	6,700 (1,400)	0.6 (0.11)	40.3 (2.20)	56,900 (3,680)	4.8 (0.29)	56.2 (3.03)	80,600 (5,190)	6.8 (0.38)			
26–50	22,700 (1,050)	76.0 (2.13)	290,500 (20,440)	22.1 (1.48)	16.2 (1.89)	12,500 (1,970)	1.0 (0.16)	48.8 (2.90)	80,400 (5,420)	6.1 (0.43)	68.2 (2.49)	120,900 (7,020)	9.2 (0.45)			
51–75	23,800 (1,020)	73.8 (2.49)	334,400 (24,050)	27.3 (1.82)	15.8 (1.67)	13,100 (2,840)	1.1 (0.24)	41.2 (2.53)	75,400 (6,580)	6.2 (0.52)	73.5 (2.12)	128,100 (8,700)	10.5 (0.66)			
76–100	19,100 (940)	81.4 (2.49)	417,200 (42,360)	41.3 (3.73)	22.9 (2.60)	20,100 (4,550)	2.0 (0.45)	45.5 (2.73)	45,800 (4,420)	4.5 (0.40)	72.1 (2.82)	105,100 (7,720)	10.4 (0.71)			
Student/teacher ratio⁶																
Less than 12	12,300 (960)	69.7 (3.05)	118,000 (14,700)	28.1 (3.10)	13.2 (2.24)	5,200 (1,210)	1.2 (0.28)	45.2 (3.81)	24,500 (2,290)	5.8 (0.58)	66.2 (3.54)	41,700 (4,250)	10.0 (0.90)			
12–16	32,600 (960)	75.3 (1.89)	470,600 (34,260)	27.0 (1.76)	16.0 (1.44)	19,600 (3,670)	1.1 (0.21)	43.5 (2.11)	90,200 (6,070)	5.2 (0.33)	67.7 (2.15)	145,300 (9,220)	8.3 (0.48)			
More than 16	37,900 (1,000)	73.9 (1.35)	595,000 (41,560)	23.2 (1.47)	17.9 (1.35)	27,600 (4,380)	1.1 (0.16)	44.2 (1.90)	143,800 (6,680)	5.6 (0.27)	69.2 (1.56)	247,700 (9,810)	9.6 (0.36)			

†Not applicable.

‡Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹All violent incidents include serious violent incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

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

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

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

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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 6.3 Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents									Theft ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students
		Percent of schools	Number of incidents	Rate per 1,000 students	Percent of schools	Number of incidents	Rate per 1,000 students									
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Total	82,800 (460)	39.9 (1.13)	303,900 (13,310)	6.4 (0.28)	10.4 (0.62)	23,500 (2,320)	0.5 (0.05)	25.4 (1.01)	122,800 (4,180)	2.6 (0.09)	46.3 (1.23)	262,400 (8,260)	5.5 (0.17)			
School level⁵																
Primary	48,900 (340)	21.1 (1.60)	35,300 (5,400)	1.6 (0.23)	5.5 (0.84)	6,100 (1,450)	0.3 (0.06)	9.3 (1.18)	9,500 (1,950)	0.4 (0.09)	30.3 (1.78)	40,100 (3,810)	1.8 (0.17)			
Middle	15,300 (100)	65.9 (1.53)	100,100 (6,140)	10.7 (0.64)	15.5 (1.25)	6,300 (850)	0.7 (0.09)	41.1 (1.81)	27,100 (2,110)	2.9 (0.23)	65.4 (1.32)	60,300 (2,600)	6.4 (0.29)			
High school	12,200 (70)	76.6 (1.61)	146,200 (10,520)	11.8 (0.84)	24.9 (1.16)	10,200 (1,120)	0.8 (0.09)	64.1 (1.59)	73,800 (3,370)	6.0 (0.31)	83.6 (1.32)	146,200 (5,850)	11.8 (0.50)			
Combined	6,400 (200)	51.0 (5.72)	22,300 (3,820)	7.5 (1.20)	8.4 (2.41)	1,000! (400)	0.3! (0.13)	36.9 (5.41)	12,500 (2,420)	4.2 (0.84)	52.0 (4.86)	15,900 (2,350)	5.3 (0.82)			
Enrollment size																
Less than 300	18,900 (400)	22.6 (2.54)	14,800 (2,740)	3.6 (0.67)	4.7! (1.44)	1,400 (380)	0.3 (0.09)	14.6 (2.73)	7,800 (2,210)	1.9 (0.53)	30.1 (2.59)	16,000 (2,590)	3.9 (0.66)			
300–499	25,200 (180)	31.4 (2.29)	36,800 (4,240)	3.6 (0.42)	7.1 (1.32)	3,700 (860)	0.4 (0.08)	17.1 (1.91)	12,800 (1,780)	1.2 (0.17)	40.2 (2.58)	33,100 (2,720)	3.2 (0.27)			
500–999	29,800 (100)	45.6 (1.79)	93,400 (6,070)	4.8 (0.31)	10.6 (1.04)	7,900 (1,440)	0.4 (0.07)	26.4 (1.40)	31,000 (2,410)	1.6 (0.12)	48.9 (2.08)	74,300 (4,010)	3.8 (0.20)			
1,000 or more	8,900 (60)	81.1 (1.67)	159,000 (12,100)	11.9 (0.90)	31.1 (1.67)	10,600 (1,100)	0.8 (0.08)	68.4 (1.70)	71,200 (3,640)	5.3 (0.29)	89.0 (1.72)	139,000 (5,870)	10.4 (0.46)			
Locale																
City	21,500 (190)	42.5 (2.01)	94,100 (4,900)	6.8 (0.35)	14.0 (1.45)	9,200 (1,460)	0.7 (0.11)	23.7 (1.65)	37,000 (3,420)	2.7 (0.24)	50.6 (1.85)	91,000 (4,370)	6.6 (0.31)			
Suburban	23,800 (240)	39.9 (1.80)	107,600 (12,150)	6.5 (0.72)	10.0 (1.11)	7,300 (1,280)	0.4 (0.08)	26.3 (1.46)	39,900 (2,430)	2.4 (0.14)	47.5 (2.11)	85,700 (5,410)	5.2 (0.28)			
Town	12,100 (110)	43.1 (3.06)	39,100 (3,510)	6.6 (0.56)	9.9 (1.91)	2,100 (350)	0.4 (0.06)	26.9 (2.33)	16,400 (1,720)	2.8 (0.27)	48.1 (3.27)	35,900 (3,090)	6.1 (0.52)			
Rural	25,300 (300)	36.0 (1.93)	63,200 (5,590)	5.7 (0.52)	8.1 (1.22)	4,900 (1,110)	0.4 (0.10)	25.3 (2.00)	29,500 (2,930)	2.7 (0.27)	40.8 (1.89)	49,800 (2,620)	4.5 (0.26)			
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																
Less than 5 percent	11,700 (980)	36.5 (3.00)	20,000 (2,360)	4.3 (0.42)	7.1 (1.64)	1,400 (400)	0.3 (0.09)	23.5 (2.54)	10,200 (1,490)	2.2 (0.32)	38.5 (3.20)	20,200 (2,820)	4.3 (0.49)			
5 percent to less than 20 percent	20,900 (1,080)	35.8 (1.72)	48,800 (3,620)	4.4 (0.32)	6.5 (0.80)	3,200 (450)	0.3 (0.04)	24.8 (1.66)	30,100 (2,970)	2.7 (0.26)	40.1 (2.31)	53,200 (3,810)	4.7 (0.32)			
20 percent to less than 50 percent	20,000 (650)	41.7 (2.20)	75,000 (5,870)	5.9 (0.50)	10.3 (1.16)	5,000 (710)	0.4 (0.06)	26.8 (1.71)	34,900 (2,900)	2.7 (0.23)	46.3 (2.29)	65,500 (4,240)	5.1 (0.33)			
50 percent or more	30,100 (1,270)	42.8 (2.36)	160,200 (13,150)	8.5 (0.67)	14.5 (1.27)	14,100 (2,310)	0.7 (0.12)	25.7 (1.78)	47,500 (3,470)	2.5 (0.19)	53.7 (2.25)	123,500 (6,250)	6.6 (0.34)			
Percent of students eligible for free or reduced-price lunch																
0–25	17,100 (690)	33.8 (1.98)	42,200 (3,270)	3.6 (0.25)	7.4 (0.76)	3,600 (560)	0.3 (0.04)	26.8 (1.72)	30,500 (2,420)	2.6 (0.20)	40.6 (2.55)	54,200 (3,980)	4.6 (0.31)			
26–50	22,700 (1,050)	42.7 (1.92)	76,100 (4,170)	5.8 (0.33)	10.7 (1.31)	5,000 (670)	0.4 (0.05)	31.2 (1.83)	43,300 (3,740)	3.3 (0.29)	48.0 (2.92)	76,900 (5,010)	5.9 (0.36)			
51–75	23,800 (1,020)	40.3 (2.50)	87,200 (6,600)	7.1 (0.51)	8.8 (1.01)	5,400 (1,160)	0.4 (0.09)	22.9 (1.95)	31,200 (3,220)	2.6 (0.25)	47.5 (2.55)	72,300 (5,400)	5.9 (0.40)			
76–100	19,100 (940)	41.4 (2.91)	98,400 (13,140)	9.8 (1.28)	14.7 (1.92)	9,500 (2,230)	0.9 (0.22)	20.3 (1.88)	17,800 (2,030)	1.8 (0.19)	48.0 (2.76)	59,000 (4,970)	5.8 (0.49)			
Student/teacher ratio⁶																
Less than 12	12,300 (960)	36.8 (3.46)	29,000 (3,330)	6.9 (0.74)	8.7 (1.85)	2,200 (450)	0.5 (0.11)	24.8 (3.36)	11,400 (1,470)	2.7 (0.38)	46.4 (3.51)	22,100 (2,730)	5.3 (0.65)			
12–16	32,600 (960)	41.5 (1.96)	128,500 (13,490)	7.4 (0.75)	10.0 (1.10)	7,900 (900)	0.5 (0.05)	25.8 (1.43)	42,100 (3,230)	2.4 (0.18)	45.6 (1.77)	88,900 (6,080)	5.1 (0.33)			
More than 16	37,900 (1,000)	39.4 (1.76)	146,400 (8,760)	5.7 (0.33)	11.3 (0.83)	13,400 (2,210)	0.5 (0.08)	25.3 (1.55)	69,300 (3,600)	2.7 (0.15)	46.9 (1.67)	151,500 (6,510)	5.9 (0.26)			

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹All violent incidents include serious violent incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

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

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

⁴Other incidents⁴ include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

⁵Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is

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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 6.4 Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Number of violent incidents recorded							Number of violent incidents reported to the police						
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	26.2 (1.07)	7.6 (0.64)	14.5 (0.82)	14.5 (0.94)	11.1 (0.67)	6.6 (0.54)	19.4 (0.79)	60.1 (1.13)	17.9 (1.08)	7.8 (0.54)	4.3 (0.39)	3.1 (0.26)	1.7 (0.23)	5.0 (0.27)
School level¹														
Primary.....	35.6 (1.63)	7.6 (1.09)	15.6 (1.40)	15.9 (1.46)	9.0 (1.03)	4.7 (0.75)	11.4 (1.11)	78.9 (1.60)	16.9 (1.63)	1.9 † (0.58)	1.3 (0.38)	‡ (†)	‡ (†)	0.7 † (0.25)
Middle.....	9.5 (1.10)	6.0 (0.86)	12.2 (1.18)	13.7 (1.09)	15.6 (1.03)	8.8 (0.96)	34.3 (1.36)	34.1 (1.53)	22.1 (1.44)	17.1 (1.20)	8.8 (1.09)	5.9 (0.59)	3.1 (0.58)	9.0 (0.70)
High school.....	9.1 (1.21)	8.4 (1.01)	12.1 (1.30)	10.6 (1.07)	14.0 (1.26)	11.0 (1.17)	34.8 (1.47)	23.4 (1.61)	17.8 (1.39)	15.6 (1.14)	9.4 (1.04)	9.8 (0.81)	5.7 (0.83)	18.3 (1.05)
Combined.....	26.3 (5.33)	10.3 † (3.69)	15.4 (3.74)	13.6 (3.50)	11.0 † (3.51)	7.6 † (3.19)	15.8 (3.49)	49.0 (5.72)	16.2 (4.12)	16.6 (3.20)	7.2 † (2.68)	6.9 † (2.75)	‡ (†)	2.5 † (1.22)
Enrollment size														
Less than 300.....	37.2 (3.25)	12.7 (2.05)	19.9 (2.84)	12.4 (2.17)	7.7 (1.72)	2.9 † (1.00)	7.3 (1.72)	77.4 (2.54)	13.7 (2.18)	4.8 (1.06)	1.8 † (0.72)	2.0 † (0.94)	‡ (†)	‡ (†)
300–499.....	28.7 (2.34)	8.2 (1.55)	13.2 (1.83)	15.9 (2.03)	11.5 (1.35)	6.4 (1.11)	16.0 (1.80)	68.6 (2.29)	18.2 (2.09)	7.2 (1.09)	2.7 (0.63)	1.2 † (0.41)	0.9 † (0.36)	1.2 † (0.38)
500–999.....	23.6 (1.75)	5.2 (1.01)	15.1 (1.52)	15.6 (1.39)	12.7 (1.16)	8.1 (0.88)	19.8 (1.21)	54.4 (1.79)	22.8 (1.47)	9.4 (0.79)	5.3 (0.73)	2.8 (0.34)	1.4 (0.37)	3.8 (0.44)
1,000 or more.....	4.6 (1.22)	3.6 (0.91)	4.2 (0.81)	11.3 (1.76)	12.3 (1.34)	10.3 (1.07)	53.7 (2.49)	18.9 (1.67)	9.7 (1.05)	10.7 (1.12)	11.2 (1.36)	12.1 (1.28)	8.1 (1.15)	29.5 (1.92)
Locale														
City.....	25.1 (2.12)	4.5 (1.11)	13.4 (2.08)	14.4 (1.65)	10.5 (1.39)	7.2 (1.27)	25.0 (1.84)	57.5 (2.01)	19.3 (1.65)	6.2 (0.81)	4.5 (0.74)	3.4 (0.54)	2.1 (0.54)	7.1 (0.61)
Suburban.....	26.5 (2.21)	6.3 (1.10)	15.5 (1.61)	14.1 (1.60)	11.8 (1.42)	6.5 (1.00)	19.3 (1.43)	60.1 (1.80)	17.1 (1.63)	8.7 (1.14)	4.0 (0.56)	2.7 (0.37)	1.3 (0.23)	6.1 (0.61)
Town.....	19.7 (3.14)	8.1 (1.92)	14.8 (2.51)	16.5 (2.87)	12.2 (1.77)	8.0 (1.68)	20.8 (2.50)	56.9 (3.06)	17.9 (2.47)	10.4 (1.48)	4.7 (1.03)	3.9 (0.64)	2.4 † (0.76)	4.0 (0.70)
Rural.....	29.8 (1.91)	11.4 (1.58)	14.2 (1.55)	14.1 (1.38)	10.5 (1.57)	5.8 (1.07)	14.2 (1.47)	64.0 (1.93)	17.6 (1.93)	7.2 (0.87)	4.3 (0.83)	2.9 (0.74)	1.4 (0.39)	2.6 (0.42)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students														
Less than 5 percent.....	30.4 (3.33)	15.1 (2.68)	12.1 (2.01)	13.8 (2.08)	11.7 (2.26)	4.5 † (1.53)	12.4 (2.47)	63.5 (3.00)	18.8 (2.45)	10.5 (1.68)	3.2 † (1.08)	1.7 † (0.52)	0.9 † (0.42)	1.5 (0.35)
5 percent to less than 20 percent.....	32.1 (2.82)	7.0 (1.44)	16.5 (1.91)	14.3 (1.81)	9.3 (1.20)	7.3 (1.28)	13.5 (1.38)	64.2 (1.72)	16.3 (1.42)	8.2 (1.09)	4.5 (0.79)	2.8 (0.36)	1.4 (0.42)	2.5 (0.34)
20 percent to less than 50 percent.....	24.1 (2.14)	8.4 (1.33)	14.7 (2.07)	15.1 (1.87)	9.5 (1.26)	6.6 (1.06)	21.6 (1.83)	58.3 (2.20)	19.8 (1.98)	7.2 (0.81)	3.8 (0.72)	3.8 (0.62)	1.9 (0.34)	5.3 (0.57)
50 percent or more.....	21.8 (1.75)	4.7 (1.04)	13.8 (1.59)	14.6 (1.55)	13.2 (1.31)	7.0 (1.05)	24.9 (1.65)	57.2 (2.36)	17.4 (1.99)	6.9 (0.87)	5.0 (0.59)	3.5 (0.64)	2.0 (0.46)	7.9 (0.70)
Percent of students eligible for free or reduced-price lunch														
0–25.....	37.4 (3.07)	7.4 (1.32)	14.9 (2.01)	13.1 (1.64)	10.0 (1.43)	5.1 (0.96)	12.1 (1.38)	66.2 (1.98)	14.4 (1.52)	7.9 (0.93)	3.4 (0.53)	3.8 (0.54)	1.4 (0.32)	3.0 (0.36)
26–50.....	24.0 (2.13)	9.0 (1.60)	16.2 (1.99)	14.3 (1.88)	10.9 (1.37)	6.7 (1.06)	18.9 (1.39)	57.3 (1.92)	19.6 (1.88)	9.7 (1.18)	4.0 (0.55)	2.9 (0.41)	1.8 (0.32)	4.7 (0.46)
51–75.....	26.2 (2.49)	7.9 (1.40)	13.2 (1.58)	14.2 (1.87)	10.0 (1.20)	7.5 (1.17)	21.0 (1.69)	59.7 (2.50)	18.0 (2.04)	7.1 (0.97)	4.9 (0.81)	3.3 (0.70)	2.1 (0.51)	5.1 (0.60)
76–100.....	18.6 (2.49)	5.9 (1.50)	13.5 (2.18)	16.5 (2.21)	13.8 (2.01)	6.9 (1.28)	24.7 (2.30)	58.6 (2.91)	19.0 (3.03)	6.5 (1.12)	4.9 (0.82)	2.7 (0.52)	1.4 † (0.51)	6.9 (0.91)
Student/teacher ratio²														
Less than 12.....	30.3 (3.05)	11.1 (2.42)	15.7 (2.01)	16.7 (2.54)	8.1 (2.03)	5.9 (1.64)	12.3 (2.14)	63.2 (3.46)	19.4 (2.97)	6.5 (1.13)	3.9 † (1.25)	2.4 † (0.96)	1.7 † (0.61)	2.8 (0.54)
12–16.....	24.7 (1.89)	7.9 (1.14)	15.2 (1.49)	14.0 (1.31)	12.0 (1.13)	6.1 (0.79)	20.0 (1.33)	58.5 (1.96)	18.2 (1.33)	9.2 (0.92)	4.6 (0.63)	3.2 (0.37)	1.9 (0.44)	4.4 (0.43)
More than 16.....	26.1 (1.35)	6.3 (0.96)	13.4 (1.28)	14.3 (1.44)	11.3 (1.10)	7.3 (0.81)	21.3 (1.29)	60.6 (1.76)	17.2 (1.56)	7.1 (0.79)	4.2 (0.54)	3.4 (0.47)	1.5 (0.22)	6.1 (0.52)

†Not applicable.

‡Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

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

²Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of

Data (CCD), the sampling frame for SSOCS.

NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 6.5 Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Number of serious violent incidents recorded						Number of serious violent incidents reported to the police					
	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	83.6 (0.94)	7.9 (0.70)	3.0 (0.38)	2.8 (0.40)	1.2 (0.27)	1.5 (0.31)	89.6 (0.62)	5.9 (0.57)	1.9 (0.26)	1.6 (0.23)	0.5 (0.07)	0.6 (0.16)
School level¹												
Primary	87.0 (1.42)	6.8 (1.06)	1.8! (0.55)	2.2 (0.62)	1.3! (0.44)	0.9! (0.30)	94.5 (0.84)	3.8 (0.75)	0.7! (0.29)	0.6! (0.25)	# (†)	‡ (†)
Middle	81.1 (1.46)	8.6 (0.97)	4.5 (0.89)	2.9 (0.65)	1.0! (0.29)	1.9 (0.41)	84.5 (1.25)	8.3 (0.94)	4.0 (0.62)	1.7 (0.48)	0.8! (0.27)	0.6! (0.22)
High school	72.4 (1.35)	11.2 (1.01)	5.2 (0.66)	6.4 (0.83)	2.0 (0.43)	2.9 (0.56)	75.1 (1.16)	10.8 (1.04)	4.5 (0.72)	5.9 (0.83)	2.1 (0.42)	1.6 (0.43)
Combined	84.5 (3.72)	8.6! (2.89)	3.9! (1.85)	‡ (†)	# (†)	‡ (†)	91.6 (2.41)	6.3! (2.27)	‡ (†)	‡ (†)	# (†)	‡ (†)
Enrollment size												
Less than 300	89.6 (2.11)	5.7 (1.60)	‡ (†)	1.8! (0.90)	‡ (†)	‡ (†)	95.3 (1.44)	3.9! (1.45)	‡ (†)	0.6! (0.28)	‡ (†)	# (†)
300–499	84.3 (2.14)	8.4 (1.69)	3.2 (0.96)	1.9! (0.73)	1.4! (0.60)	‡ (†)	92.9 (1.32)	4.7 (1.14)	1.4! (0.55)	0.7! (0.35)	‡ (†)	‡ (†)
500–999	84.1 (1.42)	7.8 (1.13)	2.9 (0.58)	2.8 (0.57)	1.1! (0.39)	1.4! (0.43)	89.4 (1.04)	6.3 (0.93)	2.1 (0.40)	1.3 (0.38)	0.3! (0.11)	0.6! (0.30)
1,000 or more	67.2 (1.61)	11.7 (1.02)	6.3 (0.70)	7.5 (1.05)	2.2 (0.49)	5.2 (1.01)	68.9 (1.67)	11.9 (1.11)	6.2 (0.83)	7.3 (1.02)	2.4 (0.41)	3.2 (0.87)
Locale												
City	78.3 (2.12)	10.4 (1.43)	4.0 (0.80)	4.5 (0.93)	1.1! (0.41)	1.7 (0.45)	86.0 (1.45)	7.5 (1.11)	2.7 (0.59)	2.2 (0.41)	0.6 (0.14)	0.9! (0.30)
Suburban	84.5 (1.80)	6.5 (0.92)	3.4 (0.96)	2.7 (0.73)	1.0! (0.43)	2.0! (0.76)	90.0 (1.11)	4.7 (0.63)	2.3 (0.57)	1.5 (0.38)	0.7 (0.16)	0.8! (0.34)
Town	84.4 (2.33)	9.3 (2.05)	1.3 (0.39)	1.1 (0.33)	3.0! (1.20)	0.9! (0.36)	90.1 (1.91)	7.0 (1.85)	1.4! (0.41)	1.0! (0.31)	‡ (†)	‡ (†)
Rural	86.8 (1.51)	6.4 (1.30)	2.5 (0.57)	2.3! (0.69)	‡ (†)	1.3! (0.48)	91.9 (1.22)	5.0 (1.19)	1.1 (0.28)	1.5 (0.44)	‡ (†)	‡ (†)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	87.4 (2.52)	6.7 (1.64)	1.0! (0.47)	2.9! (1.33)	# (†)	‡ (†)	92.9 (1.64)	5.5 (1.45)	‡ (†)	‡ (†)	‡ (†)	# (†)
5 percent to less than 20 percent	90.1 (1.29)	5.0 (0.84)	2.3 (0.59)	1.0! (0.31)	‡ (†)	0.4! (0.14)	93.5 (0.80)	3.6 (0.66)	1.6! (0.49)	0.7 (0.21)	0.3! (0.13)	0.2! (0.11)
20 percent to less than 50 percent	81.4 (1.58)	9.5 (1.48)	2.3 (0.43)	3.5 (0.99)	1.1! (0.49)	2.2 (0.64)	89.7 (1.16)	6.3 (1.12)	2.0 (0.45)	1.2 (0.32)	0.3! (0.12)	0.5! (0.26)
50 percent or more	78.9 (1.82)	9.3 (1.35)	4.6 (0.82)	3.6 (0.55)	1.9 (0.53)	1.6 (0.48)	85.5 (1.27)	7.3 (0.93)	2.6 (0.54)	2.7 (0.48)	0.8 (0.20)	1.1! (0.40)
Percent of students eligible for free or reduced-price lunch												
0–25	89.5 (1.22)	5.2 (0.93)	2.0 (0.47)	1.3 (0.39)	0.4! (0.16)	1.5! (0.47)	92.6 (0.76)	4.1 (0.55)	1.2 (0.30)	1.3 (0.36)	0.5! (0.20)	0.4! (0.14)
26–50	83.8 (1.89)	8.1 (1.43)	3.2 (0.69)	2.6! (0.82)	‡ (†)	1.0 (0.24)	89.3 (1.31)	6.5 (1.28)	2.5 (0.50)	1.1 (0.25)	0.5 (0.14)	‡ (†)
51–75	84.2 (1.67)	7.7 (1.24)	2.7 (0.78)	3.2 (0.67)	1.2! (0.51)	1.0! (0.44)	91.2 (1.01)	4.8 (0.90)	1.7 (0.45)	1.6 (0.41)	0.2! (0.09)	‡ (†)
76–100	77.1 (2.60)	10.3 (1.90)	3.9 (0.89)	3.9 (0.97)	2.1! (0.74)	2.7! (1.13)	85.3 (1.92)	7.9 (1.55)	2.1 (0.58)	2.7 (0.67)	0.7! (0.26)	1.4! (0.57)
Student/teacher ratio²												
Less than 12	86.8 (2.24)	7.8 (1.94)	1.4! (0.55)	1.7! (0.65)	‡ (†)	‡ (†)	91.3 (1.85)	5.5 (1.61)	1.7! (0.72)	0.8! (0.32)	‡ (†)	‡ (†)
12–16	84.0 (1.44)	8.0 (1.13)	2.7 (0.56)	2.6 (0.54)	1.2! (0.50)	1.5! (0.56)	90.0 (1.10)	6.0 (1.04)	1.5 (0.25)	1.8 (0.38)	0.3! (0.12)	0.5! (0.16)
More than 16	82.1 (1.35)	7.8 (0.89)	3.8 (0.72)	3.4 (0.62)	1.1! (0.39)	1.8 (0.45)	88.7 (0.83)	5.9 (0.64)	2.3 (0.50)	1.8 (0.37)	0.6 (0.11)	0.8! (0.32)

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

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

²Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-

time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCs.

NOTE: Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined 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, 2009–10 School Survey on Crime and Safety (SSOCs), 2010. (This table prepared September 2013.)

Table 7.1 Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week ¹										Happens at all ²		
	Student racial/ethnic tensions ³	Student bullying	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers other than verbal abuse	Gang activities	Cult or extremist group activities				
1	2	3	4	5	6	7	8	9	10				
All schools													
1999–2000.....	3.4 (0.41)	29.3 (1.21)	— (†)	— (†)	12.5 (0.69)	3.1 (0.44)	— (†)	18.7 (0.85)	6.7 (0.46)				
2003–04.....	2.1 (0.28)	26.8 (1.09)	4.0 (0.40)	— (†)	10.7 (0.80)	2.8 (0.39)	— (†)	16.7 (0.78)	3.4 (0.35)				
2005–06.....	2.8 (0.31)	24.5 (1.14)	3.5 (0.40)	— (†)	9.5 (0.61)	2.3 (0.24)	— (†)	16.9 (0.76)	3.7 (0.41)				
2007–08.....	3.7 (0.49)	25.3 (1.11)	3.0 (0.39)	— (†)	6.0 (0.48)	4.0 (0.45)	10.5 (0.71)	19.8 (0.88)	2.6 (0.36)				
2009–10													
All schools.....	2.8 (0.39)	23.1 (1.12)	3.2 (0.55)	2.5 (0.41)	4.8 (0.49)	2.5 (0.37)	8.6 (0.67)	16.4 (0.84)	1.7 (0.31)				
School level⁴													
Primary.....	2.1 (0.62)	19.6 (1.75)	1.8 ! (0.70)	0.8 ! (0.35)	3.4 (0.67)	1.9 ! (0.60)	6.1 (0.92)	7.5 (1.11)	1.4 ! (0.48)				
Middle.....	5.4 (0.81)	38.6 (1.60)	6.1 (0.89)	6.2 (0.92)	6.8 (0.83)	4.1 (0.67)	13.7 (1.15)	29.2 (1.48)	1.4 (0.36)				
High school.....	3.3 (0.56)	19.8 (1.41)	3.2 (0.58)	3.1 (0.55)	8.6 (1.00)	4.4 (0.80)	14.3 (1.27)	38.4 (1.50)	3.9 (0.48)				
Combined.....	† (†)	18.6 (4.38)	7.5 ! (2.92)	6.0 ! (2.74)	† (†)	# (†)	4.4 ! (2.05)	11.1 (2.89)	† (†)				
Enrollment size													
Less than 300.....	† (†)	16.5 (2.48)	4.5 ! (1.38)	4.3 ! (1.33)	† (†)	† (†)	3.3 ! (1.09)	6.5 (1.34)	† (†)				
300–499.....	2.5 (0.72)	24.0 (2.19)	2.4 ! (0.75)	1.0 (0.28)	5.2 (1.03)	2.4 (0.70)	9.5 (1.57)	11.9 (1.49)	† (†)				
500–999.....	3.0 (0.54)	25.3 (1.55)	2.6 (0.55)	2.4 (0.48)	4.3 (0.64)	2.6 (0.60)	8.3 (1.00)	16.4 (1.24)	1.3 ! (0.44)				
1,000 or more.....	5.5 (1.10)	27.0 (2.12)	4.7 (1.01)	3.8 (0.82)	11.2 (1.37)	4.3 (0.96)	18.2 (1.64)	49.8 (1.72)	5.6 (0.95)				
Locale													
City.....	5.3 (1.14)	27.0 (2.08)	3.6 ! (1.16)	2.9 ! (1.06)	9.1 (1.38)	4.5 (0.85)	11.7 (1.46)	28.3 (2.10)	2.5 (0.72)				
Suburban.....	2.7 (0.61)	19.9 (1.96)	2.6 (0.69)	2.0 (0.42)	4.7 (0.92)	3.0 (0.77)	8.1 (1.10)	14.6 (1.16)	1.2 ! (0.41)				
Town.....	1.0 ! (0.36)	26.2 (2.71)	2.9 ! (0.99)	2.0 (0.56)	3.3 ! (1.24)	0.6 ! (0.26)	11.6 (2.16)	13.9 (1.56)	1.7 ! (0.75)				
Rural.....	1.6 ! (0.63)	21.2 (2.11)	3.6 (1.01)	2.9 (0.69)	1.9 ! (0.58)	1.3 ! (0.62)	5.0 (0.93)	9.1 (1.13)	1.6 ! (0.70)				
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent.....	† (†)	22.0 (3.36)	4.5 ! (1.91)	2.7 ! (1.19)	† (†)	† (†)	3.6 ! (1.18)	1.5 (0.39)	0.4 ! (0.19)				
5 percent to less than 20 percent.....	1.5 (0.33)	21.3 (1.66)	1.8 ! (0.58)	1.9 (0.46)	1.8 (0.48)	0.5 ! (0.16)	6.1 (1.22)	5.8 (0.80)	1.8 ! (0.75)				
20 percent to less than 50 percent.....	3.2 (0.96)	22.3 (1.70)	2.6 (0.43)	2.6 (0.47)	4.5 (1.08)	1.1 ! (0.48)	9.6 (1.12)	16.9 (1.40)	1.4 (0.23)				
50 percent or more.....	4.3 (0.95)	25.2 (2.35)	4.1 ! (1.25)	2.9 ! (0.87)	8.5 (1.17)	5.7 (0.94)	11.7 (1.22)	29.1 (1.88)	2.4 (0.64)				
Percent of students eligible for free or reduced-price lunch													
0–25.....	1.9 (0.40)	19.7 (1.99)	2.6 (0.74)	2.1 (0.55)	1.5 (0.28)	0.7 ! (0.21)	3.6 (0.60)	7.9 (0.91)	1.4 (0.39)				
26–50.....	2.6 ! (0.85)	21.9 (1.58)	3.2 (0.80)	3.0 (0.67)	2.3 (0.52)	1.3 ! (0.43)	6.9 (0.91)	13.2 (1.33)	1.9 ! (0.68)				
51–75.....	2.4 ! (0.83)	24.1 (2.24)	3.2 ! (0.98)	2.7 ! (0.86)	5.6 (0.95)	1.0 ! (0.37)	10.7 (1.42)	17.4 (1.46)	1.3 ! (0.57)				
76–100.....	4.3 (1.16)	26.1 (3.07)	3.9 ! (1.47)	2.1 ! (0.87)	9.6 (1.64)	7.5 (1.38)	12.5 (1.49)	26.5 (2.19)	2.3 ! (0.87)				
Student/teacher ratio⁵													
Less than 12.....	1.6 ! (0.69)	19.6 (2.85)	4.2 ! (1.46)	3.6 ! (1.38)	4.3 (1.23)	2.5 ! (0.82)	7.0 (1.42)	12.3 (1.77)	† (†)				
12–16.....	3.1 (0.81)	21.8 (1.73)	2.4 (0.66)	2.2 (0.52)	4.8 (0.73)	3.0 (0.74)	9.0 (1.27)	16.0 (1.54)	2.1 ! (0.70)				
More than 16.....	2.9 (0.61)	25.3 (1.57)	3.6 (0.87)	2.5 (0.60)	4.9 (0.83)	2.1 (0.54)	8.8 (0.91)	18.1 (1.08)	2.0 (0.40)				
Prevalence of violent incidents⁶													
No violent incidents.....	† (†)	7.6 (1.53)	† (†)	† (†)	† (†)	† (†)	0.8 ! (0.39)	1.7 ! (0.67)	† (†)				
Any violent incidents.....	3.5 (0.50)	28.5 (1.36)	4.1 (0.68)	3.2 (0.52)	6.4 (0.63)	3.0 (0.46)	11.4 (0.87)	21.6 (1.04)	2.1 (0.39)				

—Not available.

†Not applicable.

#Rounds to zero.

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

³Includes schools that reported the activity happens either at least once a week or daily.

⁴Includes schools that reported the activity happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified “undesirable” gang activities and “undesirable” cult or extremist group activities.

⁵Prior to the 2007–08 survey administration, the questionnaire wording was “student racial tensions.”

⁶Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

⁵Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

Table 7.2 Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Cyber-bullying among students		School environment is affected by cyber-bullying		Staff resources are used to deal with cyber-bullying	
1	2		3		4	
All public schools	7.9	(0.49)	4.4	(0.34)	3.8	(0.39)
School level ¹						
Primary	1.5	(0.43)	0.9 †	(0.38)	0.9 †	(0.34)
Middle	18.6	(1.48)	9.8	(1.07)	8.5	(1.01)
High school	17.6	(1.11)	9.9	(0.85)	8.6	(0.81)
Combined	12.6	(3.34)	7.4 †	(2.64)	‡	(†)
Enrollment size						
Less than 300	4.8	(1.21)	3.2 †	(1.05)	2.9 †	(0.89)
300–499	4.6	(0.74)	2.8	(0.57)	2.7	(0.64)
500–999	9.3	(0.63)	4.6	(0.57)	3.7	(0.58)
1,000 or more	19.2	(1.42)	10.7	(1.26)	9.4	(0.96)
Locale						
City	5.7	(0.62)	3.8	(0.57)	3.6	(0.70)
Suburban	8.5	(0.85)	4.0	(0.48)	3.7	(0.46)
Town	9.6	(1.45)	5.8	(1.15)	4.1	(1.06)
Rural	8.4	(1.07)	4.5	(0.89)	4.0	(0.82)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students						
Less than 5 percent	12.8	(2.05)	7.7	(1.66)	4.7	(1.32)
5 percent to less than 20 percent	10.1	(0.90)	5.1	(0.59)	4.7	(0.72)
20 percent to less than 50 percent	6.7	(0.77)	3.6	(0.67)	3.9	(0.74)
50 percent or more	5.3	(0.60)	3.1	(0.41)	2.8	(0.54)
Percent of students eligible for free or reduced-price lunch						
0–25	10.8	(1.08)	5.0	(0.62)	4.9	(0.72)
26–50	9.7	(1.14)	4.3	(0.55)	3.4	(0.48)
51–75	6.8	(0.83)	4.9	(0.78)	4.1	(0.78)
76–100	4.5	(0.96)	3.3	(0.91)	3.0	(0.73)
Student/teacher ratio ²						
Less than 12	6.8	(1.36)	4.1	(1.20)	3.5	(1.02)
12–16	7.4	(0.71)	4.0	(0.48)	3.8	(0.66)
More than 16	8.7	(0.75)	4.8	(0.60)	3.9	(0.56)
Prevalence of violent incidents ³						
No violent incidents	2.4 †	(0.90)	‡	(†)	‡	(†)
Any violent incidents	9.9	(0.53)	5.6	(0.40)	5.1	(0.53)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

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

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

³“Violent incidents” include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. “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 and events were in session. NOTE: Includes schools reporting that cyber-bullying happens either “daily” or “at least once a week.” “Cyber-bullying” was defined for respondents as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.” Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyber-bullying “problems that can occur anywhere (both at your school and away from school).”

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCs), 2010. (This table was prepared September 2013.)

Table 8.1 Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by selected student and school characteristics and urbanicity: Selected years, 2001 through 2011

Year and urbanicity	Sex			Race/ethnicity ¹					Grade						Control of school		
	Total	Male	Female	White	Black	Hispanic	Asian	Other	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2001																	
Total	20.1 (0.71)	21.4 (0.86)	18.8 (0.90)	15.5 (0.72)	28.6 (1.90)	32.0 (1.82)	— (†)	21.4 (2.18)	11.2 (1.28)	15.7 (1.09)	17.3 (1.22)	24.3 (1.27)	23.6 (1.48)	24.2 (1.56)	21.1 (1.54)	21.6 (0.77)	4.9 (1.05)
Urban.....	28.9 (1.23)	31.9 (1.62)	25.9 (1.52)	20.5 (1.28)	32.4 (2.79)	40.3 (2.45)	— (†)	27.0 (4.41)	14.9 (2.45)	23.7 (2.54)	24.0 (2.66)	35.3 (2.77)	33.1 (3.08)	34.2 (3.18)	34.1 (3.21)	31.9 (1.35)	5.0 (1.38)
Suburban.....	18.3 (0.72)	18.9 (0.92)	17.5 (1.08)	15.4 (0.75)	25.4 (2.79)	27.1 (2.25)	— (†)	20.0 (2.95)	9.0 (1.52)	13.7 (1.16)	16.6 (1.50)	20.8 (1.48)	22.3 (1.58)	22.7 (1.71)	18.6 (1.81)	19.5 (0.80)	4.3 ! (1.45)
Rural.....	13.3 (1.71)	14.0 (2.08)	12.5 (1.84)	12.1 (1.70)	22.5 (5.78)	16.8 ! (7.49)	— (†)	‡ (†)	11.0 (2.78)	8.9 (1.87)	10.1 (2.24)	18.9 (3.03)	14.4 (3.05)	15.8 (3.85)	11.5 ! (4.51)	13.7 (1.80)	‡ (†)
2003																	
Total	20.9 (0.70)	22.3 (0.95)	19.5 (0.79)	14.2 (0.59)	29.5 (2.14)	37.2 (1.76)	— (†)	22.0 (2.54)	10.9 (1.28)	16.3 (1.14)	17.9 (1.29)	26.1 (1.44)	26.3 (1.37)	23.4 (1.64)	22.2 (1.50)	22.5 (0.78)	3.9 (0.82)
Urban.....	30.9 (1.33)	32.1 (1.71)	29.7 (1.84)	19.8 (1.71)	32.8 (2.43)	42.6 (2.17)	— (†)	30.6 (4.09)	21.6 (3.42)	25.5 (2.32)	25.2 (2.63)	38.2 (3.25)	35.3 (2.82)	34.6 (2.81)	34.8 (2.75)	33.7 (1.50)	6.0 (1.62)
Suburban.....	18.4 (0.84)	20.5 (1.07)	16.3 (0.92)	13.8 (0.67)	28.3 (3.93)	34.6 (2.14)	— (†)	18.2 (2.96)	7.5 (1.25)	13.2 (1.28)	16.2 (1.65)	24.3 (1.58)	24.1 (1.72)	20.4 (2.34)	19.3 (1.91)	19.9 (0.91)	2.4 ! (0.78)
Rural.....	12.3 (1.81)	12.2 (2.00)	12.4 (2.34)	10.7 (1.42)	21.8 ! (7.17)	12.7 ! (4.11)	— (†)	‡ (†)	‡ (†)	9.4 (2.56)	10.9 ! (3.26)	13.8 (3.00)	18.0 (3.50)	15.0 (3.30)	13.3 (3.60)	12.8 (2.02)	‡ (†)
2005																	
Total	24.2 (0.93)	25.3 (1.07)	22.9 (1.09)	16.8 (0.83)	37.6 (2.41)	38.9 (2.69)	20.2 (2.59)	27.7 (4.62)	12.1 (1.41)	17.3 (1.21)	19.1 (1.79)	28.3 (1.59)	32.6 (1.89)	28.0 (1.89)	27.9 (2.16)	25.8 (1.01)	4.2 (0.94)
Urban.....	36.2 (2.00)	37.4 (2.31)	35.0 (2.42)	23.7 (1.87)	41.8 (2.93)	48.9 (4.44)	25.0 (5.16)	33.9 (8.68)	19.9 (3.11)	24.2 (2.64)	30.5 (3.81)	40.3 (3.70)	50.6 (3.79)	44.3 (3.89)	39.5 (3.73)	39.1 (2.12)	7.7 (2.26)
Suburban.....	20.8 (0.93)	22.4 (1.14)	19.1 (1.15)	16.0 (0.87)	36.2 (4.41)	32.1 (2.52)	18.1 (2.87)	29.0 (6.12)	8.9 (1.52)	14.9 (1.46)	14.6 (2.01)	24.8 (1.92)	27.9 (2.37)	25.5 (2.21)	25.1 (2.60)	22.3 (1.01)	3.0 ! (1.02)
Rural.....	16.4 (2.53)	16.1 (3.20)	16.7 (2.79)	14.1 (2.46)	24.4 (6.75)	26.2 (6.51)	19.0 ! (9.22)	‡ (†)	8.3 (3.29)	15.2 (3.46)	14.7 (4.22)	21.0 (4.00)	22.0 (3.61)	13.3 ! (4.36)	15.8 ! (5.82)	17.2 (2.67)	‡ (†)
2007²																	
Total	23.2 (0.80)	25.1 (1.07)	21.3 (0.87)	16.0 (0.70)	37.6 (2.26)	36.1 (2.04)	17.4 (2.72)	26.4 (3.63)	15.3 (1.99)	17.4 (1.28)	20.6 (1.68)	28.0 (1.51)	28.1 (1.73)	25.9 (1.61)	24.4 (1.69)	24.9 (0.87)	5.2 (1.14)
Urban.....	32.3 (1.49)	35.3 (2.01)	29.2 (1.62)	23.4 (1.98)	39.7 (3.07)	40.4 (2.90)	18.4 (4.30)	31.9 (6.10)	17.8 (3.45)	24.1 (2.96)	25.9 (2.90)	41.1 (3.40)	38.6 (3.36)	34.7 (3.05)	38.4 (4.01)	35.6 (1.61)	7.3 (2.07)
Suburban.....	21.0 (0.97)	23.1 (1.36)	18.9 (1.19)	15.9 (0.92)	35.5 (3.16)	33.3 (2.66)	16.3 (3.63)	29.0 (5.14)	14.0 (2.40)	15.4 (1.67)	19.6 (2.23)	23.1 (1.78)	26.6 (2.01)	23.6 (2.22)	22.4 (2.26)	22.7 (1.05)	2.8 ! (1.09)
Rural.....	15.5 (2.78)	14.9 (2.69)	16.1 (3.18)	10.9 (1.59)	36.8 (10.42)	27.5 ! (10.34)	‡ (†)	14.3 ! (6.01)	15.6 ! (6.21)	13.1 (2.79)	14.7 (4.26)	21.7 (4.43)	15.2 (3.39)	18.7 (3.98)	7.6 ! (2.90)	15.6 (2.91)	11.8 ! (5.84)
2009²																	
Total	20.4 (0.85)	20.9 (1.12)	19.9 (1.03)	14.1 (0.79)	31.4 (2.62)	33.0 (2.20)	17.2 (3.21)	15.3 (4.07)	11.0 (1.76)	14.8 (1.70)	15.9 (1.60)	24.9 (2.01)	27.7 (1.75)	22.6 (1.53)	21.9 (2.02)	22.0 (0.89)	2.3 ! (0.82)
Urban.....	30.7 (1.86)	32.8 (2.35)	28.6 (2.29)	19.4 (1.99)	40.0 (3.76)	38.9 (3.31)	18.9 (4.63)	23.2 ! (9.05)	14.5 (4.13)	21.0 (3.37)	24.4 (3.24)	34.2 (4.01)	44.8 (3.41)	34.9 (4.08)	36.0 (4.32)	33.7 (1.94)	4.1 ! (1.83)
Suburban.....	16.6 (0.80)	17.2 (1.10)	16.0 (1.17)	13.5 (0.91)	20.2 (2.75)	28.3 (2.64)	14.5 (3.95)	14.8 ! (6.41)	9.7 (1.90)	11.2 (1.89)	11.8 (1.73)	22.4 (2.10)	21.0 (2.07)	19.4 (1.88)	17.6 (2.29)	18.1 (0.85)	‡ (†)
Rural.....	16.0 (3.08)	13.7 (3.37)	18.1 (3.18)	11.8 (2.09)	35.4 (9.77)	27.3 ! (10.84)	‡ (†)	‡ (†)	8.3 ! (3.11)	16.5 (4.19)	14.2 ! (4.41)	18.8 (5.04)	19.6 (5.02)	13.4 (3.50)	17.3 ! (5.37)	16.2 (3.18)	‡ (†)
2011²																	
Total	17.5 (0.71)	17.5 (0.95)	17.5 (0.88)	11.1 (0.67)	32.7 (2.23)	26.4 (1.55)	9.9 (2.24)	9.9 (2.12)	8.2 (1.20)	10.2 (1.08)	11.3 (1.02)	21.7 (1.47)	23.0 (1.63)	23.2 (1.74)	21.3 (1.82)	18.9 (0.77)	1.9 ! (0.69)
Urban.....	22.8 (1.34)	23.0 (1.90)	22.6 (1.53)	13.9 (1.60)	31.6 (2.75)	31.0 (2.34)	7.6 ! (2.29)	12.3 (3.41)	5.4 ! (1.98)	11.7 (2.02)	16.2 (2.29)	27.5 (3.12)	31.1 (3.13)	28.1 (3.17)	32.9 (3.88)	25.7 (1.47)	‡ (†)
Suburban.....	16.1 (0.97)	16.5 (1.24)	15.6 (1.18)	11.3 (0.89)	33.5 (4.08)	23.2 (1.95)	12.0 ! (3.69)	10.4 ! (3.54)	8.6 (1.79)	9.3 (1.37)	9.0 (1.22)	18.9 (1.79)	21.5 (2.10)	23.7 (2.46)	18.5 (2.27)	17.1 (1.01)	2.9 ! (1.20)
Rural.....	12.1 (2.42)	10.2 (2.23)	14.1 (3.18)	7.7 (1.31)	34.5 (6.62)	22.1 ! (10.47)	‡ (†)	‡ (†)	11.1 (2.97)	10.1 (2.64)	9.6 ! (2.89)	19.3 (4.99)	13.9 (4.02)	10.6 (3.69)	9.2 ! (3.04)	12.5 (2.49)	‡ (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Race categories exclude persons of Hispanic ethnicity. “Other” includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons reporting that they are of two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.²Starting 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 onward are comparable to previous years.

NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).” All gangs, whether or not they are involved in violent or illegal activity, are included. “At school” includes in the school building, on school property, on a school bus, and going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2001 through 2011. (This table was prepared September 2013.)

Table 9.1 Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011	
1	2		3		4		5		6		7		8		9		10		11	
Total	24.0	(1.33)	32.1	(1.55)	31.7	(0.90)	30.2	(1.23)	28.5	(1.01)	28.7	(1.95)	25.4	(1.05)	22.3	(1.04)	22.7	(1.04)	25.6	(0.99)
Sex																				
Male.....	28.5	(1.50)	38.8	(1.73)	37.4	(1.19)	34.7	(1.69)	34.6	(1.20)	31.9	(2.07)	28.8	(1.23)	25.7	(1.15)	25.9	(1.36)	29.2	(1.10)
Female.....	19.1	(1.31)	24.8	(1.43)	24.7	(1.22)	25.7	(1.26)	22.7	(1.03)	25.0	(1.92)	21.8	(1.03)	18.7	(1.16)	19.3	(1.01)	21.7	(1.17)
Race/ethnicity¹																				
White.....	24.1	(1.69)	31.7	(2.24)	31.0	(1.36)	28.8	(1.50)	28.3	(1.31)	27.5	(2.68)	23.6	(1.32)	20.8	(1.23)	19.8	(1.13)	22.7	(0.96)
Black.....	17.5	(1.49)	28.5	(1.98)	25.4	(1.69)	25.3	(2.03)	21.9	(1.72)	23.1	(1.42)	23.9	(2.22)	19.2	(1.36)	22.2	(1.42)	22.8	(1.82)
Hispanic.....	34.1	(1.58)	40.7	(2.45)	41.1	(2.04)	36.9	(2.10)	34.2	(1.17)	36.5	(1.91)	33.5	(1.18)	29.1	(1.94)	31.2	(1.53)	33.2	(1.70)
Asian ²	—	(†)	—	(†)	—	(†)	25.7	(2.65)	25.7	(2.92)	22.5	(3.71)	15.9	(2.68)	21.0	(2.78)	18.3	(2.03)	23.3	(2.46)
Pacific Islander ²	—	(†)	—	(†)	—	(†)	46.9	(4.33)	50.2	(5.73)	34.7	(6.19)	41.3	(5.75)	38.5	(5.45)	27.6	(5.10)	38.9	(5.01)
American Indian/Alaska Native.....	20.9	(4.55)	22.8	(4.78)	30.1	(4.54)	30.6	(5.90)	34.5	(5.15)	31.3	(5.64)	24.4	(3.57)	25.1	(2.04)	34.0	(4.81)	40.5	(2.80)
Two or more races ²	—	(†)	—	(†)	—	(†)	36.0	(2.72)	34.5	(3.22)	36.6	(3.99)	31.6	(3.13)	24.6	(3.55)	26.9	(2.62)	33.3	(2.79)
Grade																				
9th.....	21.8	(1.24)	31.1	(1.69)	31.4	(2.33)	27.6	(2.51)	29.0	(1.59)	29.5	(2.39)	24.0	(1.21)	21.2	(1.23)	22.0	(1.32)	23.7	(1.22)
10th.....	23.7	(1.86)	35.0	(1.54)	33.4	(1.71)	32.1	(1.94)	29.0	(1.39)	29.2	(2.02)	27.5	(1.68)	25.3	(1.29)	23.7	(1.11)	27.8	(1.21)
11th.....	27.5	(1.61)	32.8	(1.88)	33.2	(1.42)	31.1	(2.16)	28.7	(1.39)	29.9	(2.33)	24.9	(1.03)	22.8	(1.42)	24.3	(1.44)	27.0	(1.51)
12th.....	23.0	(1.82)	29.1	(2.63)	29.0	(1.80)	30.5	(1.11)	26.9	(1.30)	24.9	(2.24)	24.9	(1.40)	19.6	(1.26)	20.6	(1.21)	23.8	(1.13)
Urbanicity³																				
Urban.....	—	(†)	—	(†)	31.2	(1.11)	30.3	(1.50)	32.0	(1.36)	31.1	(2.12)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban.....	—	(†)	—	(†)	34.2	(0.94)	29.7	(1.87)	26.6	(1.34)	28.4	(2.16)	—	(†)	—	(†)	—	(†)	—	(†)
Rural.....	—	(†)	—	(†)	22.7	(1.91)	32.1	(5.76)	28.2	(3.10)	26.2	(5.08)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.

†Not applicable.

¹Race categories exclude persons of Hispanic ethnicity.

²Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

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

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

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 9.2 Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011	
1	2		3		4		5		6	
United States¹	28.7	(1.95)	25.4	(1.05)	22.3	(1.04)	22.7	(1.04)	25.6	(0.99)
Alabama	26.0	(1.78)	26.2	(1.90)	—	(†)	27.6	(1.30)	20.3	(1.32)
Alaska	28.4	(1.24)	—	(†)	25.1	(1.36)	24.8	(1.25)	23.2	(0.98)
Arizona	28.6	(1.23)	38.7	(1.18)	37.1	(1.45)	34.6	(1.43)	34.6	(1.55)
Arkansas	—	(†)	29.2	(1.35)	28.1	(1.28)	31.4	(1.56)	26.1	(1.30)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	—	(†)	21.2	(1.81)	—	(†)	22.7	(1.52)	17.2	(1.28)
Connecticut.....	—	(†)	31.5	(0.90)	30.5	(1.52)	28.9	(1.25)	27.8	(1.43)
Delaware.....	27.9	(0.90)	26.1	(1.05)	22.9	(0.99)	20.9	(0.87)	23.1	(1.20)
District of Columbia	30.2	(1.46)	20.3	(1.18)	25.7	(1.20)	—	(†)	22.6	(1.53)
Florida.....	25.7	(0.81)	23.2	(0.85)	19.0	(0.80)	21.8	(0.72)	22.9	(0.84)
Georgia.....	33.3	(1.00)	30.7	(1.25)	32.0	(1.23)	32.9	(1.22)	32.1	(1.34)
Hawaii	—	(†)	32.7	(1.74)	36.2	(2.46)	36.1	(1.51)	31.7	(1.48)
Idaho.....	19.6	(1.26)	24.8	(1.52)	25.1	(1.63)	22.7	(1.39)	24.4	(1.56)
Illinois.....	—	(†)	—	(†)	21.2	(1.18)	27.5	(1.97)	27.3	(1.46)
Indiana.....	28.3	(1.55)	28.9	(1.33)	20.5	(1.02)	25.5	(1.24)	28.3	(1.33)
Iowa	—	(†)	15.5	(1.37)	10.1	(1.08)	—	(†)	11.9	(1.16)
Kansas.....	—	(†)	16.7	(1.27)	15.0	(1.24)	15.1	(0.78)	24.9	(1.19)
Kentucky	30.4	(1.51)	19.8	(1.23)	27.0	(1.11)	25.6	(1.49)	24.4	(1.40)
Louisiana	—	(†)	—	(†)	—	(†)	22.8	(1.66)	25.1	(1.82)
Maine.....	32.6	(1.73)	33.5	(1.89)	29.1	(1.67)	21.2	(0.51)	21.7	(0.80)
Maryland.....	—	(†)	28.9	(2.04)	27.4	(1.46)	29.3	(1.35)	30.4	(1.99)
Massachusetts.....	31.9	(1.08)	29.9	(1.09)	27.3	(1.06)	26.1	(1.34)	27.1	(1.04)
Michigan.....	31.3	(1.50)	28.8	(1.37)	29.1	(1.07)	29.5	(0.90)	25.4	(0.90)
Minnesota.....	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	22.3	(1.31)	—	(†)	15.6	(1.53)	18.0	(1.07)	15.9	(0.89)
Missouri.....	21.6	(2.09)	18.2	(1.92)	17.8	(1.49)	17.3	(1.32)	—	(†)
Montana.....	26.9	(1.23)	25.3	(1.09)	24.9	(0.83)	20.7	(1.10)	25.2	(0.93)
Nebraska	23.3	(1.04)	22.0	(0.82)	—	(†)	—	(†)	20.3	(1.01)
Nevada	34.5	(1.30)	32.6	(1.53)	28.8	(1.39)	35.6	(1.30)	—	(†)
New Hampshire	28.2	(1.87)	26.9	(1.40)	22.5	(1.25)	22.1	(1.44)	23.2	(1.44)
New Jersey	—	(†)	32.6	(1.32)	—	(†)	32.2	(1.38)	27.3	(1.41)
New Mexico	—	(†)	33.5	(1.37)	31.3	(1.39)	30.9	(1.54)	34.5	(1.24)
New York.....	23.0	(0.97)	23.7	(0.76)	26.6	(1.09)	24.0	(1.05)	—	(†)
North Carolina	31.9	(1.74)	27.4	(1.66)	28.5	(1.37)	30.2	(1.51)	29.8	(1.87)
North Dakota	21.3	(1.07)	19.6	(1.10)	18.7	(1.05)	19.5	(1.16)	20.8	(1.03)
Ohio ¹	31.1	(1.68)	30.9	(1.88)	26.7	(1.26)	—	(†)	24.3	(1.70)
Oklahoma	22.2	(1.23)	18.4	(1.49)	19.1	(1.12)	16.8	(1.50)	17.2	(1.36)
Oregon.....	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania.....	—	(†)	—	(†)	—	(†)	16.1	(1.07)	—	(†)
Rhode Island	26.0	(1.26)	24.1	(1.11)	25.3	(1.33)	25.2	(1.52)	22.4	(0.95)
South Carolina	—	(†)	29.1	(1.45)	26.6	(1.58)	27.6	(1.74)	29.3	(1.83)
South Dakota ¹	22.1	(1.25)	20.9	(2.30)	21.1	(1.98)	17.7	(0.64)	16.0	(1.81)
Tennessee	24.3	(2.25)	26.6	(1.21)	21.6	(1.35)	18.8	(1.06)	16.6	(0.88)
Texas	—	(†)	30.7	(1.73)	26.5	(0.83)	25.9	(1.25)	29.4	(1.34)
Utah	24.7	(2.04)	20.6	(1.36)	23.2	(1.83)	19.7	(1.52)	21.4	(1.55)
Vermont.....	29.4	(1.67)	23.1	(1.59)	22.0	(0.99)	21.1	(1.21)	17.6	(1.51)
Virginia.....	—	(†)	—	(†)	—	(†)	—	(†)	24.0	(1.67)
Washington.....	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia.....	26.5	(2.06)	24.8	(1.36)	28.6	(2.76)	28.0	(1.27)	17.3	(1.04)
Wisconsin.....	26.3	(1.18)	21.7	(1.18)	22.7	(1.34)	20.5	(1.03)	20.9	(1.29)
Wyoming.....	18.1	(0.99)	22.7	(0.97)	24.7	(1.08)	23.7	(0.93)	25.2	(0.97)

— Not available.

†Not applicable.

¹Data include both public and private schools.

NOTE: "On school property" was not defined for survey respondents. State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the United

States total, Ohio, and South Dakota include both public and private schools.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 10.1 Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2011

[Standard errors appear in parentheses]

Student or school characteristic	1999	2001	2003	2005	2007 ¹	2009 ¹	2011 ¹
1	2	3	4	5	6	7	8
Hate-related words							
Total	— (†)	12.3 (0.46)	11.7 (0.47)	11.2 (0.50)	9.7 (0.43)	8.7 (0.52)	9.1 (0.48)
Sex							
Male.....	— (†)	12.8 (0.65)	12.0 (0.61)	11.7 (0.68)	9.9 (0.61)	8.5 (0.62)	9.0 (0.60)
Female.....	— (†)	11.7 (0.52)	11.3 (0.64)	10.7 (0.64)	9.6 (0.57)	8.9 (0.72)	9.1 (0.68)
Race/ethnicity²							
White.....	— (†)	12.1 (0.58)	10.9 (0.56)	10.3 (0.60)	8.9 (0.50)	7.2 (0.59)	8.3 (0.59)
Black.....	— (†)	13.9 (1.08)	14.2 (1.35)	15.1 (1.48)	11.4 (1.35)	11.1 (1.35)	10.7 (1.30)
Hispanic.....	— (†)	11.0 (1.15)	11.4 (0.96)	10.5 (1.15)	10.6 (1.18)	11.2 (1.13)	9.8 (0.98)
Asian.....	— (†)	— (†)	— (†)	10.9 (2.56)	11.1 (1.97)	10.7 (2.81)	9.0 (2.00)
Other.....	— (†)	13.6 (2.05)	14.1 (2.03)	14.2 (3.27)	10.6 (2.71)	10.0 (2.37)	10.4 (2.61)
Grade							
6th.....	— (†)	12.1 (1.26)	11.9 (1.31)	11.1 (1.58)	12.1 (1.54)	8.3 (1.39)	9.0 (1.43)
7th.....	— (†)	14.1 (1.13)	12.5 (1.04)	13.1 (1.16)	10.7 (1.02)	9.6 (1.22)	9.9 (1.02)
8th.....	— (†)	13.0 (1.07)	12.8 (0.92)	11.2 (1.04)	11.0 (1.19)	10.9 (1.22)	8.4 (0.94)
9th.....	— (†)	12.1 (1.00)	13.5 (1.23)	12.8 (1.12)	10.9 (1.08)	8.0 (1.09)	10.2 (1.10)
10th.....	— (†)	13.1 (0.95)	11.6 (1.12)	10.9 (1.04)	9.0 (0.99)	9.7 (1.18)	9.6 (1.14)
11th.....	— (†)	12.7 (1.13)	8.3 (0.97)	9.0 (1.17)	8.6 (1.01)	8.4 (1.14)	8.7 (1.01)
12th.....	— (†)	7.9 (0.87)	10.8 (1.25)	9.7 (1.35)	6.0 (0.98)	5.8 (0.96)	7.5 (1.01)
Urbanicity³							
Urban.....	— (†)	11.9 (0.73)	13.2 (0.83)	12.2 (0.86)	9.7 (0.83)	9.9 (0.93)	8.0 (0.77)
Suburban.....	— (†)	12.4 (0.63)	10.7 (0.58)	9.4 (0.52)	9.3 (0.62)	8.3 (0.64)	9.8 (0.71)
Rural.....	— (†)	12.4 (1.11)	12.2 (1.35)	15.5 (1.74)	11.0 (1.07)	8.1 (1.37)	8.5 (1.00)
Control of school							
Public.....	— (†)	12.7 (0.51)	11.9 (0.49)	11.6 (0.53)	10.1 (0.46)	8.9 (0.54)	9.3 (0.50)
Private.....	— (†)	8.2 (1.13)	9.7 (1.11)	6.8 (1.18)	6.1 (1.25)	6.6 (1.62)	6.9 (1.29)
Hate-related graffiti							
Total	36.3 (0.94)	35.5 (0.75)	36.3 (0.84)	38.4 (0.83)	34.9 (0.89)	29.2 (0.96)	28.4 (0.88)
Sex							
Male.....	33.8 (1.06)	34.9 (0.89)	35.0 (0.97)	37.7 (1.10)	34.4 (1.12)	29.0 (1.26)	28.6 (1.11)
Female.....	38.9 (1.14)	36.1 (0.92)	37.6 (1.06)	39.1 (0.93)	35.4 (1.12)	29.3 (1.09)	28.1 (1.07)
Race/ethnicity²							
White.....	36.4 (1.20)	36.2 (0.95)	35.2 (0.86)	38.5 (0.96)	35.5 (1.05)	28.3 (1.10)	28.2 (1.19)
Black.....	37.6 (1.71)	33.6 (1.52)	38.1 (1.95)	38.0 (2.29)	33.7 (2.37)	29.0 (2.44)	28.1 (1.90)
Hispanic.....	35.6 (1.46)	35.1 (1.87)	40.3 (2.24)	38.0 (1.78)	34.8 (1.76)	32.2 (1.61)	29.1 (1.33)
Asian.....	— (†)	— (†)	— (†)	34.5 (3.76)	28.2 (3.01)	31.2 (3.59)	29.9 (4.56)
Other.....	32.2 (2.53)	32.1 (2.82)	31.4 (2.83)	46.9 (4.68)	38.7 (3.44)	25.8 (4.20)	25.9 (3.79)
Grade							
6th.....	30.3 (1.82)	34.9 (1.88)	35.7 (1.83)	34.0 (2.24)	35.5 (2.30)	28.1 (2.26)	25.9 (2.13)
7th.....	34.9 (1.43)	34.9 (1.36)	37.2 (1.41)	37.0 (1.63)	32.3 (1.52)	27.9 (1.88)	26.0 (1.70)
8th.....	35.6 (1.51)	36.7 (1.40)	34.2 (1.53)	35.7 (1.61)	33.5 (1.81)	30.8 (1.80)	25.9 (1.55)
9th.....	39.2 (1.55)	35.7 (1.55)	37.0 (1.48)	41.6 (1.64)	34.5 (1.77)	28.1 (1.83)	28.7 (1.69)
10th.....	38.9 (1.77)	36.2 (1.49)	40.7 (1.67)	40.7 (1.83)	36.4 (1.69)	31.0 (2.03)	33.3 (1.78)
11th.....	37.0 (1.74)	36.1 (1.76)	36.6 (1.74)	40.2 (1.70)	35.3 (1.81)	27.4 (2.01)	32.1 (1.70)
12th.....	35.6 (2.04)	33.0 (1.79)	32.2 (1.78)	37.8 (2.34)	37.7 (2.03)	30.4 (2.00)	25.7 (1.51)
Urbanicity³							
Urban.....	37.0 (1.18)	35.7 (1.21)	38.6 (1.27)	40.9 (1.43)	34.4 (1.36)	31.1 (1.56)	27.5 (1.49)
Suburban.....	37.3 (1.12)	36.0 (0.87)	35.9 (1.16)	38.0 (1.02)	34.2 (1.03)	28.6 (1.15)	29.9 (1.08)
Rural.....	32.7 (2.60)	33.8 (2.56)	33.9 (1.97)	35.8 (2.40)	37.8 (3.06)	27.7 (2.43)	24.9 (2.25)
Control of school							
Public.....	38.0 (0.97)	37.3 (0.80)	37.9 (0.90)	40.0 (0.87)	36.4 (0.93)	30.7 (1.01)	29.7 (0.95)
Private.....	20.7 (1.85)	16.8 (1.34)	19.5 (1.75)	18.6 (1.97)	18.5 (2.07)	11.8 (1.93)	13.4 (1.56)

—Not available.

†Not applicable.

¹Starting 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 onward are comparable to previous years.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons reporting that they are of two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

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

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

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1999 through 2011. (This table was prepared September 2013.)

Table 10.2 Percentage of students ages 12–18 who reported being the target of hate-related words at school, by type of hate-related word and selected student and school characteristics: 2011

[Standard errors appear in parentheses]

Student or school characteristic	Hate-related words related to student's characteristic													
	Total ¹		Race		Ethnicity		Religion		Disability		Gender		Sexual orientation	
1	2		3		4		5		6		7		8	
Total	9.1	(0.48)	4.5	(0.31)	2.8	(0.25)	1.4	(0.17)	1.2	(0.14)	1.4	(0.18)	1.3	(0.18)
Sex														
Male.....	9.0	(0.60)	5.1	(0.47)	3.0	(0.36)	1.5	(0.24)	1.3	(0.21)	0.7	(0.16)	1.3	(0.22)
Female.....	9.1	(0.68)	3.8	(0.38)	2.5	(0.31)	1.3	(0.24)	1.1	(0.19)	2.2	(0.31)	1.4	(0.25)
Race/ethnicity²														
White.....	8.3	(0.59)	2.5	(0.29)	1.4	(0.22)	1.7	(0.23)	1.5	(0.20)	1.7	(0.26)	1.7	(0.28)
Black.....	10.7	(1.30)	7.1	(1.08)	1.8 !	(0.57)	‡	(†)	0.7 !	(0.30)	1.3 !	(0.50)	1.0 !	(0.37)
Hispanic.....	9.8	(0.98)	6.8	(0.82)	6.7	(0.81)	0.8 !	(0.24)	0.8 !	(0.25)	1.0	(0.29)	0.8	(0.24)
Asian.....	9.0	(2.00)	6.8	(1.79)	3.8 !	(1.31)	3.4 !	(1.41)	‡	(†)	‡	(†)	‡	(†)
Other.....	10.4	(2.61)	8.1	(2.24)	3.5 !	(1.34)	3.0 !	(1.23)	1.8 !	(0.88)	‡	(†)	‡	(†)
Grade														
6th.....	9.0	(1.43)	5.3	(1.11)	3.4	(0.90)	1.6 !	(0.60)	1.9 !	(0.71)	‡	(†)	‡	(†)
7th.....	9.9	(1.02)	4.3	(0.62)	2.1	(0.39)	1.0 !	(0.31)	2.0	(0.40)	2.0	(0.55)	1.1 !	(0.44)
8th.....	8.4	(0.94)	4.2	(0.75)	3.0	(0.61)	1.3	(0.38)	0.9 !	(0.31)	0.9 !	(0.31)	1.4	(0.40)
9th.....	10.2	(1.10)	5.5	(0.87)	3.2	(0.60)	1.7	(0.38)	1.1 !	(0.41)	1.3 !	(0.45)	1.3 !	(0.41)
10th.....	9.6	(1.14)	4.4	(0.72)	3.1	(0.70)	1.6	(0.42)	0.8 !	(0.27)	1.7	(0.42)	1.6	(0.45)
11th.....	8.7	(1.01)	4.8	(0.71)	2.6	(0.62)	1.5	(0.43)	0.8 !	(0.31)	1.7	(0.46)	1.1 !	(0.35)
12th.....	7.5	(1.01)	3.0	(0.65)	2.2	(0.56)	1.4 !	(0.44)	1.1 !	(0.40)	1.5 !	(0.50)	1.8	(0.51)
Urbanicity³														
Urban.....	8.0	(0.77)	4.2	(0.55)	2.3	(0.42)	1.3	(0.29)	1.1	(0.28)	1.1	(0.28)	1.3	(0.29)
Suburban.....	9.8	(0.71)	5.0	(0.48)	3.3	(0.38)	1.7	(0.23)	1.0	(0.18)	1.7	(0.27)	1.4	(0.25)
Rural.....	8.5	(1.00)	3.0	(0.59)	1.9	(0.40)	0.9 !	(0.32)	2.2	(0.49)	1.2	(0.32)	1.2 !	(0.45)
Control of school														
Public.....	9.3	(0.50)	4.6	(0.33)	2.9	(0.27)	1.6	(0.19)	1.2	(0.16)	1.4	(0.19)	1.3	(0.18)
Private.....	6.9	(1.29)	2.5 !	(0.80)	1.3 !	(0.62)	‡	(†)	‡	(†)	1.5 !	(0.59)	2.0 !	(0.71)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word or words targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted only once in the total percentage of students who reported being called a hate-related word; therefore, the total is less than the sum of the students' individual characteristics.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/

Alaska Natives, Pacific Islanders, and persons reporting that they are of two or more races.

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

NOTE: "At school" includes in the school building, on school property, on a school bus, or going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Detail may not sum to totals because of rounding and because students may have reported being targets of hate-related words related to more than one student characteristic.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011. (This table was prepared September 2013.)

Table 11.1 Percentage of students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, by type of bullying at school, reports of injury, and selected student and school characteristics: 2011

[Standard errors appear in parentheses]

Student or school characteristic	Bullied at school or cyber-bullied anywhere			Type of bullying at school								Of students who were pushed, shoved, tripped, or spit on, percent reporting injury ¹
	Total bullied at school or cyber-bullied anywhere ²	Total cyber-bullied anywhere	Total bullied at school ³	Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose	Pushed, shoved, tripped, or spit on		
1	2	3	4	5	6	7	8	9	10	11	12	
Total	29.7 (0.78)	9.0 (0.42)	27.8 (0.76)	17.6 (0.62)	18.3 (0.61)	5.0 (0.30)	3.3 (0.26)	5.6 (0.34)	2.8 (0.23)	7.9 (0.38)	21.3 (2.05)	
Sex												
Male.....	26.7 (0.95)	6.9 (0.51)	24.5 (0.91)	16.2 (0.73)	13.2 (0.66)	5.0 (0.44)	3.6 (0.34)	4.8 (0.41)	3.3 (0.34)	8.9 (0.57)	21.3 (2.68)	
Female.....	32.9 (1.02)	11.2 (0.66)	31.4 (0.99)	19.1 (0.84)	23.8 (0.93)	5.1 (0.41)	3.0 (0.36)	6.4 (0.49)	2.3 (0.30)	6.8 (0.49)	21.3 (3.16)	
Race/ethnicity⁴												
White.....	33.5 (1.08)	10.6 (0.60)	31.5 (1.07)	20.6 (0.89)	20.3 (0.81)	5.8 (0.44)	3.3 (0.35)	7.1 (0.51)	3.1 (0.33)	8.6 (0.55)	21.1 (2.66)	
Black.....	28.5 (2.01)	7.0 (1.04)	27.2 (1.97)	16.4 (1.45)	18.6 (1.79)	5.5 (0.83)	4.3 (0.79)	4.7 (0.90)	3.3 (0.72)	9.3 (1.00)	16.2 ! (4.91)	
Hispanic.....	23.8 (1.08)	7.6 (0.77)	21.9 (1.07)	12.7 (0.93)	15.1 (0.87)	3.3 (0.53)	2.9 (0.46)	2.8 (0.52)	2.4 (0.52)	6.2 (0.75)	24.3 (5.43)	
Asian.....	16.2 (2.79)	5.5 ! (1.69)	14.9 (2.70)	9.0 (2.04)	7.7 (2.03)	‡ (†)	2.7 ! (1.10)	2.9 ! (1.13)	‡ (†)	2.1 ! (0.95)	‡ (†)	
Other.....	24.3 (3.35)	3.8 ! (1.18)	23.7 (3.38)	15.0 (2.47)	17.0 (2.94)	6.5 (1.73)	‡ (†)	5.0 ! (1.62)	‡ (†)	7.2 (1.81)	‡ (†)	
Grade												
6th.....	37.4 (2.15)	6.4 (1.09)	37.0 (2.17)	27.0 (2.03)	23.1 (1.90)	4.9 (0.94)	3.9 (0.85)	6.6 (1.19)	3.7 (0.87)	12.7 (1.56)	24.6 (5.08)	
7th.....	31.9 (1.62)	8.1 (0.89)	30.3 (1.64)	22.4 (1.35)	18.3 (1.31)	6.9 (0.89)	4.5 (0.72)	7.8 (0.95)	4.0 (0.68)	12.6 (1.16)	26.1 (4.12)	
8th.....	32.0 (1.65)	8.6 (0.86)	30.7 (1.68)	20.7 (1.51)	19.0 (1.40)	5.3 (0.75)	2.9 (0.56)	6.4 (0.80)	4.0 (0.73)	10.8 (1.07)	21.7 (3.72)	
9th.....	27.9 (1.69)	8.3 (0.96)	26.5 (1.66)	16.4 (1.28)	16.3 (1.38)	5.4 (0.73)	3.3 (0.64)	4.1 (0.87)	2.5 (0.60)	7.3 (0.85)	17.1 (4.59)	
10th.....	30.8 (1.56)	11.6 (0.99)	28.0 (1.56)	16.9 (1.26)	19.6 (1.24)	5.1 (0.75)	3.9 (0.65)	5.3 (0.71)	2.2 (0.48)	6.7 (0.82)	16.3 ! (4.99)	
11th.....	26.8 (1.77)	11.1 (1.18)	23.8 (1.72)	12.7 (1.17)	17.1 (1.48)	4.0 (0.68)	2.4 (0.60)	4.7 (0.71)	1.8 (0.50)	3.9 (0.73)	‡ (†)	
12th.....	23.8 (1.42)	7.8 (1.02)	22.0 (1.34)	10.6 (1.12)	16.7 (1.23)	3.5 (0.65)	2.3 (0.55)	4.3 (0.75)	1.9 (0.51)	2.7 (0.59)	‡ (†)	
Urbanicity⁵												
Urban.....	26.6 (1.27)	7.3 (0.65)	24.8 (1.28)	15.9 (1.07)	16.1 (1.05)	4.4 (0.49)	3.1 (0.38)	4.6 (0.50)	2.5 (0.38)	7.6 (0.66)	20.8 (3.94)	
Suburban.....	31.1 (1.12)	10.0 (0.63)	29.0 (1.07)	18.4 (0.85)	18.7 (0.86)	5.0 (0.47)	3.2 (0.33)	6.0 (0.46)	3.0 (0.35)	8.2 (0.56)	21.9 (2.96)	
Rural.....	30.8 (1.85)	8.9 (1.04)	29.7 (1.82)	18.4 (1.33)	21.4 (1.47)	6.3 (0.69)	3.9 (0.80)	5.8 (0.89)	3.0 (0.54)	7.3 (0.78)	20.1 (4.13)	
Control of school⁶												
Public.....	30.2 (0.85)	8.9 (0.45)	28.4 (0.82)	17.9 (0.66)	18.8 (0.65)	5.3 (0.33)	3.3 (0.28)	5.5 (0.37)	2.9 (0.24)	8.1 (0.42)	21.2 (2.14)	
Private.....	24.2 (1.96)	9.8 (1.31)	21.5 (1.91)	13.9 (1.68)	12.6 (1.59)	1.6 ! (0.62)	2.9 (0.76)	5.6 (1.07)	2.1 ! (0.71)	4.7 (1.03)	‡ (†)	

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Only students who reported that they were pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.

²Students who reported that they were both bullied at school and cyber-bullied anywhere were counted only once in the total for students bullied at school or cyber-bullied anywhere.

³Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.

⁴Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons reporting that they are of two or more races.

⁵Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

⁶Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to totals because students could have experienced more than one type of bullying.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011. (This table was prepared September 2013.)

Table 11.2 Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2011

[Standard errors appear in parentheses]

Student or school characteristic	Total	Among students who were bullied, percent by location							
		Inside classroom	In hallway or stairwell	In bathroom or locker room	Cafeteria	Somewhere else in school building	Outside on school grounds	On school bus	
1	2	3	4	5	6	7	8	9	
Total	27.8 (0.76)	32.8 (1.27)	45.6 (1.32)	11.0 (0.94)	8.6 (0.72)	1.9 (0.40)	22.1 (1.14)	7.4 (0.78)	
Sex									
Male	24.5 (0.91)	30.8 (1.66)	44.0 (2.13)	13.2 (1.30)	8.1 (1.03)	1.7 † (0.59)	23.1 (1.76)	8.2 (1.22)	
Female	31.4 (0.99)	34.4 (1.69)	46.9 (1.79)	9.2 (1.33)	9.0 (0.95)	2.0 (0.56)	21.3 (1.49)	6.8 (0.95)	
Race/ethnicity¹									
White	31.5 (1.07)	34.2 (1.70)	46.5 (1.59)	10.9 (1.14)	7.7 (0.92)	2.3 (0.59)	22.1 (1.30)	8.0 (0.89)	
Black	27.2 (1.97)	34.1 (3.52)	39.1 (3.80)	9.8 (2.30)	12.5 (2.08)	‡ (†)	19.5 (2.82)	8.3 (1.80)	
Hispanic	21.9 (1.07)	28.2 (2.54)	47.6 (2.94)	13.3 (2.23)	8.9 (1.69)	‡ (†)	21.5 (2.90)	6.0 (1.55)	
Asian	14.9 (2.70)	19.3 † (6.88)	44.4 (9.13)	‡ (†)	‡ (†)	# (†)	30.3 (7.54)	‡ (†)	
Other	23.7 (3.38)	30.2 (6.57)	47.1 (6.74)	10.0 † (4.05)	8.9 † (3.11)	# (†)	32.1 (7.33)	‡ (†)	
Grade									
6th	37.0 (2.17)	33.5 (3.17)	36.5 (3.47)	13.2 (2.44)	7.7 (2.02)	# (†)	26.7 (3.63)	12.5 (2.54)	
7th	30.3 (1.64)	32.8 (2.90)	48.2 (3.62)	13.5 (2.53)	12.2 (2.20)	‡ (†)	21.5 (2.89)	9.9 (2.38)	
8th	30.7 (1.68)	36.2 (2.89)	44.2 (3.42)	10.9 (1.87)	7.7 (1.58)	1.7 † (0.78)	23.1 (2.58)	7.3 (1.48)	
9th	26.5 (1.66)	37.0 (3.61)	45.5 (3.02)	9.6 (1.77)	9.2 (1.89)	‡ (†)	15.4 (2.53)	6.4 (1.57)	
10th	28.0 (1.56)	27.6 (2.71)	50.5 (2.79)	10.3 (2.08)	9.0 (1.93)	3.1 † (1.27)	20.3 (2.62)	7.2 (1.67)	
11th	23.8 (1.72)	28.6 (3.24)	48.8 (3.85)	9.8 (2.15)	6.8 (1.99)	‡ (†)	26.2 (3.24)	4.7 † (1.59)	
12th	22.0 (1.34)	33.1 (3.75)	42.9 (3.83)	9.3 (2.32)	6.3 † (1.92)	4.2 † (1.30)	23.4 (3.25)	3.3 † (1.32)	
Urbanicity²									
Urban	24.8 (1.28)	35.0 (2.34)	45.3 (2.87)	11.7 (1.70)	10.2 (1.57)	‡ (†)	24.5 (2.39)	5.0 (1.07)	
Suburban	29.0 (1.07)	31.1 (1.68)	44.3 (1.64)	10.5 (1.19)	8.0 (0.87)	2.4 (0.60)	22.0 (1.31)	8.7 (1.19)	
Rural	29.7 (1.82)	34.6 (3.41)	50.2 (2.99)	11.5 (1.93)	7.9 (1.71)	1.9 † (0.90)	18.6 (2.41)	7.1 (1.57)	
Control of school³									
Public	28.4 (0.82)	33.0 (1.28)	45.9 (1.37)	10.8 (0.94)	8.6 (0.72)	1.9 (0.42)	21.5 (1.12)	7.8 (0.83)	
Private	21.5 (1.91)	28.4 (4.41)	40.9 (5.24)	14.5 (3.62)	9.2 † (2.95)	‡ (†)	31.0 (5.09)	‡ (†)	

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons reporting that they are of two or more races.

²Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School*

Crime Supplement to the National Crime Victimization Survey, which were based on the urban-centric measure of the location of the school that the child attended.

³Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Location totals may sum to more than 100 percent because students could have been bullied in more than one location.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011. (This table was prepared September 2013.)

Table 11.3 Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and selected student and school characteristics: 2011

[Standard errors appear in parentheses]

Student or school characteristic	Total cyber-bullying ¹	Type of cyber-bullying							Excluded online
		Hurtful information on Internet	Private information purposely shared on Internet	Subject of harassing instant messages	Subject of harassing text messages	Subject of harassing e-mails	Subject of harassment while gaming		
1	2	3	4	5	6	7	8	9	
Total	9.0 (0.42)	3.6 (0.23)	1.1 (0.15)	2.7 (0.26)	4.4 (0.31)	1.9 (0.18)	1.5 (0.17)	1.2 (0.14)	
Sex									
Male.....	6.9 (0.51)	1.7 (0.24)	0.7 (0.16)	1.5 (0.27)	2.4 (0.32)	1.1 (0.20)	2.7 (0.32)	1.0 (0.21)	
Female.....	11.2 (0.66)	5.7 (0.44)	1.5 (0.26)	4.0 (0.44)	6.5 (0.52)	2.7 (0.31)	0.2 ! (0.08)	1.4 (0.21)	
Race/ethnicity²									
White.....	10.6 (0.60)	4.2 (0.30)	1.2 (0.20)	3.3 (0.36)	5.5 (0.48)	2.2 (0.26)	1.6 (0.23)	1.4 (0.20)	
Black.....	7.0 (1.04)	3.8 (0.72)	1.3 ! (0.43)	1.8 (0.50)	2.9 (0.66)	1.6 (0.48)	‡ (†)	‡ (†)	
Hispanic.....	7.6 (0.77)	2.5 (0.45)	0.9 ! (0.30)	2.3 (0.47)	3.3 (0.49)	1.5 (0.36)	2.0 (0.44)	1.4 (0.38)	
Asian.....	5.5 ! (1.69)	‡ (†)	‡ (†)	‡ (†)	2.4 ! (1.06)	# (†)	‡ (†)	‡ (†)	
Other.....	3.8 ! (1.18)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	
Grade									
6th.....	6.4 (1.09)	1.6 ! (0.53)	‡ (†)	1.2 ! (0.50)	2.1 ! (0.65)	1.4 ! (0.51)	1.5 ! (0.52)	1.2 ! (0.47)	
7th.....	8.1 (0.89)	3.3 (0.57)	0.6 ! (0.25)	3.0 (0.54)	3.7 (0.63)	1.9 (0.43)	1.7 (0.50)	1.1 ! (0.36)	
8th.....	8.6 (0.86)	3.4 (0.57)	0.9 ! (0.31)	3.0 (0.53)	3.6 (0.60)	1.7 (0.39)	1.5 (0.42)	1.3 (0.35)	
9th.....	8.3 (0.96)	3.7 (0.66)	1.5 (0.41)	3.2 (0.57)	4.2 (0.62)	1.6 (0.42)	0.9 ! (0.42)	1.9 (0.52)	
10th.....	11.6 (0.99)	4.8 (0.57)	1.5 (0.40)	3.6 (0.65)	6.6 (0.81)	2.7 (0.49)	1.8 (0.40)	1.4 (0.41)	
11th.....	11.1 (1.18)	4.7 (0.78)	1.1 ! (0.38)	2.7 (0.64)	5.8 (0.79)	2.9 (0.68)	1.7 (0.52)	0.6 ! (0.26)	
12th.....	7.8 (1.02)	3.0 (0.64)	1.2 ! (0.41)	1.5 ! (0.47)	3.9 (0.72)	0.7 ! (0.31)	1.3 ! (0.41)	0.7 ! (0.29)	
Urbanicity³									
Urban.....	7.3 (0.65)	3.3 (0.43)	1.2 (0.27)	1.9 (0.36)	3.4 (0.50)	1.5 (0.29)	1.1 (0.26)	1.0 (0.25)	
Suburban.....	10.0 (0.63)	3.7 (0.34)	1.0 (0.19)	2.9 (0.33)	4.9 (0.42)	2.0 (0.25)	1.9 (0.27)	1.2 (0.21)	
Rural.....	8.9 (1.04)	4.0 (0.55)	1.1 ! (0.39)	3.5 (0.80)	4.9 (0.89)	2.2 (0.46)	‡ (†)	1.2 ! (0.37)	
Control of school⁴									
Public.....	8.9 (0.45)	3.5 (0.24)	1.1 (0.16)	2.7 (0.26)	4.5 (0.33)	2.0 (0.19)	1.4 (0.18)	1.1 (0.15)	
Private.....	9.8 (1.31)	4.8 (1.01)	1.3 ! (0.58)	2.7 (0.78)	3.2 (0.91)	‡ (†)	1.8 ! (0.55)	1.6 ! (0.65)	

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Includes all students who responded that another student had posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online. Students could report more than one of these types of cyber-bullying. A student who reported more than one type is counted only once under total cyber-bullying.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons reporting that they are of two or more races.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's house-

hold as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

⁴Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: Detail may not sum to totals because of rounding and because students could have experienced more than one type of cyber-bullying.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011. (This table was prepared September 2013.)

Table 11.4 Among students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2011

[Standard errors appear in parentheses]

Student or school characteristic	Students who reported being bullied at school						Students who reported being cyber-bullied anywhere ¹					
	Percentage distribution, by frequency of bullying				Percent indicating adult at school notified ²	Percentage distribution, by frequency of cyber-bullying				Percent indicating adult at school notified ²		
	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day		Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day			
1	2	3	4	5	6	7	8	9	10	11		
Total	64.5 (1.33)	18.5 (0.98)	9.2 (0.82)	7.8 (0.75)	39.5 (1.38)	71.9 (2.01)	19.6 (1.78)	5.3 (0.94)	3.1 (0.85)	26.1 (2.04)		
Sex												
Male.....	62.4 (2.00)	19.4 (1.58)	10.0 (1.09)	8.2 (1.13)	39.4 (1.90)	60.5 (3.95)	25.7 (3.53)	9.0 (1.99)	4.8 ! (1.84)	16.5 (2.92)		
Female.....	66.2 (1.69)	17.7 (1.16)	8.6 (1.08)	7.5 (1.02)	39.7 (1.79)	79.2 (2.29)	15.7 (2.10)	3.0 (0.83)	2.1 ! (0.86)	32.5 (2.81)		
Race/ethnicity³												
White.....	62.6 (1.62)	20.5 (1.24)	10.0 (1.03)	7.0 (0.80)	38.5 (1.78)	69.6 (2.48)	20.4 (2.08)	6.5 (1.30)	3.6 ! (1.20)	24.8 (2.40)		
Black.....	68.3 (3.31)	12.9 (2.42)	7.5 (2.07)	11.3 (2.35)	46.4 (3.30)	82.2 (5.91)	15.4 ! (5.77)	‡ (†)	# (†)	36.2 (6.64)		
Hispanic.....	65.9 (2.68)	16.1 (2.17)	8.6 (1.83)	9.5 (2.02)	39.0 (2.97)	71.5 (4.70)	20.3 (4.13)	4.1 ! (1.38)	4.1 ! (1.94)	24.8 (4.82)		
Asian.....	66.5 (9.22)	16.6 ! (6.69)	16.8 ! (6.72)	# (†)	24.4 ! (7.34)	‡ (†)	‡ (†)	# (†)	# (†)	‡ (†)		
Other.....	77.7 (5.52)	18.4 (5.27)	# (†)	‡ (†)	42.3 (7.42)	‡ (†)	‡ (†)	# (†)	# (†)	‡ (†)		
Grade												
6th.....	64.6 (3.15)	15.2 (2.53)	15.3 (2.66)	4.9 ! (1.59)	57.9 (3.72)	61.2 (8.52)	32.3 (8.18)	‡ (†)	‡ (†)	43.7 (8.99)		
7th.....	57.0 (3.07)	21.2 (2.62)	8.2 (1.68)	13.6 (2.29)	51.5 (3.42)	72.2 (5.24)	19.0 (4.50)	‡ (†)	‡ (†)	27.6 (5.66)		
8th.....	60.4 (3.06)	22.5 (2.48)	9.3 (2.04)	7.8 (1.48)	39.6 (2.60)	74.9 (5.24)	14.6 (4.10)	6.6 ! (2.92)	‡ (†)	35.2 (5.15)		
9th.....	69.5 (2.99)	13.6 (2.33)	10.6 (2.06)	6.3 (1.63)	42.9 (3.30)	71.7 (5.22)	17.1 (4.44)	8.5 ! (3.26)	‡ (†)	31.2 (5.78)		
10th.....	61.3 (3.54)	20.1 (2.95)	10.5 (2.34)	8.1 (2.14)	26.3 (2.40)	72.4 (4.59)	20.3 (4.23)	4.1 (1.21)	‡ (†)	24.6 (4.33)		
11th.....	68.3 (3.61)	21.1 (3.05)	5.8 ! (1.78)	4.9 ! (1.56)	29.7 (3.54)	77.1 (5.22)	20.5 (5.02)	‡ (†)	# (†)	13.6 (3.86)		
12th.....	75.2 (3.58)	13.5 (2.70)	4.4 ! (1.74)	7.0 ! (2.18)	28.2 (3.66)	65.4 (6.52)	20.5 (5.41)	‡ (†)	7.6 ! (3.73)	19.6 (5.14)		
Urbanicity⁴												
Urban.....	65.9 (2.68)	18.2 (2.08)	7.6 (1.43)	8.3 (1.46)	42.8 (2.33)	76.1 (4.15)	16.1 (3.76)	6.2 ! (2.30)	‡ (†)	32.0 (4.04)		
Suburban.....	64.1 (1.75)	18.9 (1.30)	10.6 (1.17)	6.3 (0.86)	37.4 (1.81)	72.8 (2.77)	17.8 (2.23)	5.2 (1.35)	4.2 ! (1.29)	22.4 (2.73)		
Rural.....	63.4 (3.39)	17.7 (2.33)	7.0 (1.92)	11.8 (1.96)	41.4 (2.96)	62.3 (4.93)	32.2 (4.93)	‡ (†)	‡ (†)	31.5 (4.53)		
Control of school⁵												
Public.....	64.6 (1.34)	18.3 (0.97)	9.3 (0.86)	7.7 (0.77)	39.3 (1.40)	72.0 (2.03)	19.9 (1.81)	5.6 (1.02)	2.5 (0.68)	25.6 (2.04)		
Private.....	62.8 (5.03)	19.9 (4.06)	8.6 ! (2.74)	8.7 ! (3.06)	43.1 (4.80)	71.0 (7.10)	16.3 ! (6.43)	‡ (†)	‡ (†)	32.6 (7.41)		

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.

²Teacher or other adult at school notified.

³Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons reporting that they are of two or more races.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

⁵Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey*.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011. (This table was prepared September 2013.)

Table 12.1 Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12

[Standard errors appear in parentheses]

Teacher or school characteristic	Student misbehavior interfered with teaching							Student tardiness and class cutting interfered with teaching						
	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	40.2 (0.33)	33.8 (0.31)	41.3 (0.34)	38.6 (0.39)	35.1 (0.58)	34.1 (0.50)	38.5 (0.61)	32.6 (0.28)	— (†)	25.4 (0.28)	29.3 (0.30)	31.3 (0.44)	31.5 (0.60)	35.3 (0.46)
Years of teaching experience														
3 or fewer.....	42.1 (0.95)	35.5 (0.75)	44.8 (0.98)	41.5 (0.79)	39.2 (2.15)	37.3 (1.00)	43.2 (1.21)	34.6 (0.89)	— (†)	27.8 (0.71)	32.3 (0.73)	34.0 (1.20)	34.3 (1.01)	38.5 (1.28)
4 to 9.....	40.1 (0.65)	33.6 (0.69)	41.9 (0.61)	40.5 (0.66)	36.2 (0.75)	35.1 (1.02)	39.8 (1.05)	31.4 (0.50)	— (†)	25.5 (0.59)	30.1 (0.55)	32.0 (0.70)	32.6 (1.01)	36.0 (0.96)
10 to 19.....	39.5 (0.41)	33.0 (0.52)	40.7 (0.57)	36.4 (0.65)	34.0 (0.83)	33.6 (0.83)	38.0 (0.92)	31.7 (0.35)	— (†)	24.3 (0.48)	26.7 (0.55)	30.7 (0.75)	30.9 (1.04)	35.3 (0.93)
20 or more.....	40.7 (0.73)	34.1 (0.70)	40.1 (0.53)	37.6 (0.57)	32.8 (0.68)	31.5 (0.82)	35.4 (0.97)	34.3 (0.61)	— (†)	25.5 (0.35)	29.3 (0.51)	29.7 (0.67)	29.1 (0.90)	33.0 (0.95)
School level¹														
Elementary.....	39.2 (0.53)	34.1 (0.45)	40.9 (0.54)	39.1 (0.57)	33.8 (0.74)	32.6 (0.73)	38.6 (0.92)	22.6 (0.35)	— (†)	17.2 (0.41)	24.2 (0.42)	26.5 (0.57)	25.6 (0.76)	31.0 (0.71)
Secondary.....	43.2 (0.43)	34.9 (0.43)	43.7 (0.35)	39.5 (0.42)	40.0 (0.60)	38.8 (0.74)	40.5 (0.80)	49.9 (0.45)	— (†)	43.0 (0.37)	41.5 (0.46)	43.8 (0.65)	45.4 (0.81)	45.3 (0.69)
School control														
Public ²	42.3 (0.36)	35.7 (0.34)	44.1 (0.40)	40.8 (0.42)	37.2 (0.52)	36.0 (0.57)	40.7 (0.65)	34.7 (0.29)	— (†)	27.9 (0.32)	31.5 (0.35)	33.4 (0.45)	33.4 (0.64)	37.6 (0.51)
Private.....	24.2 (0.95)	20.0 (0.63)	22.4 (0.43)	24.1 (0.61)	20.7 (2.47)	20.6 (0.72)	22.0 (1.05)	17.2 (0.73)	— (†)	8.6 (0.42)	15.0 (0.43)	16.9 (1.11)	17.9 (0.72)	18.8 (1.06)
School enrollment														
Under 200.....	31.9 (0.89)	25.0 (0.82)	31.1 (0.72)	32.5 (0.93)	29.4 (2.44)	29.9 (1.10)	33.9 (1.27)	24.5 (0.94)	— (†)	14.7 (0.51)	21.7 (0.71)	24.9 (1.52)	26.1 (0.91)	29.4 (1.03)
200 to 499.....	36.6 (0.52)	30.6 (0.60)	36.9 (0.72)	36.4 (0.57)	30.7 (0.91)	32.9 (0.87)	37.3 (0.87)	23.9 (0.37)	— (†)	16.9 (0.52)	25.0 (0.60)	26.2 (0.73)	27.4 (0.94)	32.1 (0.92)
500 to 749.....	41.2 (0.63)	34.9 (0.64)	41.9 (0.74)	40.0 (0.82)	34.0 (0.94)	34.4 (1.28)	37.4 (1.38)	29.0 (0.66)	— (†)	21.2 (0.67)	27.1 (0.63)	28.2 (0.83)	28.4 (1.25)	32.5 (1.02)
750 to 999.....	44.6 (1.10)	39.3 (1.03)	47.6 (0.85)	39.8 (1.32)	37.2 (1.45)	32.4 (1.34)	41.9 (1.82)	35.6 (1.05)	— (†)	30.2 (1.19)	27.7 (1.00)	31.0 (1.15)	29.6 (1.24)	36.7 (1.87)
1,000 or more.....	47.0 (0.75)	38.8 (0.76)	48.0 (0.69)	41.9 (0.65)	43.7 (0.85)	37.9 (1.01)	40.9 (0.97)	54.2 (0.72)	— (†)	46.8 (0.70)	41.7 (0.77)	44.9 (0.97)	43.1 (1.13)	44.2 (0.92)
Locale³														
City.....	— (†)	— (†)	— (†)	— (†)	41.8 (1.14)	39.9 (1.08)	‡ (†)	— (†)	— (†)	— (†)	— (†)	37.3 (0.89)	38.5 (0.95)	‡ (†)
Suburban.....	— (†)	— (†)	— (†)	— (†)	32.3 (0.77)	31.7 (0.78)	‡ (†)	— (†)	— (†)	— (†)	— (†)	28.5 (0.74)	28.8 (0.86)	‡ (†)
Town.....	— (†)	— (†)	— (†)	— (†)	34.7 (1.32)	34.7 (1.32)	‡ (†)	— (†)	— (†)	— (†)	— (†)	31.7 (1.12)	34.0 (1.68)	‡ (†)
Rural.....	— (†)	— (†)	— (†)	— (†)	31.1 (1.31)	30.8 (0.97)	‡ (†)	— (†)	— (†)	— (†)	— (†)	27.9 (0.88)	26.4 (0.92)	‡ (†)

—Not available.

†Not applicable.

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

¹Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.

²Includes traditional public and public charter schools.

³Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area as of 2003–04. Comparisons with earlier years are not possible.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior or student tardiness and class cutting interfered with their teaching. Some data have been revised from previously published figures.

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," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 12.2 Percentage of public and private school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12

[Standard errors appear in parentheses]

Teacher or school characteristic	Other teachers enforced school rules ¹							Principal enforced school rules ²						
	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	65.1 (0.30)	73.4 (0.34)	63.8 (0.36)	64.4 (0.35)	72.4 (0.41)	71.8 (0.47)	68.8 (0.48)	83.7 (0.22)	87.4 (0.26)	81.8 (0.31)	83.0 (0.28)	87.8 (0.30)	88.5 (0.34)	84.4 (0.41)
Years of teaching experience														
3 or fewer.....	68.6 (0.93)	76.1 (0.88)	68.8 (0.92)	69.4 (0.71)	76.6 (0.91)	73.6 (1.07)	70.2 (1.27)	85.0 (0.52)	88.1 (0.49)	85.1 (0.59)	84.5 (0.52)	88.6 (0.66)	89.9 (0.68)	86.6 (1.15)
4 to 9.....	65.3 (0.71)	72.7 (0.69)	63.0 (0.78)	61.6 (0.62)	70.6 (0.70)	69.5 (0.88)	66.6 (0.88)	84.1 (0.45)	87.4 (0.55)	80.7 (0.63)	82.7 (0.49)	86.9 (0.57)	88.2 (0.61)	84.6 (0.72)
10 to 19.....	64.3 (0.49)	72.9 (0.48)	63.1 (0.55)	64.6 (0.65)	71.4 (0.76)	71.0 (0.73)	68.3 (0.86)	83.9 (0.35)	87.5 (0.43)	82.4 (0.41)	83.1 (0.49)	87.8 (0.53)	87.2 (0.62)	82.3 (0.74)
20 or more.....	64.9 (0.58)	73.5 (0.57)	63.1 (0.58)	63.6 (0.59)	72.5 (0.64)	73.8 (0.80)	71.1 (0.84)	82.8 (0.56)	86.9 (0.41)	80.6 (0.38)	82.4 (0.41)	88.3 (0.43)	89.4 (0.55)	85.9 (0.79)
School level ³														
Elementary.....	74.2 (0.41)	80.5 (0.52)	72.2 (0.48)	72.2 (0.49)	79.5 (0.54)	79.4 (0.61)	75.6 (0.71)	85.1 (0.36)	88.0 (0.41)	82.8 (0.45)	84.2 (0.41)	88.3 (0.45)	89.5 (0.44)	85.0 (0.60)
Secondary.....	49.9 (0.60)	60.2 (0.43)	47.0 (0.34)	47.2 (0.46)	55.7 (0.55)	56.1 (0.64)	54.4 (0.69)	81.5 (0.37)	85.8 (0.37)	79.0 (0.31)	80.0 (0.39)	86.2 (0.41)	86.3 (0.48)	82.5 (0.56)
School control														
Public ⁴	63.8 (0.31)	71.9 (0.36)	61.8 (0.42)	62.6 (0.39)	71.1 (0.46)	70.6 (0.55)	67.6 (0.51)	83.1 (0.22)	86.7 (0.29)	80.8 (0.35)	82.2 (0.33)	87.2 (0.34)	88.0 (0.37)	83.7 (0.43)
Private.....	75.4 (0.98)	84.3 (0.61)	77.6 (0.50)	75.9 (0.51)	81.0 (1.52)	80.1 (0.81)	77.4 (1.49)	88.6 (0.57)	92.0 (0.42)	88.4 (0.41)	88.3 (0.39)	92.2 (0.75)	92.2 (0.57)	89.4 (0.98)
School enrollment														
Under 200.....	76.1 (0.90)	83.7 (0.60)	76.5 (0.84)	75.4 (0.81)	84.0 (1.54)	81.0 (0.85)	78.7 (0.91)	86.6 (0.54)	89.3 (0.54)	85.2 (0.61)	87.1 (0.48)	90.9 (0.86)	90.8 (0.60)	88.7 (0.84)
200 to 499.....	72.6 (0.42)	79.4 (0.55)	71.2 (0.65)	71.6 (0.58)	78.9 (0.62)	78.6 (0.71)	74.2 (1.00)	84.6 (0.38)	88.1 (0.42)	83.5 (0.47)	84.2 (0.46)	89.3 (0.48)	89.4 (0.60)	84.7 (0.87)
500 to 749.....	66.6 (0.74)	75.8 (0.74)	66.8 (0.81)	67.7 (0.66)	75.8 (0.68)	74.1 (1.04)	72.2 (1.06)	84.4 (0.55)	88.5 (0.53)	82.3 (0.76)	83.5 (0.55)	87.7 (0.66)	88.6 (0.68)	85.2 (0.75)
750 to 999.....	59.8 (1.00)	68.5 (1.01)	58.6 (1.10)	63.0 (0.97)	69.4 (1.32)	71.7 (1.50)	66.0 (1.33)	83.0 (0.80)	85.7 (0.81)	79.6 (0.87)	82.5 (0.83)	86.0 (1.14)	88.4 (0.89)	82.7 (1.30)
1,000 or more.....	48.1 (0.89)	57.5 (0.67)	45.8 (0.77)	47.3 (0.75)	56.3 (0.88)	57.1 (1.17)	55.4 (1.04)	80.7 (0.62)	84.9 (0.66)	78.0 (0.58)	79.4 (0.57)	85.8 (0.63)	86.5 (0.73)	82.3 (0.81)
Locale ⁵														
City.....	— (†)	— (†)	— (†)	— (†)	69.6 (0.86)	69.4 (0.98)	‡ (†)	— (†)	— (†)	— (†)	— (†)	85.5 (0.60)	86.5 (0.72)	‡ (†)
Suburban.....	— (†)	— (†)	— (†)	— (†)	73.5 (0.70)	72.6 (0.76)	‡ (†)	— (†)	— (†)	— (†)	— (†)	89.1 (0.47)	89.7 (0.53)	‡ (†)
Town.....	— (†)	— (†)	— (†)	— (†)	72.4 (1.03)	71.7 (1.32)	‡ (†)	— (†)	— (†)	— (†)	— (†)	88.9 (0.71)	87.5 (1.26)	‡ (†)
Rural.....	— (†)	— (†)	— (†)	— (†)	74.3 (0.74)	73.6 (0.81)	‡ (†)	— (†)	— (†)	— (†)	— (†)	88.5 (0.61)	89.5 (0.58)	‡ (†)

—Not available.

†Not applicable.

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

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

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

³Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.

⁴Includes traditional public and public charter schools.

⁵Substantial improvements in geocoding technology and changes in the Office of Management and Budget’s definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area as of 2003–04. Comparisons with earlier years are not possible.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who “strongly” agreed and those who “somewhat” agreed that rules were enforced by other teachers and the principal. Some data have been revised from previously published figures.

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,” 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and “Charter School Teacher Data File,” 1999–2000. (This table was prepared October 2013.)

Table 12.3 Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that other teachers and the principal enforced school rules, by state: 2011–12

[Standard errors appear in parentheses]

State	Interfered with teaching		Enforced school rules					
	Student misbehavior	Student tardiness and class cutting	Other teachers ¹	Principal ²				
1	2	3	4	5				
United States	40.7	(0.65)	37.6	(0.51)	67.6	(0.51)	83.7	(0.43)
Alabama	40.9	(3.36)	38.6	(2.82)	71.8	(2.84)	86.8	(2.26)
Alaska	35.8	(5.73)	56.8	(6.73)	72.2	(4.41)	83.2	(5.16)
Arizona	41.3	(2.56)	44.5	(2.67)	67.9	(2.72)	83.4	(2.06)
Arkansas	39.5	(3.56)	38.5	(3.80)	74.0	(2.60)	90.0	(2.16)
California	38.9	(2.47)	39.7	(2.36)	69.7	(1.83)	83.0	(1.63)
Colorado	45.5	(3.54)	47.6	(4.02)	61.7	(3.39)	80.6	(3.28)
Connecticut	37.2	(2.35)	28.6	(3.81)	61.7	(3.91)	80.7	(2.98)
Delaware	46.7	(4.47)	35.2	(4.58)	68.7	(3.58)	82.9	(3.32)
District of Columbia	†	(†)	†	(†)	†	(†)	†	(†)
Florida	†	(†)	†	(†)	†	(†)	†	(†)
Georgia	38.2	(3.56)	32.1	(3.36)	71.9	(2.64)	85.5	(2.29)
Hawaii	†	(†)	†	(†)	†	(†)	†	(†)
Idaho	34.6	(3.54)	36.1	(3.08)	74.7	(2.48)	87.9	(2.18)
Illinois	40.0	(2.96)	33.9	(3.07)	66.0	(3.18)	83.6	(2.31)
Indiana	38.8	(3.33)	41.0	(2.95)	68.4	(2.47)	81.8	(2.99)
Iowa	37.9	(3.12)	34.6	(3.18)	68.5	(2.77)	81.8	(2.40)
Kansas	32.0	(3.57)	24.9	(2.34)	70.9	(3.29)	91.8	(1.61)
Kentucky	42.8	(3.06)	32.8	(2.92)	67.4	(2.80)	86.9	(2.47)
Louisiana	55.1	(3.92)	36.1	(3.60)	62.5	(3.19)	82.1	(3.89)
Maine	39.1	(3.00)	39.2	(3.02)	62.9	(2.90)	83.2	(3.06)
Maryland	†	(†)	†	(†)	†	(†)	†	(†)
Massachusetts	37.2	(3.07)	32.0	(2.74)	66.6	(3.04)	83.1	(2.80)
Michigan	46.6	(2.87)	40.9	(2.63)	67.6	(2.12)	84.4	(2.08)
Minnesota	43.7	(2.49)	37.3	(2.50)	68.7	(1.88)	84.5	(1.84)
Mississippi	37.4	(3.30)	35.6	(3.40)	72.4	(2.96)	84.5	(2.51)
Missouri	33.2	(2.10)	33.6	(2.87)	68.9	(2.17)	86.6	(1.76)
Montana	41.3	(3.43)	45.3	(4.08)	66.5	(3.65)	83.1	(2.97)
Nebraska	38.2	(3.01)	33.6	(2.81)	70.9	(2.73)	86.7	(1.66)
Nevada	45.5	(3.77)	42.3	(4.86)	65.5	(3.42)	79.3	(3.22)
New Hampshire	38.3	(4.36)	30.9	(3.11)	62.0	(3.93)	83.2	(2.66)
New Jersey	35.9	(2.36)	29.9	(2.29)	66.8	(2.06)	84.4	(1.70)
New Mexico	39.0	(4.55)	54.5	(5.87)	64.2	(3.80)	78.7	(4.23)
New York	40.3	(2.91)	45.3	(3.06)	65.9	(2.47)	80.7	(2.46)
North Carolina	41.9	(3.13)	37.0	(2.94)	69.0	(2.58)	84.0	(2.34)
North Dakota	34.6	(3.26)	33.5	(3.52)	70.4	(2.77)	86.7	(2.45)
Ohio	41.8	(1.95)	38.8	(1.96)	66.4	(1.73)	84.7	(1.55)
Oklahoma	40.1	(2.74)	40.8	(2.87)	72.5	(2.47)	86.5	(2.12)
Oregon	33.1	(3.24)	35.6	(3.73)	77.3	(2.90)	88.1	(1.77)
Pennsylvania	40.0	(2.64)	33.4	(2.55)	65.2	(2.18)	82.5	(1.88)
Rhode Island	†	(†)	†	(†)	†	(†)	†	(†)
South Carolina	40.9	(3.22)	33.7	(3.40)	71.8	(3.23)	86.8	(2.15)
South Dakota	40.1	(3.10)	37.2	(3.92)	73.2	(2.91)	84.8	(2.53)
Tennessee	41.5	(3.56)	40.0	(3.56)	71.4	(3.14)	88.7	(2.14)
Texas	45.6	(2.29)	35.1	(2.13)	65.8	(2.56)	81.8	(1.99)
Utah	39.7	(3.67)	45.1	(4.30)	75.8	(3.56)	89.9	(2.27)
Vermont	39.9	(2.61)	36.2	(2.62)	59.2	(2.59)	80.5	(2.28)
Virginia	40.8	(3.46)	35.6	(3.06)	64.9	(2.87)	82.5	(2.52)
Washington	39.2	(2.89)	39.5	(3.16)	73.1	(2.60)	85.6	(2.18)
West Virginia	43.9	(3.87)	42.4	(4.09)	73.4	(2.90)	90.4	(2.58)
Wisconsin	42.7	(2.70)	34.2	(3.07)	69.5	(2.87)	85.8	(1.70)
Wyoming	30.7	(4.76)	40.0	(4.78)	73.9	(3.55)	89.1	(3.41)

†Not applicable.

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

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

²Respondents 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. Includes traditional public and public charter school teachers. Includes both teachers who "strongly" agreed and those who "somewhat" agreed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public School Teacher Data File, 2011–12. (This table was prepared July 2013.)

Table 13.1 Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
Anywhere (including on school property)¹										
Total	41.8 (0.99)	38.7 (1.14)	36.6 (1.01)	35.7 (1.17)	33.2 (0.71)	33.0 (0.99)	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)
Sex										
Male.....	51.2 (1.05)	46.1 (1.09)	45.5 (1.07)	44.0 (1.27)	43.1 (0.84)	40.5 (1.32)	43.4 (1.01)	44.4 (0.89)	39.3 (1.20)	40.7 (0.74)
Female.....	31.7 (1.19)	30.6 (1.49)	26.0 (1.26)	27.3 (1.70)	23.9 (0.95)	25.1 (0.85)	28.1 (0.94)	26.5 (0.99)	22.9 (0.74)	24.4 (0.92)
Race/ethnicity²										
White.....	40.3 (1.13)	36.0 (1.06)	33.7 (1.29)	33.1 (1.45)	32.2 (0.95)	30.5 (1.11)	33.1 (0.88)	31.7 (0.96)	27.8 (0.88)	29.4 (0.74)
Black.....	49.5 (1.82)	41.6 (1.99)	43.0 (1.92)	41.4 (3.12)	36.5 (1.60)	39.7 (1.23)	43.1 (1.74)	44.7 (1.33)	41.1 (1.71)	39.1 (1.52)
Hispanic.....	43.2 (1.58)	47.9 (2.69)	40.7 (1.68)	39.9 (1.65)	35.8 (0.91)	36.1 (0.98)	41.0 (1.64)	40.4 (1.25)	36.2 (0.95)	36.8 (1.44)
Asian ³	— (†)	— (†)	— (†)	22.7 (2.71)	22.3 (2.73)	25.9 (2.99)	21.6 (2.43)	24.3 (3.50)	18.9 (1.72)	18.4 (1.87)
American Indian/Alaska Native.....	49.8 (4.79)	47.2 (6.44)	54.7 (5.75)	48.7 (6.78)	49.2 (6.58)	46.6 (6.53)	44.2 (3.40)	36.0 (1.49)	42.4 (5.23)	42.4 (2.12)
Pacific Islander ³	— (†)	— (†)	— (†)	50.7 (3.42)	51.7 (6.25)	30.0 (5.21)	34.4 (5.58)	42.6 (7.74)	32.6 (3.50)	43.0 (5.14)
Two or more races ³	— (†)	— (†)	— (†)	40.2 (2.76)	39.6 (2.85)	38.2 (3.64)	46.9 (4.16)	47.8 (3.30)	34.2 (3.51)	45.0 (2.60)
Grade										
9th.....	50.4 (1.54)	47.3 (2.22)	44.8 (1.98)	41.1 (1.96)	39.5 (1.27)	38.6 (1.38)	43.5 (1.15)	40.9 (1.16)	37.0 (1.21)	37.7 (1.11)
10th.....	42.2 (1.45)	40.4 (1.49)	40.2 (1.91)	37.7 (2.11)	34.7 (1.37)	33.5 (1.20)	36.6 (1.09)	36.2 (1.34)	33.5 (1.19)	35.3 (1.35)
11th.....	40.5 (1.52)	36.9 (1.48)	34.2 (1.72)	31.3 (1.55)	29.1 (1.10)	30.9 (1.38)	31.6 (1.44)	34.8 (1.36)	28.6 (0.93)	29.7 (1.14)
12th.....	34.8 (1.56)	31.0 (1.71)	28.8 (1.36)	30.4 (1.91)	26.5 (1.01)	26.5 (1.08)	29.1 (1.26)	28.0 (1.42)	24.9 (0.99)	26.9 (0.95)
Urbanicity⁴										
Urban.....	— (†)	— (†)	38.2 (2.00)	37.0 (2.66)	36.8 (1.53)	35.5 (2.17)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	36.7 (1.59)	35.0 (1.56)	31.3 (0.80)	33.1 (1.23)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	32.9 (2.91)	36.6 (2.14)	33.8 (2.58)	29.7 (1.61)	— (†)	— (†)	— (†)	— (†)
On school property⁵										
Total	16.2 (0.59)	15.5 (0.79)	14.8 (0.64)	14.2 (0.62)	12.5 (0.49)	12.8 (0.76)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)
Sex										
Male.....	23.5 (0.71)	21.0 (0.90)	20.0 (1.04)	18.5 (0.66)	18.0 (0.74)	17.1 (0.92)	18.2 (0.93)	16.3 (0.60)	15.1 (1.05)	16.0 (0.58)
Female.....	8.6 (0.73)	9.5 (1.03)	8.6 (0.78)	9.8 (0.95)	7.2 (0.47)	8.0 (0.70)	8.8 (0.52)	8.5 (0.62)	6.7 (0.42)	7.8 (0.43)
Race/ethnicity²										
White.....	15.0 (0.68)	12.9 (0.62)	13.3 (0.84)	12.3 (0.86)	11.2 (0.60)	10.0 (0.73)	11.6 (0.66)	10.2 (0.56)	8.6 (0.58)	9.9 (0.51)
Black.....	22.0 (1.39)	20.3 (1.25)	20.7 (1.20)	18.7 (1.51)	16.8 (1.26)	17.1 (1.30)	16.9 (1.39)	17.6 (1.10)	17.4 (0.99)	16.4 (0.89)
Hispanic.....	17.9 (1.75)	21.1 (1.68)	19.0 (1.50)	15.7 (0.91)	14.1 (0.89)	16.7 (1.14)	18.3 (1.62)	15.5 (0.81)	13.5 (0.82)	14.4 (0.79)
Asian ³	— (†)	— (†)	— (†)	10.4 (0.95)	10.8 (1.92)	13.1 (2.26)	5.9 (1.53)	8.5 (1.99)	7.7 (1.09)	6.2 (1.06)
American Indian/Alaska Native.....	18.6 (2.74)	31.4 (5.58)	18.9 (5.55)	16.2 ! (5.23)	18.2 (4.41)	24.2 (5.03)	22.0 (3.16)	15.0 (1.12)	20.7 (3.73)	12.0 (1.77)
Pacific Islander ³	— (†)	— (†)	— (†)	25.3 (4.60)	29.1 (7.63)	22.2 (4.82)	24.5 (5.60)	9.6 ! (3.47)	14.8 (2.37)	20.9 (4.41)
Two or more races ³	— (†)	— (†)	— (†)	16.9 (2.40)	14.7 (1.97)	20.2 (3.83)	15.8 (2.61)	19.6 (2.39)	12.4 (2.19)	16.6 (1.41)
Grade										
9th.....	23.1 (1.55)	21.6 (1.79)	21.3 (1.29)	18.6 (1.02)	17.3 (0.77)	18.0 (1.24)	18.9 (0.93)	17.0 (0.67)	14.9 (0.98)	16.2 (0.77)
10th.....	17.2 (1.07)	16.5 (1.57)	17.0 (1.67)	17.2 (1.23)	13.5 (0.88)	12.8 (0.89)	14.4 (1.08)	11.7 (0.86)	12.1 (0.83)	12.8 (0.86)
11th.....	13.8 (1.27)	13.6 (1.00)	12.5 (0.87)	10.8 (1.01)	9.4 (0.71)	10.4 (0.89)	10.4 (0.75)	11.0 (0.73)	9.5 (0.63)	9.2 (0.55)
12th.....	11.4 (0.66)	10.6 (0.73)	9.5 (0.73)	8.1 (1.00)	7.5 (0.56)	7.3 (0.70)	8.5 (0.70)	8.6 (0.62)	6.6 (0.59)	8.8 (0.69)
Urbanicity⁴										
Urban.....	— (†)	— (†)	15.8 (1.50)	14.4 (1.08)	14.8 (0.90)	14.8 (1.31)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	14.2 (0.95)	13.7 (0.86)	11.0 (0.75)	12.8 (1.23)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	14.7 (2.09)	16.3 (2.33)	13.8 (1.10)	10.0 (1.36)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.

²Race categories exclude persons of Hispanic ethnicity.

³Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

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

⁵In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 13.2 Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2011

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 times	1 to 3 times	4 to 11 times	12 or more times	0 times	1 to 3 times	4 to 11 times	12 or more times
1	2	3	4	5	6	7	8	9
Total	67.2 (0.65)	24.3 (0.54)	5.6 (0.28)	2.9 (0.23)	88.0 (0.39)	10.1 (0.37)	1.2 (0.12)	0.7 (0.08)
Sex								
Male	59.3 (0.74)	28.8 (0.65)	7.4 (0.43)	4.5 (0.37)	84.0 (0.58)	13.0 (0.54)	1.9 (0.20)	1.1 (0.15)
Female	75.6 (0.92)	19.6 (0.81)	3.6 (0.25)	1.2 (0.16)	92.2 (0.43)	7.1 (0.42)	0.5 (0.10)	0.2 (0.04)
Race/ethnicity³								
White	70.6 (0.74)	22.8 (0.72)	4.3 (0.29)	2.2 (0.27)	90.1 (0.51)	8.5 (0.48)	1.0 (0.19)	0.4 (0.07)
Black	60.9 (1.52)	27.0 (0.84)	8.8 (0.83)	3.2 (0.45)	83.6 (0.89)	13.6 (0.69)	2.0 (0.38)	0.8 (0.21)
Hispanic	63.2 (1.44)	26.4 (1.24)	6.7 (0.46)	3.8 (0.45)	85.6 (0.79)	12.0 (0.75)	1.3 (0.21)	1.1 (0.26)
Asian	81.6 (1.87)	13.0 (1.96)	2.7 † (0.89)	2.6 (0.70)	93.8 (1.06)	4.2 (0.96)	1.2 † (0.50)	‡ (†)
Pacific Islander	57.0 (5.14)	24.6 (4.54)	14.0 (4.08)	4.4 † (2.06)	79.1 (4.41)	16.7 (3.89)	‡ (†)	‡ (†)
American Indian/Alaska Native	57.6 (2.12)	28.2 (1.99)	10.6 (0.97)	3.5 (0.64)	88.0 (1.77)	10.3 (1.92)	‡ (†)	‡ (†)
Two or more races	55.0 (2.60)	33.1 (1.87)	5.5 (0.98)	6.4 (1.85)	83.4 (1.41)	13.9 (1.35)	1.2 † (0.43)	‡ (†)
Grade								
9th	62.3 (1.11)	27.1 (0.93)	7.1 (0.39)	3.5 (0.39)	83.8 (0.77)	13.6 (0.77)	1.8 (0.22)	0.8 (0.17)
10th	64.7 (1.35)	26.6 (1.01)	5.8 (0.58)	2.9 (0.53)	87.2 (0.86)	10.9 (0.75)	1.3 (0.28)	0.5 (0.14)
11th	70.3 (1.14)	22.1 (1.02)	4.7 (0.42)	2.9 (0.35)	90.8 (0.55)	7.9 (0.53)	0.6 (0.13)	0.7 (0.15)
12th	73.1 (0.95)	20.7 (0.84)	4.4 (0.49)	1.8 (0.36)	91.2 (0.69)	7.4 (0.68)	1.0 (0.23)	0.4 † (0.14)

†Not applicable.

‡Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.

²In the question asking students about physical fights at school, "on school property" was not defined for respondents.

³Race categories exclude persons of Hispanic ethnicity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011. (This table was prepared September 2013.)

Table 13.3 Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	Anywhere (including on school property) ¹					On school property ²				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
United States³.....	33.0 (0.99)	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)	12.8 (0.76)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)
Alabama.....	30.0 (1.78)	31.7 (1.84)	— (†)	31.7 (2.44)	28.4 (1.79)	12.9 (1.21)	14.6 (1.29)	—	13.1 (1.41)	11.8 (1.30)
Alaska.....	27.1 (1.55)	— (†)	29.2 (1.77)	27.8 (1.52)	23.7 (1.17)	8.6 (0.92)	— (†)	10.4 (1.17)	9.8 (1.04)	7.7 (0.90)
Arizona.....	32.4 (1.79)	32.4 (1.43)	31.3 (1.54)	35.9 (1.83)	27.7 (1.41)	11.4 (0.86)	11.7 (0.87)	11.3 (0.72)	12.0 (0.82)	10.8 (0.78)
Arkansas.....	— (†)	32.1 (1.67)	32.8 (1.79)	34.7 (2.08)	29.1 (1.76)	— (†)	13.9 (1.33)	13.0 (1.03)	14.8 (1.30)	11.0 (1.36)
California.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado.....	— (†)	32.2 (1.54)	— (†)	32.0 (1.51)	24.9 (1.69)	— (†)	12.1 (0.89)	— (†)	10.7 (0.83)	— (†)
Connecticut.....	— (†)	32.7 (1.45)	31.4 (1.39)	28.3 (1.26)	25.1 (1.53)	— (†)	10.5 (0.72)	10.5 (0.83)	9.6 (0.79)	8.7 (0.84)
Delaware.....	34.9 (1.15)	30.3 (1.38)	33.0 (1.31)	30.4 (1.22)	28.0 (1.59)	11.4 (0.70)	9.8 (0.82)	10.5 (0.72)	8.6 (0.72)	8.8 (1.02)
District of Columbia.....	38.0 (1.61)	36.3 (1.26)	43.0 (1.45)	— (†)	37.9 (1.71)	15.2 (1.07)	16.4 (0.88)	19.8 (1.21)	— (†)	15.8 (1.55)
Florida.....	32.1 (0.74)	30.0 (0.94)	32.3 (1.24)	29.8 (0.83)	28.0 (0.72)	13.3 (0.65)	11.5 (0.77)	12.5 (0.84)	10.5 (0.47)	10.2 (0.44)
Georgia.....	31.4 (1.20)	33.8 (1.40)	34.0 (1.26)	32.3 (1.76)	33.1 (1.65)	11.1 (0.74)	12.1 (1.01)	13.1 (1.07)	11.7 (1.21)	11.9 (1.07)
Hawaii.....	— (†)	27.0 (1.37)	28.6 (2.20)	29.5 (1.92)	22.3 (1.11)	— (†)	10.0 (1.01)	7.0 (0.78)	10.2 (0.99)	8.2 (0.75)
Idaho.....	28.3 (2.00)	32.3 (1.38)	30.0 (1.39)	29.0 (1.08)	26.4 (1.45)	11.7 (1.20)	12.1 (1.14)	12.3 (0.98)	10.2 (0.79)	9.4 (0.81)
Illinois.....	— (†)	— (†)	33.9 (1.91)	33.0 (1.38)	29.5 (1.41)	— (†)	— (†)	11.3 (1.11)	11.5 (0.82)	9.8 (0.69)
Indiana.....	30.6 (2.01)	29.3 (1.51)	29.5 (1.35)	29.1 (1.51)	29.0 (1.34)	10.9 (1.14)	11.2 (0.98)	11.5 (0.92)	9.5 (1.18)	8.9 (0.80)
Iowa.....	— (†)	28.3 (1.61)	24.0 (1.39)	— (†)	24.4 (1.87)	— (†)	11.3 (1.12)	9.1 (0.96)	— (†)	9.6 (0.89)
Kansas.....	— (†)	27.9 (1.51)	30.3 (1.62)	27.8 (1.37)	22.4 (1.40)	— (†)	10.1 (0.92)	10.6 (1.04)	9.0 (0.81)	7.8 (0.84)
Kentucky.....	26.4 (1.66)	29.6 (1.17)	27.0 (0.98)	28.7 (1.66)	28.7 (1.65)	10.1 (1.05)	12.7 (0.81)	10.6 (0.65)	9.5 (0.93)	11.4 (0.93)
Louisiana.....	— (†)	— (†)	— (†)	36.1 (1.60)	36.0 (2.72)	— (†)	— (†)	— (†)	13.7 (1.28)	15.8 (2.17)
Maine.....	26.5 (1.39)	28.2 (1.11)	26.5 (1.93)	22.8 (0.55)	19.5 (0.46)	9.1 (1.01)	10.0 (1.03)	10.1 (1.09)	9.1 (0.33)	7.9 (0.27)
Maryland.....	— (†)	36.6 (1.83)	35.7 (2.62)	32.5 (2.23)	29.1 (1.80)	— (†)	14.9 (1.33)	12.4 (1.69)	11.2 (1.30)	11.1 (1.24)
Massachusetts.....	30.7 (1.05)	28.6 (1.33)	27.5 (1.34)	29.2 (1.24)	25.4 (0.92)	10.2 (0.67)	10.2 (0.67)	9.1 (0.81)	8.7 (0.68)	7.1 (0.65)
Michigan.....	30.8 (1.51)	30.1 (2.02)	30.7 (1.89)	31.6 (1.72)	27.4 (1.32)	12.2 (1.02)	11.4 (1.11)	11.4 (0.89)	11.3 (1.02)	9.1 (0.68)
Minnesota.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi.....	30.6 (1.66)	— (†)	30.6 (1.43)	34.1 (1.73)	29.3 (1.72)	10.2 (1.26)	— (†)	11.9 (0.96)	12.6 (1.02)	12.3 (1.06)
Missouri.....	28.2 (2.07)	29.8 (2.12)	30.9 (2.18)	28.7 (1.34)	— (†)	9.8 (0.95)	10.2 (1.31)	10.7 (1.21)	9.0 (0.97)	— (†)
Montana.....	28.6 (1.16)	30.5 (1.19)	32.8 (1.08)	31.7 (2.25)	25.4 (0.73)	10.3 (0.68)	10.9 (0.67)	12.0 (0.75)	10.8 (1.33)	9.1 (0.51)
Nebraska.....	29.6 (1.14)	28.5 (1.02)	— (†)	— (†)	26.7 (1.09)	10.6 (0.81)	9.3 (0.60)	— (†)	— (†)	7.4 (0.68)
Nevada.....	35.0 (1.56)	34.5 (1.78)	31.6 (1.53)	35.0 (1.45)	— (†)	12.6 (1.01)	14.2 (1.32)	11.3 (1.10)	10.0 (0.82)	— (†)
New Hampshire.....	30.5 (1.84)	26.4 (1.84)	27.0 (1.40)	25.9 (1.59)	23.8 (1.27)	11.6 (1.20)	10.7 (1.06)	11.3 (0.70)	9.1 (0.87)	9.9 (0.89)
New Jersey.....	— (†)	30.7 (2.18)	— (†)	27.5 (1.46)	23.9 (1.56)	— (†)	10.1 (1.31)	— (†)	— (†)	— (†)
New Mexico.....	— (†)	36.7 (1.47)	37.1 (1.06)	37.3 (1.07)	31.5 (1.02)	— (†)	15.6 (1.19)	16.9 (0.70)	15.0 (0.85)	11.3 (0.78)
New York.....	32.1 (0.82)	32.1 (1.07)	31.7 (1.08)	29.6 (1.23)	27.0 (1.25)	14.6 (0.73)	12.5 (0.74)	12.2 (0.91)	11.4 (0.91)	— (†)
North Carolina.....	30.9 (1.41)	29.9 (1.41)	30.1 (1.54)	28.6 (0.96)	27.6 (1.37)	10.7 (1.00)	11.6 (0.85)	10.4 (0.84)	9.4 (0.43)	10.6 (1.01)
North Dakota.....	27.2 (1.60)	— (†)	— (†)	— (†)	— (†)	8.6 (0.96)	10.7 (1.13)	9.6 (0.79)	7.4 (0.78)	8.2 (0.73)
Ohio ³	31.5 (2.83)	30.2 (1.95)	30.4 (1.57)	— (†)	31.2 (1.58)	11.3 (1.67)	10.2 (1.17)	9.4 (0.82)	— (†)	8.8 (0.68)
Oklahoma.....	28.4 (2.61)	31.1 (1.63)	29.2 (1.37)	30.8 (2.10)	28.5 (1.96)	11.4 (1.15)	12.1 (1.13)	10.6 (0.81)	12.8 (1.43)	9.4 (1.25)
Oregon.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania.....	— (†)	— (†)	— (†)	29.6 (1.76)	— (†)	— (†)	— (†)	— (†)	9.9 (1.01)	— (†)
Rhode Island.....	27.6 (1.59)	28.4 (1.34)	26.3 (1.61)	25.1 (0.83)	23.5 (0.81)	11.4 (1.18)	11.2 (0.80)	9.6 (0.93)	9.1 (0.73)	7.8 (0.52)
South Carolina.....	— (†)	31.3 (1.68)	29.1 (1.37)	36.4 (2.06)	32.6 (2.04)	— (†)	12.7 (1.18)	10.8 (0.86)	12.1 (1.43)	12.2 (1.48)
South Dakota ³	27.0 (2.72)	26.5 (2.86)	29.8 (2.00)	27.1 (1.36)	24.5 (2.22)	9.0 (1.12)	8.4 (1.56)	9.3 (1.32)	8.3 (0.52)	8.2 (0.92)
Tennessee.....	28.3 (1.94)	30.9 (1.66)	31.8 (1.55)	32.3 (1.31)	30.8 (1.24)	12.2 (1.33)	10.9 (1.00)	12.4 (1.13)	11.3 (0.96)	10.5 (0.83)
Texas.....	— (†)	34.2 (1.57)	34.9 (1.17)	33.3 (1.05)	34.1 (0.92)	— (†)	14.5 (0.94)	13.9 (0.90)	13.2 (0.67)	12.5 (0.65)
Utah.....	28.7 (2.74)	25.9 (1.84)	30.1 (2.01)	28.2 (1.61)	23.9 (1.88)	11.9 (1.80)	10.4 (1.57)	11.6 (1.36)	10.6 (0.84)	8.1 (1.18)
Vermont.....	26.9 (0.92)	24.3 (1.36)	26.0 (1.44)	25.6 (0.71)	23.1 (1.42)	12.2 (0.71)	12.2 (0.98)	11.5 (0.88)	11.0 (0.36)	8.8 (0.72)
Virginia.....	— (†)	— (†)	— (†)	— (†)	24.9 (1.71)	— (†)	— (†)	— (†)	— (†)	7.9 (0.93)
Washington.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia.....	26.5 (1.62)	29.1 (1.88)	29.9 (2.39)	31.7 (1.96)	25.7 (1.66)	10.3 (1.39)	12.1 (1.41)	12.9 (1.70)	11.3 (1.07)	10.3 (1.02)
Wisconsin.....	31.4 (1.68)	32.6 (1.51)	31.2 (1.46)	25.8 (1.52)	25.3 (1.72)	11.6 (0.92)	12.2 (1.03)	11.4 (0.97)	9.6 (0.87)	9.1 (0.95)
Wyoming.....	31.2 (1.23)	30.4 (1.08)	27.9 (1.12)	30.9 (1.17)	26.5 (1.08)	12.7 (0.93)	12.2 (0.72)	11.6 (0.83)	12.6 (0.73)	11.3 (0.65)

—Not available.

†Not applicable.

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.

²In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

³Data include both public and private schools.

NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the United States total, Ohio, and South Dakota include both public and private schools.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 14.1 Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
Anywhere (including on school property)¹										
Total	22.1 (1.18)	20.0 (0.66)	18.3 (0.91)	17.3 (0.97)	17.4 (0.99)	17.1 (0.90)	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)
Sex										
Male.....	34.3 (1.68)	31.1 (1.03)	27.7 (1.57)	28.6 (1.71)	29.3 (1.67)	26.9 (1.31)	29.8 (1.35)	28.5 (1.41)	27.1 (1.45)	25.9 (1.07)
Female.....	9.2 (0.85)	8.3 (0.72)	7.0 (0.54)	6.0 (0.56)	6.2 (0.41)	6.7 (0.60)	7.1 (0.43)	7.5 (0.66)	7.1 (0.38)	6.8 (0.41)
Race/ethnicity²										
White.....	20.6 (1.43)	18.9 (0.93)	17.0 (1.29)	16.4 (1.36)	17.9 (1.30)	16.7 (0.95)	18.7 (1.13)	18.2 (1.28)	18.6 (1.16)	17.0 (1.05)
Black.....	28.5 (1.24)	21.8 (2.03)	21.7 (1.99)	17.2 (2.68)	15.2 (1.23)	17.3 (1.77)	16.4 (0.81)	17.2 (1.05)	14.4 (1.33)	14.2 (0.85)
Hispanic.....	24.4 (1.35)	24.7 (1.87)	23.3 (1.44)	18.7 (1.35)	16.5 (0.78)	16.5 (1.31)	19.0 (1.10)	18.5 (1.21)	17.2 (0.94)	16.2 (0.82)
Asian ³	— (†)	— (†)	— (†)	13.0 (2.01)	10.6 (2.10)	11.6 (2.67)	7.0 (1.70)	7.8 (1.41)	8.4 (1.28)	9.1 (1.57)
Pacific Islander ³	— (†)	— (†)	— (†)	25.3 (5.02)	17.4 (4.35)	16.3 ! (6.37)	20.0 ! (6.52)	25.5 (4.35)	20.3 (3.40)	20.7 (5.00)
American Indian/Alaska Native.....	34.2 (8.08)	32.0 (5.69)	26.2 (3.65)	21.8 (5.68)	31.2 (5.52)	29.3 (4.58)	25.6 (3.79)	20.6 (3.02)	20.7 (3.40)	27.6 (2.41)
Two or more races ³	— (†)	— (†)	— (†)	22.2 (3.34)	25.2 (3.41)	29.8 (5.03)	26.7 (3.11)	19.0 (2.46)	17.9 (1.61)	23.7 (2.58)
Grade										
9th.....	25.5 (1.42)	22.6 (1.24)	22.6 (1.34)	17.6 (1.58)	19.8 (1.44)	18.0 (1.81)	19.9 (1.21)	20.1 (1.41)	18.0 (0.87)	17.3 (1.07)
10th.....	21.4 (1.11)	21.1 (0.94)	17.4 (1.33)	18.7 (1.31)	16.7 (1.11)	15.9 (1.14)	19.4 (1.19)	18.8 (1.21)	18.4 (1.51)	16.6 (0.89)
11th.....	21.5 (1.66)	20.3 (1.40)	18.2 (1.69)	16.1 (1.31)	16.8 (1.26)	18.2 (1.21)	17.1 (1.13)	16.7 (1.08)	16.2 (0.93)	16.2 (0.84)
12th.....	19.9 (1.46)	16.1 (0.93)	15.4 (1.65)	15.9 (1.44)	15.1 (1.28)	15.5 (1.06)	16.9 (0.95)	15.5 (1.28)	16.6 (0.85)	15.8 (0.90)
Urbanicity⁴										
Urban.....	— (†)	— (†)	18.7 (1.34)	15.8 (0.85)	15.3 (0.99)	17.0 (1.32)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	16.8 (1.02)	17.0 (1.34)	17.4 (1.39)	16.5 (1.36)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	22.3 (2.12)	22.3 (2.19)	23.0 (1.86)	18.9 (1.91)	— (†)	— (†)	— (†)	— (†)
On school property⁵										
Total	11.8 (0.73)	9.8 (0.45)	8.5 (0.79)	6.9 (0.60)	6.4 (0.52)	6.1 (0.57)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)
Sex										
Male.....	17.9 (0.96)	14.3 (0.76)	12.5 (1.50)	11.0 (1.07)	10.2 (0.88)	8.9 (0.74)	10.2 (0.83)	9.0 (0.65)	8.0 (0.52)	8.2 (0.59)
Female.....	5.1 (0.65)	4.9 (0.53)	3.7 (0.37)	2.8 (0.38)	2.9 (0.27)	3.1 (0.50)	2.6 (0.30)	2.7 (0.33)	2.9 (0.24)	2.3 (0.19)
Race/ethnicity²										
White.....	10.9 (0.86)	9.0 (0.65)	7.8 (1.16)	6.4 (0.87)	6.1 (0.62)	5.5 (0.57)	6.1 (0.66)	5.3 (0.55)	5.6 (0.44)	5.1 (0.40)
Black.....	15.0 (0.85)	10.3 (1.13)	9.2 (0.98)	5.0 (0.50)	6.3 (0.92)	6.9 (0.96)	5.1 (0.66)	6.0 (0.46)	5.3 (0.74)	4.6 (0.67)
Hispanic.....	13.3 (1.09)	14.1 (1.63)	10.4 (0.99)	7.9 (0.73)	6.4 (0.53)	6.0 (0.56)	8.2 (0.91)	7.3 (0.82)	5.8 (0.58)	5.8 (0.70)
Asian ³	— (†)	— (†)	— (†)	6.5 (1.44)	7.2 (2.05)	6.6 ! (2.44)	2.8 ! (1.24)	4.1 (1.01)	3.6 (0.84)	4.3 ! (1.66)
Pacific Islander ³	— (†)	— (†)	— (†)	9.3 (2.66)	10.0 ! (3.05)	4.9 ! (2.05)	15.4 ! (6.10)	9.5 ! (3.40)	9.8 (2.33)	10.9 ! (3.73)
American Indian/Alaska Native.....	17.6 ! (5.70)	13.0 ! (4.35)	15.9 (3.68)	11.6 ! (5.13)	16.4 (4.02)	12.9 (3.40)	7.2 (1.60)	7.7 (2.08)	4.2 ! (1.50)	7.5 (1.62)
Two or more races ³	— (†)	— (†)	— (†)	11.4 (2.76)	13.2 (3.61)	13.3 ! (4.10)	11.9 (2.99)	5.0 (1.11)	5.8 (1.35)	7.5 (1.87)
Grade										
9th.....	12.6 (0.73)	10.7 (0.76)	10.2 (0.90)	7.2 (1.07)	6.7 (0.66)	5.3 (1.13)	6.4 (0.75)	6.0 (0.59)	4.9 (0.46)	4.8 (0.50)
10th.....	11.5 (0.97)	10.4 (0.78)	7.7 (0.99)	6.6 (0.83)	6.7 (0.60)	6.0 (0.53)	6.9 (0.70)	5.8 (0.61)	6.1 (0.57)	6.1 (0.72)
11th.....	11.9 (1.41)	10.2 (0.94)	9.4 (1.33)	7.0 (0.60)	6.1 (0.74)	6.6 (0.80)	5.9 (0.71)	5.5 (0.68)	5.2 (0.44)	4.7 (0.44)
12th.....	10.8 (0.83)	7.6 (0.68)	7.0 (0.91)	6.2 (0.78)	6.1 (0.71)	6.4 (0.64)	6.7 (0.64)	6.0 (0.58)	6.0 (0.57)	5.6 (0.51)
Urbanicity⁴										
Urban.....	— (†)	— (†)	7.0 (0.67)	7.2 (1.09)	6.0 (0.67)	5.6 (0.81)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	8.7 (0.68)	6.2 (0.74)	6.3 (0.68)	6.4 (1.01)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	11.2 (2.19)	9.6 (1.61)	8.3 (1.48)	6.3 (0.67)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.

²Race categories exclude persons of Hispanic ethnicity.

³Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race

from 1993, 1995, and 1997 with data from later years.

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

⁵In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 14.2 Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2011

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 days	1 day	2 to 5 days	6 or more days	0 days	1 day	2 to 5 days	6 or more days
1	2	3	4	5	6	7	8	9
Total	83.4 (0.65)	3.5 (0.18)	5.6 (0.27)	7.5 (0.45)	94.6 (0.35)	1.6 (0.16)	1.4 (0.12)	2.4 (0.23)
Sex								
Male.....	74.1 (1.07)	4.8 (0.23)	8.5 (0.46)	12.6 (0.82)	91.8 (0.59)	2.5 (0.26)	2.1 (0.21)	3.7 (0.39)
Female.....	93.2 (0.41)	2.1 (0.27)	2.6 (0.21)	2.2 (0.19)	97.7 (0.19)	0.7 (0.12)	0.6 (0.09)	1.0 (0.13)
Race/ethnicity³								
White.....	83.0 (1.05)	3.2 (0.21)	5.9 (0.48)	8.0 (0.68)	94.9 (0.40)	1.6 (0.21)	1.3 (0.16)	2.3 (0.33)
Black.....	85.8 (0.85)	3.1 (0.41)	5.2 (0.46)	6.0 (0.56)	95.4 (0.67)	1.7 (0.46)	1.2 (0.26)	1.6 (0.34)
Hispanic.....	83.8 (0.82)	4.4 (0.44)	5.2 (0.50)	6.7 (0.48)	94.2 (0.70)	1.4 (0.20)	2.0 (0.32)	2.4 (0.46)
Asian.....	90.9 (1.57)	1.9 (0.54)	1.8 ! (0.78)	5.4 (1.57)	95.7 (1.66)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander.....	79.3 (5.00)	3.0 ! (1.37)	7.6 ! (2.75)	10.1 ! (3.53)	89.1 (3.73)	6.5 ! (2.63)	‡ (†)	4.4 ! (1.89)
American Indian/Alaska Native.....	72.4 (2.41)	5.3 (0.91)	12.1 (1.52)	10.2 (1.23)	92.5 (1.62)	2.7 (0.68)	3.2 ! (1.23)	1.6 (0.48)
Two or more races.....	76.3 (2.58)	5.6 (1.18)	7.1 (1.32)	10.9 (1.92)	92.5 (1.87)	1.6 ! (0.52)	1.2 ! (0.42)	4.7 ! (1.81)
Grade								
9th.....	82.7 (1.07)	4.3 (0.47)	6.5 (0.46)	6.5 (0.58)	95.2 (0.50)	1.8 (0.28)	1.3 (0.19)	1.8 (0.31)
10th.....	83.4 (0.89)	3.2 (0.36)	5.7 (0.50)	7.7 (0.62)	93.9 (0.72)	1.9 (0.41)	1.7 (0.25)	2.4 (0.39)
11th.....	83.8 (0.84)	3.3 (0.32)	5.5 (0.46)	7.5 (0.46)	95.3 (0.44)	1.3 (0.26)	1.2 (0.23)	2.2 (0.33)
12th.....	84.2 (0.90)	3.0 (0.36)	4.6 (0.40)	8.1 (0.84)	94.4 (0.51)	1.4 (0.31)	1.3 (0.24)	2.9 (0.40)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.

²In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.

³Race categories exclude persons of Hispanic ethnicity.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011. (This table was prepared September 2013.)

Table 14.3 Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	Anywhere (including on school property) ¹					On school property ²				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
United States³	17.1 (0.90)	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)	6.1 (0.57)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)
Alabama.....	19.9 (1.44)	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	7.3 (1.35)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)
Alaska.....	18.4 (1.14)	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	7.1 (0.81)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)
Arizona.....	18.4 (0.82)	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	5.8 (0.68)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)
Arkansas.....	— (†)	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	— (†)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)
California.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado.....	— (†)	17.0 (1.57)	— (†)	16.7 (1.27)	15.5 (1.31)	— (†)	5.4 (0.81)	— (†)	5.5 (0.90)	5.5 (0.69)
Connecticut.....	— (†)	16.3 (1.30)	17.2 (1.72)	12.4 (0.89)	— (†)	— (†)	6.4 (0.83)	5.5 (1.03)	3.9 (0.45)	6.6 (0.67)
Delaware.....	16.0 (0.88)	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	5.0 (0.47)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)
District of Columbia.....	25.0 (1.40)	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	10.6 (0.96)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)
Florida.....	17.2 (0.76)	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	5.3 (0.38)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)
Georgia.....	18.7 (1.17)	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	5.0 (0.52)	7.5 (1.50)	5.3 (0.48)	6.0 (0.90)	8.6 (1.80)
Hawaii.....	— (†)	13.3 (1.03)	14.8 (1.56)	15.9 (2.06)	13.9 (0.81)	— (†)	4.9 (0.72)	3.7 (0.92)	4.7 (0.63)	4.2 (0.45)
Idaho.....	— (†)	23.9 (1.45)	23.6 (1.35)	21.8 (1.15)	22.8 (1.30)	7.7 (0.90)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)
Illinois.....	— (†)	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	— (†)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)
Indiana.....	17.8 (1.93)	19.2 (1.25)	20.9 (0.80)	18.1 (1.58)	17.0 (1.46)	6.2 (0.91)	5.8 (0.71)	6.9 (0.64)	5.7 (0.80)	3.7 (0.46)
Iowa.....	— (†)	15.7 (1.49)	12.8 (1.13)	— (†)	15.8 (1.26)	— (†)	4.3 (0.70)	4.4 (0.61)	— (†)	4.5 (0.76)
Kansas.....	— (†)	16.2 (1.37)	18.4 (1.19)	16.0 (1.26)	— (†)	— (†)	4.9 (0.85)	5.7 (0.75)	5.1 (0.65)	5.2 (0.72)
Kentucky.....	18.5 (1.20)	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	7.4 (0.86)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)
Louisiana.....	— (†)	— (†)	— (†)	19.6 (1.73)	22.2 (0.98)	— (†)	— (†)	— (†)	5.8 (1.12)	4.2 (1.01)
Maine.....	16.5 (1.20)	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	6.6 (0.91)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)
Maryland.....	— (†)	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	— (†)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)
Massachusetts.....	13.5 (0.89)	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	5.0 (0.50)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)
Michigan.....	15.2 (0.89)	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	5.1 (0.66)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)
Minnesota.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi.....	20.0 (1.78)	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	5.2 (0.78)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)
Missouri.....	16.8 (1.87)	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	5.5 (1.04)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)
Montana.....	19.4 (0.88)	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	7.2 (0.56)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)
Nebraska.....	16.0 (1.06)	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	5.0 (0.53)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)
Nevada.....	14.9 (1.09)	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	6.3 (0.67)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)
New Hampshire.....	15.1 (1.59)	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	5.8 (1.00)	6.5 (0.93)	5.8 (0.61)	8.8 (1.00)	— (†)
New Jersey.....	— (†)	10.5 (0.95)	— (†)	9.6 (0.81)	9.6 (1.17)	— (†)	3.1 (0.53)	— (†)	3.1 (0.45)	— (†)
New Mexico.....	— (†)	24.5 (1.44)	27.5 (1.20)	27.4 (0.90)	22.8 (0.93)	— (†)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)
New York.....	13.5 (1.01)	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	5.2 (0.51)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)
North Carolina.....	19.2 (1.49)	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	6.3 (0.79)	6.4 (0.77)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)
North Dakota.....	— (†)	— (†)	— (†)	— (†)	— (†)	5.7 (0.98)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)
Ohio ³	12.5 (1.40)	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	3.6 (0.75)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)
Oklahoma.....	21.8 (1.72)	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	8.0 (1.01)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)
Oregon.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania.....	— (†)	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	— (†)	— (†)	3.3 (0.47)	— (†)
Rhode Island.....	12.3 (1.01)	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	5.9 (0.85)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)
South Carolina.....	— (†)	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	— (†)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)
South Dakota ³	— (†)	— (†)	— (†)	— (†)	— (†)	7.1 (0.73)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)
Tennessee.....	21.3 (2.06)	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	5.4 (0.80)	8.1 (0.92)	5.6 (0.70)	5.1 (0.70)	5.2 (0.80)
Texas.....	— (†)	19.3 (0.93)	18.8 (0.71)	18.2 (0.89)	17.6 (0.73)	— (†)	7.9 (0.63)	6.8 (0.55)	6.4 (0.76)	4.9 (0.45)
Utah.....	15.3 (1.80)	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	5.6 (1.24)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)
Vermont.....	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.31)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)
Virginia.....	— (†)	— (†)	— (†)	— (†)	20.4 (1.26)	— (†)	— (†)	— (†)	— (†)	5.7 (0.64)
Washington.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia.....	20.7 (1.37)	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	6.6 (1.25)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)
Wisconsin.....	13.2 (0.81)	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	3.2 (0.43)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)
Wyoming.....	24.6 (1.49)	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	10.1 (0.91)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)

—Not available.

†Not applicable.

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.

²In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.

³Data include both public and private schools.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the United States total, Ohio, and South Dakota include both public and private schools.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 14.4 Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: 2007, 2009, and 2011

[Standard errors appear in parentheses]

Student or school characteristic	2007		2009		2011	
1	2		3		4	
Total	6.7	(0.40)	5.5	(0.47)	4.7	(0.43)
Sex						
Male.....	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)
Female.....	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)
Race/ethnicity¹						
White.....	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)
Black.....	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)
Hispanic.....	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)
Asian.....	‡	(†)	‡	(†)	‡	(†)
Other.....	9.3	(2.30)	5.4 !	(2.40)	‡	(†)
Grade						
6th.....	2.4	(0.64)	0.8 !	(0.40)	2.0 !	(0.89)
7th.....	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)
8th.....	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)
9th.....	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)
10th.....	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)
11th.....	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)
12th.....	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)
Urbanicity²						
Urban.....	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)
Suburban.....	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)
Rural.....	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)
Control of school						
Public.....	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)
Private.....	4.5	(0.88)	2.3 !	(0.83)	3.2 !	(0.98)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Race categories exclude persons of Hispanic ethnicity.

²Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007, 2009, and 2011. (This table was prepared September 2013.)

Table 15.1 Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
Anywhere (including on school property)¹										
Total.....	48.0 (1.06)	51.6 (1.19)	50.8 (1.43)	50.0 (1.30)	47.1 (1.11)	44.9 (1.21)	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)
Sex										
Male.....	50.1 (1.23)	53.2 (1.33)	53.3 (1.22)	52.3 (1.47)	49.2 (1.42)	43.8 (1.31)	43.8 (1.40)	44.7 (1.39)	40.8 (1.11)	39.5 (0.93)
Female.....	45.9 (1.32)	49.9 (1.79)	47.8 (1.99)	47.7 (1.45)	45.0 (1.11)	45.8 (1.29)	42.8 (1.56)	44.6 (1.42)	42.9 (0.85)	37.9 (0.91)
Race/ethnicity²										
White.....	49.9 (1.26)	54.1 (1.77)	54.0 (1.51)	52.5 (1.62)	50.4 (1.12)	47.1 (1.51)	46.4 (1.84)	47.3 (1.67)	44.7 (1.16)	40.3 (0.97)
Black.....	42.5 (1.82)	42.0 (2.24)	36.9 (1.46)	39.9 (4.07)	32.7 (2.33)	37.4 (1.67)	31.2 (1.05)	34.5 (1.65)	33.4 (1.45)	30.5 (1.40)
Hispanic.....	50.8 (2.82)	54.7 (2.56)	53.9 (1.96)	52.8 (2.41)	49.2 (1.52)	45.6 (1.39)	46.8 (1.39)	47.6 (1.80)	42.9 (1.43)	42.3 (1.38)
Asian ³	— (†)	— (†)	— (†)	25.7 (2.24)	28.4 (3.22)	27.5 (3.47)	21.5 (1.98)	25.4 (2.17)	18.3 (1.60)	25.6 (2.90)
American Indian/Alaska Native.....	45.3 (7.18)	51.4 (7.18)	57.6 (3.79)	49.4 (6.43)	51.4 (3.97)	51.9 (5.29)	57.4 (4.13)	34.5 (1.77)	42.8 (5.43)	44.9 (2.26)
Pacific Islander ³	— (†)	— (†)	— (†)	60.8 (5.11)	52.3 (8.54)	40.0 (7.04)	38.7 (8.43)	48.8 (6.58)	34.8 (4.36)	38.4 (6.40)
Two or more races ³	— (†)	— (†)	— (†)	51.1 (3.98)	45.4 (4.11)	47.1 (3.59)	39.0 (3.59)	46.2 (2.89)	44.3 (2.42)	36.9 (3.08)
Grade										
9th.....	40.5 (1.79)	45.6 (1.87)	44.2 (3.12)	40.6 (2.17)	41.1 (1.82)	36.2 (1.43)	36.2 (1.23)	35.7 (1.15)	31.5 (1.28)	29.8 (1.35)
10th.....	44.0 (2.00)	49.5 (2.38)	47.2 (2.19)	49.7 (1.89)	45.2 (1.29)	43.5 (1.66)	42.0 (1.95)	41.8 (1.68)	40.6 (1.42)	35.7 (1.37)
11th.....	49.7 (1.73)	53.7 (1.51)	53.2 (1.49)	50.9 (1.98)	49.3 (1.70)	47.0 (2.08)	46.0 (1.98)	49.0 (1.83)	45.7 (2.05)	42.7 (1.28)
12th.....	56.4 (1.35)	56.5 (1.64)	57.3 (2.50)	61.7 (2.25)	55.2 (1.53)	55.9 (1.65)	50.8 (2.12)	54.9 (2.09)	51.7 (1.37)	48.4 (1.29)
Urbanicity⁴										
Urban.....	— (†)	— (†)	48.9 (2.07)	46.5 (2.75)	45.2 (1.97)	41.5 (1.48)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	50.5 (2.11)	51.4 (1.32)	47.6 (1.26)	46.5 (2.10)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	55.4 (5.36)	52.2 (4.51)	50.2 (1.91)	45.3 (2.35)	— (†)	— (†)	— (†)	— (†)
On school property⁵										
Total.....	5.2 (0.39)	6.3 (0.45)	5.6 (0.34)	4.9 (0.39)	4.9 (0.28)	5.2 (0.46)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)
Sex										
Male.....	6.2 (0.39)	7.2 (0.50)	7.2 (0.66)	6.1 (0.54)	6.1 (0.43)	6.0 (0.61)	5.3 (0.39)	4.6 (0.35)	5.3 (0.41)	5.4 (0.43)
Female.....	4.2 (0.54)	5.3 (0.70)	3.6 (0.37)	3.6 (0.39)	3.8 (0.39)	4.2 (0.41)	3.3 (0.32)	3.6 (0.37)	3.6 (0.34)	4.7 (0.35)
Race/ethnicity²										
White.....	4.6 (0.44)	5.6 (0.62)	4.8 (0.42)	4.8 (0.55)	4.2 (0.26)	3.9 (0.45)	3.8 (0.38)	3.2 (0.35)	3.3 (0.27)	4.0 (0.38)
Black.....	6.9 (0.98)	7.6 (0.87)	5.6 (0.72)	4.3 (0.52)	5.3 (0.65)	5.8 (0.80)	3.2 (0.45)	3.4 (0.63)	5.4 (0.59)	5.1 (0.50)
Hispanic.....	6.8 (0.84)	9.6 (1.73)	8.2 (0.96)	7.0 (0.88)	7.0 (0.71)	7.6 (1.08)	7.7 (1.04)	7.5 (0.86)	6.9 (0.70)	7.3 (0.68)
Asian ³	— (†)	— (†)	— (†)	2.0 (0.42)	6.8 (1.42)	5.6 (1.55)	1.3 ! (0.62)	4.4 (1.17)	2.9 (0.65)	3.5 ! (1.21)
American Indian/Alaska Native.....	6.7 ! (3.06)	8.1 ! (3.30)	8.6 ! (4.15)	† (†)	8.2 (1.69)	7.1 ! (2.61)	6.2 ! (2.05)	5.0 (0.89)	4.3 ! (1.58)	20.9 (4.15)
Pacific Islander ³	— (†)	— (†)	— (†)	6.7 (1.59)	12.4 (3.50)	8.5 ! (3.29)	† (†)	† (†)	10.0 (2.34)	8.3 ! (3.61)
Two or more races ³	— (†)	— (†)	— (†)	5.2 (1.09)	7.0 ! (2.36)	13.3 (2.93)	3.5 (1.02)	5.4 (1.25)	6.7 (1.37)	5.8 (1.32)
Grade										
9th.....	5.2 (0.38)	7.5 (0.90)	5.9 (0.83)	4.4 (0.60)	5.3 (0.47)	5.1 (0.69)	3.7 (0.48)	3.4 (0.43)	4.4 (0.37)	5.4 (0.56)
10th.....	4.7 (0.43)	5.9 (0.88)	4.6 (0.71)	5.0 (0.67)	5.1 (0.45)	5.6 (0.60)	4.5 (0.45)	4.1 (0.50)	4.8 (0.46)	4.4 (0.51)
11th.....	5.2 (0.80)	5.7 (0.86)	6.0 (0.86)	4.7 (0.57)	4.7 (0.45)	5.0 (0.57)	4.0 (0.47)	4.2 (0.54)	4.6 (0.44)	5.2 (0.56)
12th.....	5.5 (0.64)	6.2 (0.58)	5.9 (0.66)	5.0 (0.89)	4.3 (0.44)	4.5 (0.68)	4.8 (0.57)	4.8 (0.55)	4.1 (0.44)	5.1 (0.48)
Urbanicity⁴										
Urban.....	— (†)	— (†)	6.4 (0.85)	5.0 (0.60)	5.4 (0.61)	6.1 (0.94)	— (†)	— (†)	— (†)	— (†)
Suburban.....	— (†)	— (†)	5.2 (0.43)	4.6 (0.61)	4.9 (0.37)	4.8 (0.54)	— (†)	— (†)	— (†)	— (†)
Rural.....	— (†)	— (†)	5.3 (0.55)	5.6 (0.67)	4.0 (0.83)	4.7 (0.49)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

²Race categories exclude persons of Hispanic ethnicity.

³Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

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

⁵In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 15.2 Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: 2011

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 days	1 or 2 days	3 to 29 days	All 30 days	0 days	1 or 2 days	3 to 29 days	All 30 days
1	2	3	4	5	6	7	8	9
Total	61.3 (0.75)	19.4 (0.62)	18.3 (0.47)	0.9 (0.11)	94.9 (0.33)	3.3 (0.23)	1.3 (0.15)	0.5 (0.07)
Sex								
Male	60.5 (0.93)	18.5 (0.68)	19.5 (0.65)	1.5 (0.19)	94.6 (0.43)	3.1 (0.26)	1.5 (0.21)	0.8 (0.14)
Female	62.1 (0.91)	20.5 (0.74)	17.1 (0.63)	0.3 (0.08)	95.3 (0.35)	3.4 (0.29)	1.1 (0.16)	0.1 ! (0.04)
Race/ethnicity³								
White.....	59.7 (0.97)	19.5 (0.83)	20.1 (0.62)	0.7 (0.13)	96.0 (0.38)	2.8 (0.29)	0.9 (0.12)	0.3 (0.06)
Black.....	69.5 (1.40)	17.5 (1.06)	12.1 (0.97)	0.9 (0.21)	94.9 (0.50)	3.2 (0.41)	1.4 (0.28)	0.5 ! (0.18)
Hispanic.....	57.7 (1.38)	21.5 (0.75)	19.4 (0.94)	1.4 (0.25)	92.7 (0.68)	4.3 (0.31)	2.2 (0.45)	0.7 (0.17)
Asian.....	74.4 (2.90)	16.7 (2.86)	7.3 (1.42)	1.6 ! (0.73)	96.5 (1.21)	2.2 ! (0.96)	‡ (†)	‡ (†)
Pacific Islander.....	61.6 (6.40)	15.6 (3.98)	21.9 (4.87)	‡ (†)	91.7 (3.61)	3.6 ! (1.62)	‡ (†)	‡ (†)
American Indian/Alaska Native.....	55.1 (2.26)	23.8 (2.23)	20.1 (1.51)	‡ (†)	79.1 (4.15)	15.0 (3.14)	5.3 (0.96)	‡ (†)
Two or more races	63.1 (3.08)	19.6 (2.94)	15.0 (1.88)	2.3 ! (0.96)	94.2 (1.32)	3.3 (0.86)	‡ (†)	1.6 ! (0.74)
Grade								
9th.....	70.2 (1.35)	17.8 (0.99)	11.2 (0.95)	0.7 (0.18)	94.6 (0.56)	3.7 (0.41)	1.4 (0.31)	0.4 (0.09)
10th.....	64.3 (1.37)	19.2 (1.11)	15.8 (0.66)	0.6 (0.15)	95.6 (0.51)	2.8 (0.40)	1.2 (0.24)	0.4 (0.11)
11th.....	57.3 (1.28)	21.1 (0.87)	20.6 (1.31)	1.1 (0.21)	94.8 (0.56)	3.2 (0.39)	1.3 (0.26)	0.7 (0.16)
12th.....	51.6 (1.29)	20.1 (0.93)	27.1 (1.25)	1.1 (0.24)	94.9 (0.48)	3.5 (0.38)	1.3 (0.26)	0.3 ! (0.10)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

²In the question about drinking alcohol at school, “on school property” was not defined for survey respondents.

³Race categories exclude persons of Hispanic ethnicity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011. (This table was prepared September 2013.)

Table 15.3 Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	Anywhere (including on school property) ¹					On school property ²				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
United States³	44.9 (1.21)	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)	5.2 (0.46)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)
Alabama.....	40.2 (2.04)	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	4.1 (0.82)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)
Alaska.....	38.7 (2.05)	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	4.9 (0.81)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)
Arizona.....	51.8 (1.93)	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	7.1 (0.67)	7.5 (0.88)	6.0 (0.54)	5.9 (0.61)	6.2 (0.55)
Arkansas.....	— (†)	43.1 (1.99)	42.2 (1.75)	39.7 (1.91)	33.9 (1.81)	— (†)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)
California.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado.....	— (†)	47.4 (4.42)	— (†)	40.8 (2.44)	36.4 (2.29)	— (†)	5.9 (1.08)	— (†)	4.1 (0.61)	5.3 (0.87)
Connecticut.....	— (†)	45.3 (2.16)	46.0 (2.13)	43.5 (2.22)	41.5 (1.90)	— (†)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)
Delaware.....	45.4 (1.30)	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	4.8 (0.44)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)
District of Columbia.....	33.8 (1.72)	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	4.9 (0.64)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)
Florida.....	42.7 (1.10)	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	5.1 (0.36)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)
Georgia.....	37.7 (1.41)	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	3.7 (0.55)	4.3 (0.67)	4.4 (0.58)	4.2 (0.48)	5.4 (0.80)
Hawaii.....	— (†)	34.8 (2.05)	29.1 (2.93)	37.8 (3.02)	29.1 (1.64)	— (†)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)
Idaho.....	34.8 (2.44)	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	3.8 (0.56)	4.3 (0.69)	6.2 (0.81)	3.5 (0.53)	4.1 (0.50)
Illinois.....	— (†)	— (†)	43.7 (2.72)	39.8 (1.91)	37.8 (1.87)	— (†)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)
Indiana.....	44.9 (1.57)	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	3.9 (0.57)	3.4 (0.64)	4.1 (0.47)	3.5 (0.52)	2.0 (0.36)
Iowa.....	— (†)	43.8 (2.56)	41.0 (2.36)	— (†)	37.1 (2.58)	— (†)	4.6 (0.89)	3.4 (0.78)	— (†)	2.3 (0.41)
Kansas.....	— (†)	43.9 (1.74)	42.4 (1.69)	38.7 (1.93)	32.6 (1.53)	— (†)	5.1 (0.74)	4.8 (0.66)	3.2 (0.55)	2.9 (0.45)
Kentucky.....	45.1 (1.87)	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	4.8 (0.69)	3.5 (0.37)	4.7 (0.47)	5.2 (0.87)	4.1 (0.53)
Louisiana.....	— (†)	— (†)	— (†)	47.5 (2.80)	44.4 (2.00)	— (†)	— (†)	— (†)	5.6 (1.33)	6.0 (1.36)
Maine.....	42.2 (1.78)	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	3.7 (0.48)	3.9 (0.44)	5.6 (0.89)	4.0 (0.23)	3.1 (0.21)
Maryland.....	— (†)	39.8 (2.17)	42.9 (3.13)	37.0 (1.44)	34.8 (1.98)	— (†)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)
Massachusetts.....	45.7 (1.19)	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	5.3 (0.50)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)
Michigan.....	44.0 (1.40)	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	4.6 (0.33)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)
Minnesota.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi.....	41.8 (1.74)	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	4.9 (0.70)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)
Missouri.....	49.2 (2.16)	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	2.6 (0.58)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)
Montana.....	49.5 (1.68)	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	6.7 (0.70)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)
Nebraska.....	46.5 (1.29)	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	4.6 (0.61)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)
Nevada.....	43.4 (1.51)	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	7.4 (0.74)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)
New Hampshire.....	47.1 (2.70)	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	4.0 (0.79)	— (†)	5.1 (0.73)	4.3 (0.68)	5.6 (0.70)
New Jersey.....	— (†)	46.5 (2.65)	— (†)	45.2 (2.21)	42.9 (2.46)	— (†)	3.7 (0.42)	— (†)	— (†)	— (†)
New Mexico.....	— (†)	42.3 (1.93)	43.2 (1.07)	40.5 (1.41)	36.9 (1.40)	— (†)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)
New York.....	44.2 (1.53)	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	5.2 (0.39)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)
North Carolina.....	39.4 (2.68)	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	3.6 (0.47)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)
North Dakota.....	54.2 (1.74)	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	5.1 (0.79)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)
Ohio ³	42.2 (2.40)	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	3.9 (0.69)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)
Oklahoma.....	47.8 (1.41)	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	3.2 (0.64)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)
Oregon.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania.....	— (†)	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)	— (†)
Rhode Island.....	44.5 (1.92)	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	4.6 (0.73)	5.3 (0.66)	4.8 (0.54)	3.2 (0.50)	— (†)
South Carolina.....	— (†)	43.2 (1.64)	36.8 (2.31)	35.2 (2.80)	39.7 (1.72)	— (†)	6.0 (0.96)	4.7 (0.73)	3.6 (0.79)	5.9 (0.90)
South Dakota ³	50.2 (2.58)	46.6 (2.12)	44.5 (1.80)	40.1 (1.54)	39.3 (2.14)	5.4 (1.13)	4.0 (0.70)	3.6 (0.92)	— (†)	— (†)
Tennessee.....	41.1 (2.04)	41.8 (1.90)	36.7 (1.90)	33.5 (1.71)	33.3 (1.39)	4.2 (0.48)	3.7 (0.66)	4.1 (0.54)	3.0 (0.38)	3.2 (0.34)
Texas.....	— (†)	47.3 (1.93)	48.3 (1.64)	44.8 (1.25)	39.7 (1.15)	— (†)	5.7 (0.56)	4.9 (0.57)	4.7 (0.36)	3.9 (0.35)
Utah.....	21.3 (2.19)	15.8 (1.92)	17.0 (1.88)	18.2 (2.72)	15.1 (1.54)	3.8 (0.74)	2.1 (0.39)	4.7 ! (1.69)	2.7 (0.45)	2.7 (0.54)
Vermont.....	43.5 (1.48)	41.8 (1.53)	42.6 (1.04)	39.0 (1.57)	35.3 (1.10)	5.3 (0.60)	4.8 (0.54)	4.6 (0.40)	3.3 (0.28)	3.3 (0.50)
Virginia.....	— (†)	— (†)	— (†)	— (†)	30.5 (2.49)	— (†)	— (†)	— (†)	— (†)	3.3 (0.59)
Washington.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia.....	44.4 (1.81)	41.5 (1.41)	43.5 (1.45)	40.4 (1.10)	34.3 (2.40)	4.1 (0.84)	6.4 (1.08)	5.5 (0.89)	5.7 (0.61)	4.2 (0.67)
Wisconsin.....	47.3 (1.63)	49.2 (1.51)	48.9 (1.56)	41.3 (1.83)	39.2 (1.35)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming.....	49.0 (2.16)	45.4 (1.47)	42.4 (1.22)	41.7 (1.36)	36.1 (1.34)	6.2 (0.75)	6.2 (0.56)	6.9 (0.63)	6.4 (0.50)	5.1 (0.48)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
²In the question about drinking alcohol at school, “on school property” was not defined for

survey respondents.
³Data include both public and private schools.
NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the United States total, Ohio, and South Dakota include both public and private schools.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 16.1 Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2011

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
Anywhere (including on school property)¹										
Total	17.7 (1.22)	25.3 (1.03)	26.2 (1.11)	26.7 (1.30)	23.9 (0.77)	22.4 (1.09)	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)
Sex										
Male	20.6 (1.61)	28.4 (1.08)	30.2 (1.46)	30.8 (1.92)	27.9 (0.81)	25.1 (1.25)	22.1 (0.98)	22.4 (1.02)	23.4 (0.80)	25.9 (1.01)
Female	14.6 (1.02)	22.0 (1.44)	21.4 (1.04)	22.6 (0.96)	20.0 (0.87)	19.3 (0.96)	18.2 (0.99)	17.0 (1.13)	17.9 (0.87)	20.1 (0.95)
Race/ethnicity²										
White	17.3 (1.41)	24.5 (1.49)	25.0 (1.56)	26.4 (1.59)	24.4 (1.04)	21.7 (1.20)	20.3 (1.11)	19.9 (1.28)	20.7 (0.93)	21.7 (1.09)
Black	18.6 (1.84)	28.6 (2.62)	28.2 (1.67)	26.4 (3.49)	21.8 (2.12)	23.9 (1.58)	20.4 (1.11)	21.5 (1.64)	22.2 (1.44)	25.1 (1.35)
Hispanic	19.4 (1.33)	27.8 (2.92)	28.6 (2.06)	28.2 (2.29)	24.6 (0.81)	23.8 (1.16)	23.0 (1.22)	18.5 (1.41)	21.6 (1.04)	24.4 (1.27)
Asian ³	— (†)	— (†)	— (†)	13.5 (2.04)	10.9 (2.12)	9.5 (2.21)	6.7 (1.64)	9.4 (1.63)	7.5 (1.40)	13.6 (3.75)
Pacific Islander ³	— (†)	— (†)	— (†)	33.8 (4.11)	21.9 (4.07)	28.1 (6.47)	12.4 ! (3.87)	28.7 (6.14)	24.8 (5.50)	31.1 (7.08)
American Indian/Alaska Native	17.4 (4.77)	28.0 (5.72)	44.2 (4.31)	36.2 (6.55)	36.4 (5.48)	32.8 (5.29)	30.3 (4.36)	27.4 (3.50)	31.6 (5.26)	47.4 (3.20)
Two or more races ³	— (†)	— (†)	— (†)	29.1 (4.00)	31.8 (3.22)	28.3 (5.57)	16.9 (2.43)	20.5 (2.73)	21.7 (2.33)	26.8 (2.10)
Grade										
9th	13.2 (1.10)	20.9 (1.83)	23.6 (1.95)	21.7 (1.84)	19.4 (1.25)	18.5 (1.52)	17.4 (1.16)	14.7 (1.02)	15.5 (0.97)	18.0 (1.11)
10th	16.5 (1.79)	25.5 (1.89)	25.0 (1.29)	27.8 (2.21)	24.8 (1.12)	22.0 (1.47)	20.2 (1.27)	19.3 (1.12)	21.1 (1.11)	21.6 (1.15)
11th	18.4 (1.77)	27.6 (1.35)	29.3 (1.81)	26.7 (2.47)	25.8 (1.33)	24.1 (1.56)	21.0 (1.24)	21.4 (1.49)	23.2 (1.52)	25.5 (1.44)
12th	22.0 (1.40)	26.2 (2.35)	26.6 (2.09)	31.5 (2.81)	26.9 (1.77)	25.8 (1.19)	22.8 (1.23)	25.1 (1.96)	24.6 (1.49)	28.0 (1.08)
Urbanicity⁴										
Urban	— (†)	— (†)	26.8 (1.50)	27.5 (2.32)	25.6 (1.23)	23.4 (1.65)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	— (†)	27.0 (1.05)	26.1 (1.60)	22.5 (0.96)	22.8 (1.90)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	— (†)	21.9 (3.23)	28.0 (4.36)	26.2 (2.49)	19.9 (2.80)	— (†)	— (†)	— (†)	— (†)
On school property⁵										
Total	5.6 (0.65)	8.8 (0.59)	7.0 (0.52)	7.2 (0.73)	5.4 (0.37)	5.8 (0.68)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)
Sex										
Male	7.8 (0.83)	11.9 (0.85)	9.0 (0.68)	10.1 (1.30)	8.0 (0.54)	7.6 (0.88)	6.0 (0.44)	5.9 (0.61)	6.3 (0.54)	7.5 (0.56)
Female	3.3 (0.48)	5.5 (0.72)	4.6 (0.56)	4.4 (0.40)	2.9 (0.28)	3.7 (0.48)	3.0 (0.31)	3.0 (0.39)	2.8 (0.32)	4.1 (0.32)
Race/ethnicity²										
White	5.0 (0.72)	7.1 (0.62)	5.8 (0.69)	6.5 (0.84)	4.8 (0.45)	4.5 (0.66)	3.8 (0.41)	4.0 (0.63)	3.8 (0.38)	4.5 (0.42)
Black	7.3 (1.23)	12.3 (1.88)	9.1 (1.07)	7.2 (1.10)	6.1 (0.60)	6.6 (0.89)	4.9 (0.65)	5.0 (0.73)	5.6 (0.64)	6.7 (0.77)
Hispanic	7.5 (1.10)	12.9 (2.20)	10.4 (1.03)	10.7 (1.21)	7.4 (0.58)	8.2 (0.72)	7.7 (0.76)	5.4 (0.80)	6.5 (0.76)	7.7 (0.54)
Asian ³	— (†)	— (†)	— (†)	4.3 (0.71)	4.7 ! (1.56)	4.3 ! (1.38)	‡ (†)	2.7 ! (1.06)	2.0 (0.54)	4.5 (1.34)
Pacific Islander ³	— (†)	— (†)	— (†)	11.0 (3.21)	6.4 ! (2.46)	9.1 ! (3.17)	‡ (†)	13.4 ! (5.38)	9.0 (2.40)	12.5 ! (4.94)
American Indian/Alaska Native	‡ (†)	10.1 ! (3.39)	16.2 ! (5.56)	‡ (†)	21.5 ! (6.55)	11.4 ! (4.42)	9.2 (1.85)	8.2 (2.30)	2.9 ! (1.25)	20.9 (4.05)
Two or more races ³	— (†)	— (†)	— (†)	7.8 (1.81)	5.2 (1.24)	11.4 ! (5.49)	3.6 (0.91)	3.6 ! (1.08)	5.4 (1.34)	8.1 (1.79)
Grade										
9th	4.4 (0.40)	8.7 (1.38)	8.1 (0.90)	6.6 (0.97)	5.5 (0.62)	6.6 (1.03)	5.0 (0.59)	4.0 (0.52)	4.3 (0.38)	5.4 (0.65)
10th	6.5 (0.94)	9.8 (0.87)	6.4 (0.73)	7.6 (1.14)	5.8 (0.51)	5.2 (0.70)	4.6 (0.54)	4.8 (0.60)	4.6 (0.50)	6.2 (0.63)
11th	6.5 (1.07)	8.6 (0.62)	7.9 (1.17)	7.0 (0.72)	5.1 (0.48)	5.6 (0.71)	4.1 (0.49)	4.1 (0.73)	5.0 (0.55)	6.2 (0.70)
12th	5.1 (0.78)	8.0 (1.15)	5.7 (0.61)	7.3 (1.14)	4.9 (0.71)	5.0 (0.75)	4.1 (0.45)	5.1 (0.73)	4.6 (0.49)	5.4 (0.39)
Urbanicity⁴										
Urban	— (†)	— (†)	8.0 (1.11)	8.5 (1.03)	6.8 (0.56)	6.8 (1.05)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	— (†)	7.0 (0.67)	6.4 (1.03)	4.7 (0.46)	6.0 (1.03)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	— (†)	4.9 ! (2.02)	8.1 (1.57)	5.3 (0.93)	3.9 (0.64)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

²Race categories exclude persons of Hispanic ethnicity.

³Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

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

⁵In the question about using marijuana at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2011. (This table was prepared September 2013.)

Table 16.2 Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: 2011

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 times	1 or 2 times	3 to 39 times	40 or more times	0 times	1 or 2 times	3 to 39 times	40 or more times
1	2	3	4	5	6	7	8	9
Total	76.9 (0.80)	7.4 (0.30)	10.9 (0.42)	4.8 (0.30)	94.1 (0.39)	2.8 (0.22)	2.3 (0.21)	0.7 (0.09)
Sex								
Male	74.1 (1.01)	7.1 (0.40)	11.8 (0.57)	7.0 (0.47)	92.5 (0.56)	3.1 (0.28)	3.2 (0.31)	1.2 (0.17)
Female	79.9 (0.95)	7.7 (0.48)	9.9 (0.56)	2.4 (0.26)	95.9 (0.32)	2.5 (0.21)	1.4 (0.19)	0.2 (0.04)
Race/ethnicity³								
White	78.3 (1.09)	6.9 (0.42)	10.2 (0.59)	4.6 (0.44)	95.5 (0.42)	2.2 (0.26)	1.9 (0.23)	0.4 (0.09)
Black	74.9 (1.35)	7.9 (0.69)	12.5 (0.81)	4.7 (0.63)	93.3 (0.77)	3.2 (0.43)	2.8 (0.52)	0.7 (0.18)
Hispanic	75.6 (1.27)	8.3 (0.59)	11.5 (0.67)	4.7 (0.46)	92.3 (0.54)	3.6 (0.26)	3.1 (0.40)	1.0 (0.21)
Asian	86.4 (3.75)	‡ (†)	5.5 (0.96)	3.2 ! (1.34)	95.5 (1.34)	2.4 ! (1.15)	‡ (†)	1.5 ! (0.70)
Pacific Islander	68.9 (7.08)	11.3 (3.34)	13.2 ! (5.20)	6.6 ! (2.27)	87.5 (4.94)	5.6 ! (2.24)	‡ (†)	‡ (†)
American Indian/Alaska Native	52.6 (3.20)	10.5 (2.82)	23.6 (2.57)	13.2 (1.81)	79.1 (4.05)	8.6 (2.18)	9.8 (1.79)	2.5 (0.67)
Two or more races	73.2 (2.10)	7.2 (1.20)	12.9 (1.44)	6.7 (1.33)	91.9 (1.79)	3.7 (0.98)	2.4 ! (0.86)	2.0 ! (0.69)
Grade								
9th	82.0 (1.11)	6.2 (0.47)	8.2 (0.63)	3.6 (0.42)	94.6 (0.65)	2.7 (0.41)	2.2 (0.33)	0.5 (0.11)
10th	78.4 (1.15)	7.4 (0.60)	10.0 (0.65)	4.3 (0.50)	93.8 (0.63)	3.2 (0.38)	2.3 (0.40)	0.7 (0.16)
11th	74.5 (1.44)	8.0 (0.59)	12.9 (0.82)	4.5 (0.50)	93.8 (0.70)	3.2 (0.47)	2.3 (0.35)	0.7 (0.16)
12th	72.0 (1.08)	8.3 (0.59)	13.0 (0.69)	6.7 (0.53)	94.6 (0.39)	2.2 (0.30)	2.4 (0.30)	0.8 (0.18)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

²In the question about using marijuana at school, “on school property” was not defined for survey respondents.

³Race categories exclude persons of Hispanic ethnicity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011. (This table was prepared September 2013.)

Table 16.3 Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state: Selected years, 2003 through 2011

[Standard errors appear in parentheses]

State	Anywhere (including on school property) ¹					On school property ²				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8	9	10	11
United States³	22.4 (1.09)	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	5.8 (0.68)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)
Alabama.....	17.7 (1.38)	18.5 (1.49)	— (†)	16.2 (1.28)	20.8 (1.62)	2.6 (0.54)	3.5 (0.80)	— (†)	4.6 (0.81)	4.0 (0.68)
Alaska.....	23.9 (1.29)	— (†)	20.5 (1.47)	22.7 (1.65)	21.2 (1.68)	6.5 (0.80)	— (†)	5.9 (0.70)	5.9 (0.69)	4.3 (0.59)
Arizona.....	25.6 (1.08)	20.0 (1.08)	22.0 (1.38)	23.7 (1.90)	22.9 (1.59)	6.5 (0.52)	5.1 (0.63)	6.1 (0.68)	6.4 (0.74)	5.6 (0.75)
Arkansas.....	— (†)	18.9 (1.70)	16.4 (1.08)	17.8 (1.24)	16.8 (1.72)	— (†)	4.1 (0.61)	2.8 (0.50)	4.5 (1.02)	3.9 (0.78)
California.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado.....	— (†)	22.7 (2.99)	— (†)	24.8 (2.22)	22.0 (1.16)	— (†)	6.0 (0.88)	— (†)	6.1 (0.89)	6.0 (0.77)
Connecticut.....	— (†)	23.1 (1.37)	23.2 (1.35)	21.8 (1.52)	24.2 (1.44)	— (†)	5.1 (0.49)	5.9 (0.77)	6.2 (0.76)	5.2 (0.68)
Delaware.....	27.3 (1.13)	22.8 (1.12)	25.1 (1.03)	25.8 (1.30)	27.6 (1.37)	6.0 (0.54)	5.6 (0.57)	5.4 (0.53)	5.6 (0.71)	6.1 (0.65)
District of Columbia.....	23.5 (1.23)	14.5 (1.08)	20.8 (1.33)	— (†)	26.1 (1.29)	7.5 (0.88)	4.8 (0.62)	5.8 (0.66)	— (†)	7.9 (0.91)
Florida.....	21.4 (0.89)	16.8 (0.86)	18.9 (0.88)	21.4 (0.72)	22.5 (0.86)	4.9 (0.41)	4.0 (0.31)	4.7 (0.40)	5.2 (0.39)	6.3 (0.39)
Georgia.....	19.5 (0.94)	18.9 (1.59)	19.6 (0.96)	18.3 (1.02)	21.2 (1.23)	3.2 (0.45)	3.3 (0.58)	3.6 (0.58)	3.4 (0.62)	5.6 (0.70)
Hawaii.....	— (†)	17.2 (1.73)	15.7 (1.78)	22.1 (2.03)	22.0 (1.32)	— (†)	7.2 (1.14)	5.7 (0.85)	8.3 (1.86)	7.6 (0.67)
Idaho.....	14.7 (1.56)	17.1 (1.32)	17.9 (1.73)	13.7 (1.07)	18.8 (1.76)	2.7 (0.55)	3.9 (0.61)	4.7 (0.80)	3.0 (0.44)	4.9 (0.73)
Illinois.....	— (†)	— (†)	20.3 (1.38)	21.0 (1.53)	23.1 (1.59)	— (†)	— (†)	4.2 (0.76)	5.0 (0.77)	4.7 (0.50)
Indiana.....	22.1 (1.19)	18.9 (1.38)	18.9 (1.19)	20.9 (1.83)	20.0 (1.13)	3.8 (0.67)	3.4 (0.57)	4.1 (0.45)	4.4 (0.62)	3.3 (0.66)
Iowa.....	— (†)	15.6 (1.74)	11.5 (1.53)	— (†)	14.6 (1.99)	— (†)	2.7 (0.64)	2.5 (0.66)	— (†)	3.4 (0.88)
Kansas.....	— (†)	15.6 (1.46)	15.3 (0.93)	14.7 (1.19)	16.8 (0.87)	— (†)	3.2 (0.51)	3.8 (0.53)	2.7 (0.35)	2.9 (0.53)
Kentucky.....	21.1 (1.09)	15.8 (1.19)	16.4 (1.07)	16.1 (1.15)	19.2 (1.47)	4.3 (0.55)	3.2 (0.45)	3.9 (0.44)	3.1 (0.54)	4.2 (0.65)
Louisiana.....	— (†)	— (†)	— (†)	16.3 (1.29)	16.8 (1.02)	— (†)	— (†)	— (†)	3.6 (0.89)	4.1 (0.59)
Maine.....	26.4 (1.69)	22.2 (2.13)	22.0 (1.55)	20.5 (0.57)	21.2 (0.72)	6.3 (0.76)	4.6 (0.72)	5.2 (0.65)	— (†)	— (†)
Maryland.....	— (†)	18.5 (2.25)	19.4 (1.91)	21.9 (1.57)	23.2 (1.51)	— (†)	3.7 (0.82)	4.7 (1.13)	5.0 (0.65)	5.7 (0.70)
Massachusetts.....	27.7 (1.39)	26.2 (1.22)	24.6 (1.43)	27.1 (1.24)	27.9 (1.31)	6.3 (0.44)	5.3 (0.54)	4.8 (0.44)	5.9 (0.79)	6.3 (0.51)
Michigan.....	24.0 (1.96)	18.8 (1.29)	18.0 (1.10)	20.7 (0.91)	18.6 (1.15)	7.0 (1.20)	3.7 (0.50)	4.0 (0.57)	4.8 (0.59)	3.3 (0.44)
Minnesota.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi.....	20.6 (1.57)	— (†)	16.7 (1.02)	17.7 (1.21)	17.5 (1.18)	4.4 (0.90)	— (†)	2.7 (0.35)	2.5 (0.46)	3.2 (0.58)
Missouri.....	21.8 (1.37)	18.1 (2.23)	19.0 (1.23)	20.6 (2.02)	— (†)	3.0 (0.58)	4.0 (0.82)	3.6 (0.63)	3.4 (0.48)	— (†)
Montana.....	23.1 (1.45)	22.3 (1.43)	21.0 (1.44)	23.1 (1.58)	21.2 (1.50)	6.4 (0.70)	6.1 (0.70)	5.0 (0.49)	5.8 (0.67)	5.5 (0.59)
Nebraska.....	18.3 (1.23)	17.5 (1.05)	— (†)	— (†)	12.7 (1.06)	3.9 (0.51)	3.1 (0.41)	— (†)	— (†)	2.7 (0.43)
Nevada.....	22.3 (1.31)	17.3 (1.34)	15.5 (1.07)	20.0 (1.36)	— (†)	5.3 (0.69)	5.7 (0.81)	3.6 (0.55)	4.9 (0.53)	— (†)
New Hampshire.....	30.6 (2.51)	25.9 (1.69)	22.9 (1.39)	25.6 (1.86)	28.4 (1.82)	6.6 (0.86)	— (†)	4.7 (0.64)	6.8 (0.78)	7.3 (0.87)
New Jersey.....	— (†)	19.9 (2.18)	— (†)	20.3 (1.53)	21.1 (1.33)	— (†)	3.4 (0.67)	— (†)	— (†)	— (†)
New Mexico.....	— (†)	26.2 (2.00)	25.0 (2.07)	28.0 (1.52)	27.6 (1.58)	— (†)	8.4 (0.98)	7.9 (0.86)	9.7 (1.06)	9.7 (0.84)
New York.....	20.7 (1.05)	18.3 (1.13)	18.6 (0.78)	20.9 (1.32)	20.6 (1.07)	4.5 (0.41)	3.6 (0.41)	4.1 (0.44)	— (†)	— (†)
North Carolina.....	24.3 (1.99)	21.4 (1.61)	19.1 (1.27)	19.8 (1.67)	24.2 (1.25)	3.5 (0.71)	4.1 (0.65)	4.3 (0.54)	4.0 (0.63)	5.2 (0.91)
North Dakota.....	20.6 (1.58)	15.5 (1.62)	14.8 (1.18)	16.9 (1.55)	15.3 (1.52)	6.3 (0.98)	4.0 (0.71)	2.7 (0.43)	3.8 (0.59)	3.4 (0.45)
Ohio ³	21.4 (2.33)	20.9 (1.79)	17.7 (1.50)	— (†)	23.6 (1.95)	4.2 (0.96)	4.3 (0.62)	3.7 (0.67)	— (†)	— (†)
Oklahoma.....	22.0 (2.20)	18.7 (1.12)	15.9 (1.37)	17.2 (2.04)	19.1 (1.90)	4.3 (0.70)	3.0 (0.38)	2.6 (0.40)	2.9 (0.70)	2.4 (0.58)
Oregon.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania.....	— (†)	— (†)	— (†)	19.3 (1.43)	— (†)	— (†)	— (†)	— (†)	3.5 (0.58)	— (†)
Rhode Island.....	27.6 (1.11)	25.0 (1.16)	23.2 (1.85)	26.3 (1.33)	26.3 (1.35)	7.4 (0.70)	7.2 (0.65)	6.5 (0.93)	5.1 (0.60)	— (†)
South Carolina.....	— (†)	19.0 (1.24)	18.6 (1.44)	20.4 (1.56)	24.1 (1.99)	— (†)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)
South Dakota ³	21.5 (3.35)	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	4.5 ! (1.50)	2.9 (0.73)	5.0 ! (2.41)	2.9 (0.49)	— (†)
Tennessee.....	23.6 (2.10)	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	4.1 (0.86)	3.5 (0.67)	4.1 (0.60)	3.8 (0.65)	3.6 (0.40)
Texas.....	— (†)	21.7 (0.99)	19.3 (1.01)	19.5 (0.71)	20.8 (1.30)	— (†)	3.8 (0.52)	3.6 (0.30)	4.6 (0.51)	4.8 (0.47)
Utah.....	11.4 (1.28)	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	3.7 (0.59)	1.7 (0.42)	3.8 ! (1.24)	2.5 (0.48)	4.0 (0.72)
Vermont.....	28.2 (1.58)	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	8.0 (0.44)	7.0 (0.80)	6.3 (0.63)	6.3 (0.57)	6.0 (0.84)
Virginia.....	— (†)	— (†)	— (†)	— (†)	18.0 (1.79)	— (†)	— (†)	— (†)	— (†)	3.5 (0.70)
Washington.....	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia.....	23.1 (2.13)	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	4.5 (0.72)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)
Wisconsin.....	21.8 (1.18)	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming.....	20.4 (1.56)	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	5.1 (0.66)	4.0 (0.43)	4.7 (0.52)	5.3 (0.45)	4.7 (0.44)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

²In the question about using marijuana at school, “on school property” was not defined for

survey respondents.

³Data include both public and private schools.

NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the United States total, Ohio, and South Dakota include both public and private schools.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2011. (This table was prepared September 2013.)

Table 17.1 Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2011

[Standard errors appear in parentheses]

Student or school characteristic	1995	1999	2001	2003	2005	2007 ¹	2009 ¹	2011 ¹
1	2	3	4	5	6	7	8	9
At school								
Total	11.8 (0.39)	7.3 (0.37)	6.4 (0.31)	6.1 (0.31)	6.4 (0.39)	5.3 (0.33)	4.2 (0.33)	3.7 (0.28)
Sex								
Male	10.8 (0.51)	6.5 (0.44)	6.4 (0.38)	5.3 (0.34)	6.1 (0.56)	4.6 (0.42)	3.7 (0.38)	3.7 (0.41)
Female	12.8 (0.58)	8.2 (0.53)	6.4 (0.43)	6.9 (0.48)	6.7 (0.47)	6.0 (0.45)	4.8 (0.51)	3.8 (0.36)
Race/ethnicity²								
White	8.1 (0.36)	5.0 (0.32)	4.9 (0.35)	4.1 (0.35)	4.6 (0.39)	4.2 (0.37)	3.3 (0.35)	3.0 (0.31)
Black	20.3 (1.31)	13.5 (1.27)	8.9 (0.87)	10.7 (1.22)	9.2 (1.19)	8.6 (1.18)	7.0 (1.12)	4.9 (1.03)
Hispanic	20.9 (1.27)	11.7 (1.20)	10.6 (1.07)	9.5 (0.65)	10.3 (1.16)	7.1 (0.88)	4.9 (0.89)	4.8 (0.59)
Asian	— (†)	— (†)	— (†)	— (†)	6.2 ! (2.09)	2.3 ! (1.05)	5.9 ! (2.25)	4.2 ! (1.52)
Other	13.5 (1.58)	6.7 (1.09)	6.4 (1.11)	5.0 (1.31)	5.7 (1.63)	3.3 ! (1.09)	‡ (†)	4.1 ! (1.31)
Grade								
6th	14.3 (1.13)	10.9 (1.37)	10.6 (1.26)	10.0 (1.35)	9.5 (1.14)	9.9 (1.33)	6.4 (1.20)	5.6 (1.08)
7th	15.3 (1.02)	9.5 (0.79)	9.2 (0.95)	8.2 (0.86)	9.1 (1.04)	6.7 (0.86)	6.2 (1.06)	4.5 (0.69)
8th	13.0 (0.84)	8.1 (0.74)	7.6 (0.69)	6.3 (0.68)	7.1 (0.95)	4.6 (0.71)	3.5 (0.75)	4.6 (0.71)
9th	11.6 (0.82)	7.1 (0.74)	5.5 (0.63)	6.3 (0.61)	5.9 (0.71)	5.5 (0.87)	4.6 (0.75)	4.2 (0.66)
10th	11.0 (0.82)	7.1 (0.77)	5.0 (0.71)	4.4 (0.67)	5.5 (0.89)	5.2 (0.87)	4.6 (0.79)	3.9 (0.63)
11th	8.9 (0.80)	4.8 (0.68)	4.8 (0.65)	4.7 (0.66)	4.6 (0.73)	3.1 (0.63)	3.3 (0.74)	1.8 (0.48)
12th	7.8 (0.94)	4.8 (0.88)	2.9 (0.55)	3.7 (0.53)	3.3 (0.69)	3.1 (0.65)	1.9 ! (0.57)	2.2 (0.57)
Urbanicity³								
Urban	18.4 (0.84)	11.6 (0.81)	9.7 (0.59)	9.5 (0.68)	10.5 (0.92)	7.1 (0.81)	6.9 (0.84)	5.2 (0.60)
Suburban	9.8 (0.49)	6.2 (0.42)	4.8 (0.33)	4.8 (0.30)	4.7 (0.41)	4.4 (0.41)	3.0 (0.33)	3.1 (0.39)
Rural	8.6 (0.80)	4.8 (0.70)	6.0 (0.97)	4.7 (0.93)	5.1 (0.97)	4.9 (0.59)	3.9 (0.63)	3.0 (0.63)
Control of school								
Public	12.2 (0.43)	7.7 (0.38)	6.6 (0.33)	6.4 (0.34)	6.6 (0.42)	5.5 (0.34)	4.4 (0.35)	3.9 (0.30)
Private	7.3 (1.01)	3.6 (0.81)	4.6 (0.92)	3.0 (0.73)	3.8 (0.82)	2.5 ! (0.89)	1.9 ! (0.74)	1.5 ! (0.64)
Away from school								
Total	— (†)	5.7 (0.32)	4.6 (0.28)	5.4 (0.29)	5.2 (0.33)	3.5 (0.29)	3.3 (0.32)	2.4 (0.23)
Sex								
Male	— (†)	4.1 (0.34)	3.7 (0.31)	4.0 (0.30)	4.6 (0.42)	2.4 (0.31)	2.5 (0.34)	2.0 (0.27)
Female	— (†)	7.4 (0.49)	5.6 (0.42)	6.8 (0.48)	5.8 (0.48)	4.5 (0.40)	4.1 (0.51)	2.7 (0.30)
Race/ethnicity²								
White	— (†)	4.3 (0.32)	3.7 (0.29)	3.8 (0.31)	4.2 (0.40)	2.5 (0.28)	2.2 (0.28)	1.6 (0.24)
Black	— (†)	8.7 (1.00)	6.3 (0.87)	10.0 (1.13)	7.3 (0.96)	4.9 (0.73)	5.7 (1.10)	3.5 (0.86)
Hispanic	— (†)	8.9 (1.03)	6.5 (0.75)	7.4 (0.80)	6.2 (0.84)	5.9 (0.80)	3.9 (0.70)	3.3 (0.50)
Asian	— (†)	— (†)	— (†)	— (†)	7.4 ! (2.89)	‡ (†)	7.1 ! (2.50)	3.2 ! (1.15)
Other	— (†)	5.4 (1.04)	6.6 (1.32)	3.9 (1.02)	3.1 ! (1.28)	‡ (†)	4.0 ! (1.79)	2.5 ! (1.05)
Grade								
6th	— (†)	7.8 (1.11)	6.3 (1.15)	6.8 (1.01)	5.6 (0.99)	5.9 (1.20)	3.3 (0.89)	3.0 (0.86)
7th	— (†)	6.1 (0.72)	5.5 (0.80)	6.7 (0.80)	7.5 (0.89)	3.0 (0.55)	4.0 (0.78)	2.7 (0.58)
8th	— (†)	5.5 (0.66)	4.4 (0.61)	5.3 (0.71)	5.0 (0.72)	3.6 (0.65)	3.3 (0.72)	2.1 (0.43)
9th	— (†)	4.6 (0.63)	4.5 (0.62)	4.3 (0.55)	3.8 (0.61)	4.0 (0.75)	2.6 (0.62)	3.5 (0.65)
10th	— (†)	4.8 (0.63)	4.2 (0.63)	5.3 (0.67)	4.7 (0.66)	3.0 (0.60)	5.5 (0.96)	1.7 (0.46)
11th	— (†)	5.9 (0.72)	4.7 (0.62)	4.7 (0.69)	4.2 (0.74)	2.3 (0.56)	2.2 (0.56)	2.9 (0.70)
12th	— (†)	6.1 (0.86)	3.3 (0.62)	4.9 (0.72)	5.4 (0.98)	3.2 (0.61)	2.1 (0.63)	1.0 ! (0.37)
Urbanicity³								
Urban	— (†)	9.1 (0.82)	7.4 (0.68)	8.1 (0.60)	6.7 (0.61)	5.3 (0.67)	5.8 (0.87)	3.4 (0.42)
Suburban	— (†)	5.0 (0.31)	3.8 (0.33)	4.4 (0.34)	4.6 (0.43)	2.7 (0.36)	2.5 (0.33)	2.2 (0.30)
Rural	— (†)	3.0 (0.71)	3.0 (0.59)	4.0 (0.69)	4.7 (0.98)	2.8 (0.54)	1.9 (0.48)	1.0 ! (0.35)
Control of school								
Public	— (†)	5.8 (0.32)	4.6 (0.30)	5.4 (0.31)	5.2 (0.34)	3.6 (0.30)	3.5 (0.33)	2.4 (0.23)
Private	— (†)	5.0 (0.92)	5.1 (1.08)	4.7 (0.89)	4.9 (1.41)	2.1 ! (0.72)	1.8 ! (0.71)	1.6 ! (0.68)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Starting 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 onward are comparable to previous years.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons reporting that they are of two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

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

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2011. (This table was prepared September 2013.)

Table 18.1 Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student or school characteristics: Selected years, 1995 through 2011

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995	1999	2001	2003	2005	2007 ¹	2009 ¹	2011 ¹
1	2	3	4	5	6	7	8	9
Total, any avoidance.....	— (†)	6.9 (0.34)	6.1 (0.32)	5.0 (0.30)	5.5 (0.32)	7.2 (0.36)	5.0 (0.35)	5.5 (0.34)
Avoided one or more places in school								
Total	8.7 (0.29)	4.6 (0.29)	4.7 (0.27)	4.0 (0.27)	4.5 (0.28)	5.8 (0.31)	4.0 (0.32)	4.7 (0.30)
Entrance to the school	2.1 (0.15)	1.1 (0.14)	1.2 (0.11)	1.2 (0.11)	1.0 (0.14)	1.5 (0.15)	0.9 (0.15)	0.9 (0.13)
Hallways or stairs in school	4.2 (0.21)	2.1 (0.17)	2.1 (0.18)	1.7 (0.17)	2.1 (0.21)	2.6 (0.21)	2.2 (0.23)	2.5 (0.21)
Parts of the school cafeteria	2.5 (0.18)	1.3 (0.15)	1.4 (0.16)	1.2 (0.13)	1.8 (0.16)	1.9 (0.19)	1.1 (0.17)	1.8 (0.18)
Any school restrooms	4.4 (0.22)	2.1 (0.19)	2.2 (0.19)	2.0 (0.16)	2.1 (0.20)	2.6 (0.24)	1.4 (0.19)	1.7 (0.19)
Other places inside the school building	2.5 (0.18)	1.4 (0.17)	1.4 (0.14)	1.2 (0.14)	1.4 (0.18)	1.5 (0.17)	1.0 (0.16)	1.1 (0.15)
Sex								
Male	8.8 (0.43)	4.6 (0.35)	4.7 (0.40)	3.9 (0.34)	4.9 (0.46)	6.1 (0.47)	3.9 (0.45)	3.9 (0.42)
Female	8.5 (0.46)	4.6 (0.39)	4.6 (0.35)	4.1 (0.37)	4.1 (0.40)	5.5 (0.41)	4.0 (0.42)	5.5 (0.40)
Race/ethnicity²								
White	7.1 (0.32)	3.8 (0.27)	3.9 (0.30)	3.0 (0.27)	3.6 (0.30)	5.3 (0.36)	3.3 (0.38)	4.4 (0.38)
Black	12.1 (1.01)	6.7 (0.90)	6.6 (0.75)	5.1 (0.79)	7.2 (0.98)	8.3 (1.02)	6.1 (1.04)	4.5 (0.80)
Hispanic	12.9 (0.97)	6.2 (0.73)	5.5 (0.71)	6.3 (0.70)	6.0 (0.80)	6.8 (0.82)	4.8 (0.86)	6.0 (0.68)
Asian	— (†)	— (†)	— (†)	— (†)	2.5 ! (0.87)	‡ (†)	3.7 ! (1.53)	2.7 ! (1.06)
Other	11.1 (1.61)	5.4 (0.99)	6.2 (1.16)	4.4 (1.02)	4.3 ! (1.86)	3.5 ! (1.22)	‡ (†)	3.3 ! (1.04)
Grade								
6th	11.6 (0.99)	5.9 (0.92)	6.8 (0.93)	5.6 (0.94)	7.9 (1.27)	7.8 (1.20)	7.1 (1.13)	6.9 (0.99)
7th	11.8 (0.89)	6.1 (0.72)	6.2 (0.79)	5.7 (0.73)	5.8 (0.93)	7.5 (0.86)	5.5 (0.86)	5.1 (0.76)
8th	8.8 (0.77)	5.5 (0.70)	5.2 (0.62)	4.7 (0.63)	4.5 (0.67)	5.9 (0.84)	4.8 (0.93)	5.2 (0.75)
9th	9.5 (0.71)	5.3 (0.63)	5.0 (0.61)	5.1 (0.62)	5.2 (0.78)	6.7 (0.81)	4.5 (0.89)	3.7 (0.67)
10th	7.8 (0.75)	4.7 (0.61)	4.2 (0.64)	3.1 (0.54)	4.2 (0.65)	5.5 (0.80)	4.2 (0.88)	5.4 (0.72)
11th	6.9 (0.64)	2.5 (0.46)	2.8 (0.43)	2.5 (0.53)	3.3 (0.58)	4.2 (0.70)	1.2 ! (0.44)	3.6 (0.65)
12th	4.1 (0.74)	2.4 (0.51)	3.0 (0.64)	1.2 ! (0.41)	1.3 ! (0.41)	3.2 (0.71)	1.6 ! (0.50)	3.7 (0.71)
Urbanicity³								
Urban	11.7 (0.73)	5.8 (0.48)	6.0 (0.52)	5.7 (0.59)	6.3 (0.67)	6.1 (0.65)	5.5 (0.69)	5.3 (0.61)
Suburban	7.9 (0.40)	4.7 (0.38)	4.3 (0.38)	3.5 (0.30)	3.8 (0.36)	5.2 (0.38)	3.1 (0.38)	4.6 (0.36)
Rural	7.0 (0.65)	3.0 (0.56)	3.9 (0.70)	2.8 (0.53)	4.2 (0.74)	6.9 (0.69)	4.3 (0.80)	3.5 (0.54)
School control								
Public	9.3 (0.33)	5.0 (0.31)	4.9 (0.29)	4.2 (0.29)	4.8 (0.30)	6.2 (0.35)	4.2 (0.34)	4.9 (0.32)
Private	2.2 (0.47)	1.6 (0.45)	2.0 ! (0.69)	1.5 ! (0.49)	1.4 ! (0.55)	1.4 ! (0.54)	1.8 ! (0.73)	2.1 ! (0.70)
Avoided school activities or classes								
Total	— (†)	3.2 (0.22)	2.3 (0.18)	1.9 (0.18)	2.1 (0.23)	2.6 (0.23)	2.1 (0.25)	2.0 (0.20)
Any activities ⁴	1.7 (0.15)	0.8 (0.10)	1.1 (0.12)	1.0 (0.11)	1.0 (0.16)	1.8 (0.20)	1.3 (0.20)	1.2 (0.16)
Any classes	— (†)	0.6 (0.09)	0.6 (0.09)	0.6 (0.10)	0.7 (0.13)	0.7 (0.12)	0.6 (0.13)	0.7 (0.10)
Stayed home from school	— (†)	2.3 (0.19)	1.1 (0.13)	0.8 (0.11)	0.7 (0.11)	0.8 (0.13)	0.6 (0.14)	0.8 (0.12)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Starting 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 onward are comparable to previous years.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons reporting that they are of two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

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

⁴Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities."

NOTE: Students were asked whether they avoided places or activities because they thought that someone might attack or harm them. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Detail may not sum to totals because of rounding and because a student who reported more than one type of avoidance was counted only once in the totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2011. (This table was prepared September 2013.)

Table 19.1 Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number of serious actions taken, and percentage distribution of actions, by type of offense, school level, and type of action: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Year, school level, and type of serious disciplinary action	Total		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		Use or possession of a weapon other than a firearm or explosive device ¹	
1	2		3		4		5		6		7		8	
Number of schools taking at least one action														
2009–10.....	32,300	(940)	24,000	(770)	—	(†)	7,600	(320)	16,100	(400)	2,500	(340)	11,200	(650)
Percent of schools taking at least one action														
1999–2000 ²	—	(†)	35.4	(1.02)	18.3	(0.79)	—	(†)	—	(†)	—	(†)	—	(†)
2003–04.....	45.7	(1.15)	32.0	(0.94)	21.6	(0.85)	9.2	(0.50)	21.2	(0.58)	3.9	(0.40)	16.8	(0.84)
2005–06.....	48.0	(1.18)	31.5	(1.02)	21.2	(0.85)	10.2	(0.47)	20.8	(0.61)	4.5	(0.35)	19.3	(0.91)
2007–08.....	46.4	(1.16)	31.5	(0.89)	21.4	(0.95)	9.8	(0.48)	19.3	(0.53)	2.8	(0.26)	15.3	(0.77)
2009–10 ³	39.1	(1.14)	29.0	(0.94)	—	(†)	9.2	(0.39)	19.5	(0.48)	3.0	(0.41)	13.5	(0.78)
Primary school ⁴	18.1	(1.51)	13.2	(1.26)	—	(†)	1.0 !	(0.33)	2.0	(0.47)	1.7 !	(0.57)	6.4	(0.93)
Middle school ⁴	67.0	(1.68)	49.7	(1.87)	—	(†)	13.6	(1.17)	36.9	(1.19)	4.1	(0.65)	25.1	(1.70)
High school ⁴	82.7	(1.57)	62.6	(1.63)	—	(†)	36.1	(1.47)	66.1	(1.39)	7.3	(1.05)	28.9	(1.39)
Combined school ⁴	49.2	(5.31)	35.6	(4.26)	—	(†)	9.9	(2.54)	22.7	(3.57)	‡	(†)	10.9	(2.72)
Number of actions taken														
1999–2000 ²	—	(†)	332,500	(27,420)	253,500	(27,720)	—	(†)	—	(†)	—	(†)	—	(†)
2003–04.....	655,700	(29,160)	273,500	(14,450)	220,400	(16,990)	25,500	(1,600)	91,100	(3,410)	9,900 !	(4,300)	35,400	(1,470)
2005–06.....	830,700	(45,710)	323,900	(16,690)	309,000	(33,840)	30,100	(1,880)	106,800	(4,950)	14,300	(2,690)	46,600	(2,040)
2007–08.....	767,900	(44,010)	271,800	(15,180)	327,100	(38,470)	28,400	(1,470)	98,700	(5,780)	5,200	(910)	36,800	(2,630)
2009–10 ³	433,800	(22,880)	265,100	(22,170)	—	(†)	28,700	(1,920)	105,400	(4,070)	5,800	(1,360)	28,800	(1,580)
Percentage distribution of actions, 2009–10.....	100.0	(†)	100.0	(†)	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more.....	73.9	(1.79)	81.2	(2.18)	—	(†)	74.3	(2.23)	59.6	(1.70)	55.5	(9.64)	62.2	(2.44)
Removal with no services for remainder of school year.....	6.1	(0.86)	5.0	(1.22)	—	(†)	4.0	(0.92)	8.0	(0.94)	22.2	(4.96)	8.8	(1.31)
Transfer to specialized schools.....	20.0	(1.36)	13.9	(1.57)	—	(†)	21.7	(2.27)	32.4	(1.57)	22.3 !	(7.91)	29.0	(2.32)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Prior to 2005–06, the questionnaire wording was simply “a weapon other than a firearm” (instead of “a weapon other than a firearm or explosive device”).

²In the 1999–2000 questionnaire, only two items are the same as in questionnaires for later years—the item on physical attacks or fights and the item on insubordination. There are no comparable 1999–2000 data for serious disciplinary actions taken in response to the other specific offenses listed in this table, nor for total actions taken in response to all the listed offenses.

³Totals for 2009–10 are not comparable to totals for other years, because the 2009–10 questionnaire did not include an item on insubordination.

⁴Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is

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

NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. 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. Detail may not sum to totals because of rounding and because schools that reported serious disciplinary actions in response to more than one type of offense were counted only once in the total number or percentage of schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

Table 20.1 Percentage of public and private schools with various safety and security measures, by school level: 2003–04, 2007–08, and 2011–12

[Standard errors appear in parentheses]

School control and school safety and security measure	Total ¹			Elementary schools ²			Secondary schools ³		
	2003–04	2007–08	2011–12	2003–04	2007–08	2011–12	2003–04	2007–08	2011–12
1	2	3	4	5	6	7	8	9	10
Public schools									
Controlled access during school hours									
Buildings (e.g., locked or monitored doors).....	81.5 (0.60)	88.8 (0.63)	88.2 (0.56)	84.7 (0.65)	92.1 (0.71)	90.4 (0.67)	75.0 (1.33)	82.1 (1.42)	83.9 (1.04)
Grounds (e.g., locked or monitored gates).....	39.4 (0.83)	44.9 (1.12)	44.1 (0.72)	39.0 (1.03)	45.7 (1.61)	45.4 (0.94)	41.4 (1.38)	43.3 (1.53)	39.6 (1.13)
Student dress, IDs, and school supplies									
Required students to wear uniforms	13.5 (0.53)	16.5 (0.83)	19.3 (0.54)	14.7 (0.67)	17.5 (1.05)	20.3 (0.76)	8.8 (1.11)	12.1 (1.19)	12.2 (0.69)
Enforced a strict dress code	49.3 (0.70)	54.0 (0.99)	49.1 (0.68)	45.2 (0.94)	50.0 (1.38)	44.6 (0.94)	59.7 (1.33)	64.4 (1.87)	58.3 (1.02)
Required students to wear badges or picture IDs.....	6.1 (0.31)	7.5 (0.53)	7.4 (0.33)	3.5 (0.35)	4.1 (0.57)	4.6 (0.32)	14.1 (0.74)	16.8 (1.15)	14.3 (1.02)
Required clear book bags or banned book bags on school grounds.....	6.0 (0.31)	6.8 (0.43)	5.7 (0.28)	3.3 (0.32)	4.7 (0.54)	3.2 (0.28)	11.3 (0.74)	10.5 (1.07)	9.3 (0.72)
Metal detectors, dogs, sweeps, and cameras									
Random metal detector checks on students.....	5.7 (0.32)	5.9 (0.45)	5.0 (0.32)	3.4 (0.33)	3.0 (0.48)	2.6 (0.28)	10.2 (0.64)	11.9 (1.05)	7.9 (0.63)
Students required to pass through metal detectors daily.....	2.0 (0.21)	2.3 (0.31)	2.7 (0.33)	0.8 ! (0.23)	0.3 ! (0.14)	0.8 (0.16)	3.7 (0.38)	5.2 (1.03)	4.6 (0.65)
Random dog sniffs to check for drugs	23.6 (0.59)	25.0 (0.68)	24.0 (0.40)	10.8 (0.62)	13.2 (0.83)	10.6 (0.39)	56.5 (1.59)	54.6 (1.59)	57.3 (1.28)
Random sweeps ⁴ for contraband (e.g., drugs or weapons).....	12.8 (0.48)	14.8 (0.76)	12.1 (0.44)	5.6 (0.44)	7.6 (0.84)	5.0 (0.39)	28.2 (1.33)	30.5 (1.59)	26.1 (1.16)
Security cameras used to monitor the school.....	32.5 (0.68)	51.8 (0.94)	64.3 (0.75)	26.3 (0.77)	46.1 (1.29)	57.7 (0.97)	51.1 (1.55)	68.7 (1.77)	81.2 (1.07)
Daily presence of police or security personnel.....	24.8 (0.59)	27.2 (0.99)	28.1 (0.51)	15.5 (0.62)	16.2 (1.14)	17.1 (0.57)	53.9 (1.61)	58.3 (1.93)	57.6 (1.44)
Private schools									
Controlled access during school hours									
Buildings (e.g., locked or monitored doors).....	73.5 (1.02)	81.5 (1.15)	80.1 (1.50)	79.5 (1.19)	84.1 (1.35)	82.0 (2.22)	62.9 (3.65)	76.9 (2.83)	71.5 (3.50)
Grounds (e.g., locked or monitored gates).....	40.2 (1.08)	42.4 (1.22)	42.1 (1.43)	44.9 (1.32)	45.6 (1.50)	44.0 (1.99)	32.2 (3.80)	34.7 (3.37)	34.0 (4.67)
Student dress, IDs, and school supplies									
Required students to wear uniforms	55.5 (1.06)	55.4 (1.19)	56.9 (1.77)	60.6 (1.27)	62.2 (1.68)	60.0 (2.21)	44.9 (3.53)	42.8 (3.22)	49.2 (4.55)
Enforced a strict dress code	73.7 (1.00)	76.3 (1.08)	71.3 (1.49)	74.1 (1.32)	75.9 (1.48)	71.2 (2.12)	70.0 (3.78)	75.3 (3.36)	70.8 (3.13)
Required students to wear badges or picture IDs.....	2.2 (0.30)	2.9 (0.42)	2.7 (0.48)	1.0 (0.27)	1.6 (0.38)	1.4 (0.40)	9.8 (2.10)	6.2 (1.27)	8.2 (1.91)
Required clear book bags or banned book bags on school grounds.....	2.3 (0.35)	3.2 (0.43)	1.7 (0.33)	1.0 (0.30)	1.7 (0.46)	0.9 ! (0.30)	9.4 (2.59)	7.5 (2.11)	5.2 (1.47)
Metal detectors, dogs, sweeps, and cameras									
Random metal detector checks on students.....	0.7 (0.20)	1.1 (0.24)	1.2 ! (0.42)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Students required to pass through metal detectors daily.....	0.8 (0.21)	0.6 ! (0.19)	0.4 ! (0.16)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Random dog sniffs to check for drugs	3.4 (0.35)	3.9 (0.43)	4.1 (0.45)	‡ (†)	0.4 ! (0.20)	‡ (†)	15.0 (2.04)	17.0 (2.32)	16.3 (2.36)
Random sweeps ⁴ for contraband (e.g., drugs or weapons).....	7.7 (0.61)	8.8 (0.69)	7.5 (0.93)	2.4 (0.52)	2.1 (0.42)	1.5 ! (0.68)	23.3 (3.75)	26.0 (3.64)	20.4 (2.95)
Security cameras used to monitor the school.....	19.4 (0.79)	32.9 (1.21)	40.6 (1.51)	19.9 (0.97)	31.4 (1.65)	39.8 (2.18)	24.3 (3.11)	43.1 (3.64)	52.0 (5.46)
Daily presence of police or security personnel.....	5.9 (0.50)	6.4 (0.54)	7.2 (0.77)	3.1 (0.50)	4.3 (0.61)	3.9 (0.80)	16.2 (2.99)	11.8 (2.46)	19.2 (4.77)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Includes combined elementary/secondary schools not separately shown.

²Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12.

³Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6.

⁴Does not include random dog sniffs.

NOTE: Responses were provided by the principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2003–04, 2007–08, and 2011–12. (This table was prepared August 2013.)

Table 20.3 Percentage of public schools with one or more full-time or part-time security staff present at least once a week, and percentage of schools with security staff routinely carrying a firearm, by selected school characteristics: 2005–06, 2007–08, and 2009–10

[Standard errors appear in parentheses]

School characteristic	Percent with one or more security guards, security personnel, School Resource Officers (SROs), or sworn law enforcement officers who are not SROs ¹									Percent with security guards, security personnel, or sworn law enforcement officers routinely carrying a firearm ²		
	Total			Full-time			Part-time only			2005–06	2007–08	2009–10
	2005–06	2007–08	2009–10	2005–06	2007–08	2009–10	2005–06	2007–08	2009–10			
1	2	3	4	5	6	7	8	9	10	11	12	13
All public schools	41.7 (1.28)	46.3 (1.29)	42.8 (1.07)	27.0 (0.88)	30.4 (0.98)	28.7 (0.97)	14.6 (1.06)	15.9 (0.89)	14.1 (0.66)	30.7 (1.10)	34.1 (1.11)	28.0 (0.97)
School level³												
Primary school	26.2 (1.87)	33.1 (2.04)	27.7 (1.50)	12.5 (1.32)	17.8 (1.37)	15.7 (1.43)	13.7 (1.59)	15.3 (1.31)	12.1 (0.89)	15.7 (1.55)	20.1 (1.68)	12.5 (1.25)
Middle school	63.7 (1.30)	65.5 (1.59)	66.4 (1.45)	44.5 (1.17)	44.9 (1.55)	45.8 (1.39)	19.2 (1.18)	20.7 (1.17)	20.6 (1.32)	51.8 (1.32)	54.2 (1.92)	51.0 (1.84)
High school	75.2 (1.66)	79.6 (1.47)	76.4 (1.45)	64.0 (1.53)	66.1 (1.48)	62.0 (1.56)	11.2 (1.14)	13.5 (1.42)	14.5 (1.50)	64.0 (1.71)	67.5 (1.51)	63.3 (1.75)
Combined school	43.5 (5.25)	39.9 (5.59)	36.6 (4.89)	26.8 (4.44)	26.2 (4.79)	24.0 (4.49)	16.7 (4.13)	13.6 (4.15)	12.7 (3.56)	32.4 (4.50)	32.1 (4.89)	24.6 (4.26)
Enrollment size												
Less than 300	22.7 (2.65)	27.6 (2.55)	25.6 (2.91)	10.8 (1.58)	15.1 (2.09)	15.1 (2.29)	11.9 (2.07)	12.5 (2.07)	10.5 (2.20)	16.2 (2.17)	16.1 (2.39)	13.5 (2.16)
300–499	29.8 (2.29)	36.1 (2.66)	33.5 (2.26)	16.7 (1.93)	19.4 (1.84)	18.0 (1.96)	13.0 (1.64)	16.8 (2.05)	15.5 (1.76)	20.5 (1.83)	26.7 (2.37)	19.8 (1.84)
500–999	50.5 (1.90)	52.7 (1.99)	47.3 (1.60)	31.0 (1.27)	34.0 (1.52)	31.2 (1.34)	19.5 (1.62)	18.8 (1.53)	16.1 (1.08)	36.9 (1.67)	39.5 (1.98)	30.3 (1.42)
1,000 or more	86.9 (1.39)	90.6 (1.59)	90.0 (1.37)	77.3 (1.61)	79.5 (1.65)	79.3 (1.82)	9.7 (1.40)	11.1 (1.83)	10.7 (1.50)	70.3 (1.67)	73.5 (1.62)	74.6 (1.75)
Locale												
City	49.1 (2.57)	57.3 (3.05)	50.9 (2.51)	37.7 (2.04)	45.3 (2.24)	39.7 (2.19)	11.4 (1.59)	12.0 (1.97)	11.2 (1.69)	30.5 (1.73)	33.1 (2.32)	27.6 (1.98)
Suburb	42.7 (1.67)	45.4 (2.08)	45.4 (1.90)	27.1 (1.41)	30.0 (1.64)	31.3 (1.58)	15.6 (1.44)	15.4 (1.59)	14.1 (1.50)	32.2 (1.51)	33.7 (1.94)	29.6 (1.45)
Town	44.4 (3.86)	51.1 (3.50)	39.0 (3.11)	26.3 (2.88)	26.9 (2.32)	21.2 (2.15)	18.1 (2.90)	24.2 (2.75)	17.8 (2.39)	38.1 (3.62)	45.0 (3.54)	31.6 (2.81)
Rural	33.8 (1.87)	36.0 (1.98)	35.2 (2.20)	18.6 (1.39)	20.2 (1.67)	20.5 (1.83)	15.2 (1.87)	15.7 (1.70)	14.7 (1.51)	27.1 (1.84)	30.5 (2.05)	25.3 (1.78)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	28.3 (1.96)	35.6 (3.23)	30.4 (2.69)	12.4 (1.60)	16.9 (2.70)	13.6 (2.41)	16.0 (1.81)	18.7 (2.56)	16.8 (2.51)	22.9 (2.07)	27.1 (2.95)	21.9 (2.25)
5 percent to less than 20 percent	38.9 (2.54)	42.9 (2.19)	36.5 (2.91)	23.9 (1.73)	23.1 (1.63)	19.9 (2.26)	15.0 (1.98)	19.9 (1.93)	16.6 (1.71)	30.2 (2.07)	37.7 (2.29)	27.6 (2.08)
20 percent to less than 50 percent	41.6 (2.32)	44.7 (2.76)	41.9 (1.93)	28.3 (1.94)	29.1 (2.21)	27.8 (1.69)	13.3 (1.75)	15.5 (1.93)	14.1 (1.50)	35.3 (1.97)	38.4 (2.65)	30.5 (1.89)
50 percent or more	51.3 (2.46)	55.4 (2.71)	52.5 (2.04)	37.3 (1.91)	43.8 (2.16)	41.3 (2.09)	14.0 (1.81)	11.6 (1.68)	11.2 (1.33)	31.3 (1.84)	31.8 (2.07)	29.1 (1.53)
Percent of students eligible for free or reduced-price lunch												
0–25 percent	37.9 (2.14)	46.5 (2.33)	39.2 (2.44)	24.9 (1.70)	29.7 (2.01)	27.9 (2.17)	13.0 (1.33)	16.8 (1.52)	11.3 (1.21)	30.3 (1.95)	34.8 (2.12)	27.2 (1.93)
26–50 percent	42.1 (2.08)	40.8 (2.52)	40.0 (1.68)	26.4 (1.63)	24.2 (2.01)	21.5 (1.52)	15.7 (2.01)	16.6 (1.65)	18.5 (1.37)	33.8 (1.78)	35.2 (2.02)	30.3 (1.59)
51–75 percent	39.3 (2.21)	46.1 (2.83)	42.3 (2.60)	25.7 (1.85)	29.7 (2.34)	29.0 (2.04)	13.7 (1.90)	16.4 (2.34)	13.3 (1.45)	31.8 (2.05)	35.8 (2.77)	27.4 (2.07)
76–100 percent	49.8 (2.73)	55.0 (3.68)	49.8 (2.76)	33.0 (2.49)	42.1 (3.17)	37.6 (2.66)	16.8 (2.07)	12.9 (2.17)	12.2 (1.84)	25.6 (2.17)	29.7 (2.68)	26.8 (2.32)

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²“Security guards” and “security personnel” do not include law enforcement. School Resource Officers include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

³The survey item about carrying firearms did not include the term “School Resource Officer” in the question text.

⁴Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2006, 2008, and 2010. (This table was prepared September 2013.)

Table 21.1 Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2011

[Standard errors appear in parentheses]

Security measure	1999	2001	2003	2005	2007	2009	2011
1	2	3	4	5	6	7	8
Total, at least one of the listed security measures	— (†)	99.4 (0.09)	99.3 (0.12)	99.6 (0.10)	99.8 (0.06)	99.3 (0.10)	99.6 (0.08)
Metal detectors	9.0 (0.51)	8.7 (0.61)	10.1 (0.84)	10.7 (0.74)	10.1 (0.51)	10.6 (0.76)	11.2 (0.64)
Locker checks	53.3 (0.83)	53.5 (0.92)	53.0 (0.91)	53.2 (0.90)	53.6 (0.95)	53.8 (1.17)	53.0 (0.99)
One or more security cameras to monitor the school	— (†)	38.5 (1.13)	47.9 (1.16)	57.9 (1.35)	66.0 (0.99)	70.0 (1.05)	76.7 (0.83)
Security guards and/or assigned police officers	54.1 (1.36)	63.6 (1.25)	69.6 (0.91)	68.3 (1.13)	68.8 (0.98)	68.1 (1.05)	69.8 (1.01)
Other school staff or other adults supervising the hallway	85.4 (0.54)	88.3 (0.45)	90.6 (0.39)	90.1 (0.42)	90.0 (0.50)	90.6 (0.46)	88.9 (0.46)
A requirement that students wear badges or picture identification	— (†)	21.2 (0.99)	22.5 (1.11)	24.9 (1.20)	24.3 (1.00)	23.4 (1.14)	24.8 (1.02)
A written code of student conduct	— (†)	95.1 (0.34)	95.3 (0.37)	95.5 (0.36)	95.9 (0.29)	95.6 (0.39)	95.7 (0.30)
Locked entrance or exit doors during the day	38.1 (0.97)	48.8 (1.12)	52.8 (1.16)	54.3 (1.06)	60.9 (1.07)	64.3 (1.27)	64.5 (1.02)
A requirement that visitors sign in	87.1 (0.62)	90.2 (0.58)	91.7 (0.48)	93.0 (0.49)	94.3 (0.38)	94.3 (0.52)	94.9 (0.37)

—Not available.

†Not applicable.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1999 through 2011. (This table was prepared September 2013.)

Table 22.1 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2011—Continued

Control and level of institution and type of incident	Number of incidents											2011		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total	In residence hall	At other locations	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Public 2-year														
Crimes against persons and property	6,817	6,860	6,637	6,637	5,981	5,669	5,381	5,464	4,984	4,365	4,098	826	3,272	
Murder ¹	2	1	2	3	2	0	0	2	2	1	2	0	2	
Negligent manslaughter ²	0	0	0	0	0	0	0	0	0	1	0	0	0	
Sex offenses—forcible ³	118	118	160	142	175	167	181	210	205	208	261	72	189	
Sex offenses—nonforcible ⁴	119	61	14	6	10	16	7	7	12	8	15	3	12	
Robbery ⁵	245	234	230	213	248	284	279	285	251	300	262	12	250	
Aggravated assault ⁶	545	503	589	497	501	546	462	401	431	415	404	73	331	
Burglary ⁷	4,132	4,158	3,973	4,068	3,541	3,261	3,202	3,430	2,920	2,371	2,200	662	1,538	
Motor vehicle theft ⁸	1,552	1,661	1,607	1,620	1,428	1,319	1,174	1,059	1,109	1,018	895	0	895	
Arson ⁹	104	124	62	88	76	76	76	70	54	43	59	4	55	
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests ¹⁰	2,660	2,844	2,950	3,270	3,416	3,993	4,124	3,764	3,335	3,806	3,768	1,527	2,241	
Illegal weapons possession	198	221	220	255	278	300	304	258	256	278	251	24	227	
Drug law violations	989	996	1,141	1,312	1,326	1,378	1,563	1,490	1,507	1,858	1,919	545	1,374	
Liquor law violations	1,473	1,627	1,589	1,703	1,812	2,315	2,257	2,016	1,572	1,670	1,598	958	640	
Referrals for disciplinary action ¹⁰	3,529	3,744	4,036	4,371	4,688	5,897	5,987	6,425	7,241	7,945	8,225	6,079	2,146	
Illegal weapons possession	127	146	145	167	133	238	218	183	210	241	230	70	160	
Drug law violations	761	692	679	858	819	908	1,006	1,302	1,745	2,332	2,587	1,540	1,047	
Liquor law violations	2,641	2,906	3,212	3,346	3,736	4,751	4,763	4,940	5,286	5,372	5,408	4,469	939	
Nonprofit 2-year														
Crimes against persons and property	248	230	189	166	314	250	258	272	147	120	95	42	53	
Murder ¹	1	0	0	0	0	0	0	0	0	0	0	0	0	
Negligent manslaughter ²	0	0	0	0	0	0	0	1	0	0	0	0	0	
Sex offenses—forcible ³	2	7	6	3	8	3	9	16	8	7	11	8	3	
Sex offenses—nonforcible ⁴	2	2	0	0	0	1	0	0	0	0	0	0	0	
Robbery ⁵	54	56	64	22	9	7	2	13	9	5	1	0	1	
Aggravated assault ⁶	23	17	12	17	22	35	52	66	5	9	6	0	6	
Burglary ⁷	142	123	83	111	266	187	178	160	120	95	72	34	38	
Motor vehicle theft ⁸	23	21	23	13	7	14	14	9	4	2	5	0	5	
Arson ⁹	1	4	1	0	2	3	3	7	1	2	0	0	0	
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests ¹⁰	108	39	23	48	76	67	59	93	58	49	52	23	29	
Illegal weapons possession	1	2	3	2	5	3	4	3	4	6	5	0	5	
Drug law violations	21	10	16	16	32	34	27	33	35	18	34	13	21	
Liquor law violations	86	27	4	30	39	30	28	57	19	25	13	10	3	
Referrals for disciplinary action ¹⁰	624	569	552	447	514	537	519	413	348	377	309	263	46	
Illegal weapons possession	2	3	6	5	12	19	10	6	7	4	1	0	1	
Drug law violations	91	65	52	58	47	74	73	85	100	105	101	98	3	
Liquor law violations	531	501	494	384	455	444	436	322	241	268	207	165	42	
For-profit 2-year														
Crimes against persons and property	472	417	550	527	430	420	547	399	459	329	285	10	275	
Murder ¹	0	1	0	0	0	0	0	0	0	0	0	0	0	
Negligent manslaughter ²	0	0	0	0	0	0	0	1	0	0	0	0	0	
Sex offenses—forcible ³	12	6	15	9	1	8	2	4	6	2	7	2	5	
Sex offenses—nonforcible ⁴	7	3	2	0	0	1	0	0	1	1	0	0	0	
Robbery ⁵	67	47	81	80	55	49	67	53	50	44	24	0	24	
Aggravated assault ⁶	40	19	36	62	50	33	33	29	53	37	40	0	40	
Burglary ⁷	292	297	341	325	250	245	350	241	226	138	127	8	119	
Motor vehicle theft ⁸	51	40	74	49	71	81	92	71	121	104	84	0	84	
Arson ⁹	3	4	1	2	3	3	3	0	2	3	3	0	3	
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests ¹⁰	163	128	84	112	47	41	45	23	62	46	24	3	21	
Illegal weapons possession	13	9	6	6	3	3	4	4	4	5	0	0	0	
Drug law violations	87	65	48	64	36	26	32	12	41	29	15	1	14	
Liquor law violations	63	54	30	42	8	12	9	7	17	12	9	2	7	
Referrals for disciplinary action ¹⁰	287	330	313	322	228	320	173	248	303	293	289	219	70	
Illegal weapons possession	16	14	7	7	8	7	7	4	8	4	11	1	10	
Drug law violations	89	105	196	186	134	219	122	110	163	123	119	95	24	
Liquor law violations	182	211	110	129	86	94	44	134	132	166	159	123	36	

¹Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
²Killing of another person through gross negligence (excludes traffic fatalities).
³Any sexual act directed against another person forcibly and/or against that person's will.
⁴Includes only statutory rape or incest.
⁵Taking or attempting to take anything of value using actual or threatened force or violence.
⁶Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
⁷Unlawful entry of a structure to commit a felony or theft.
⁸Theft or attempted theft of a motor vehicle.
⁹Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

¹⁰If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.
 NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.
 SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2011; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2012, Enrollment component. (This table was prepared November 2013.)

Appendix A: Technical Notes

General Information

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

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

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

Sources of Data

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

School-Associated Violent Deaths Study (SAVD)

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

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

One hundred and five school-associated violent deaths were identified from July 1, 1992, to June 30, 1994 (Kachur et al. 1996). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994, and June 30, 1999 (Anderson et al. 2001). Other publications from this study have described how the number of events change during the school year (Centers for Disease Control and Prevention 2001), the source of the firearms used in these events (Reza et al. 2003), and suicides that were associated with schools (Kauffman et al. 2004). The most recent publication describes trends in school-associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention 2008). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials. For several reasons, all data for years from 1999 to the present are flagged as preliminary. For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on nonmedia sources of information) will be discovered. Also, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases. For additional information about SAVD, contact:

Jeff Hall

Division of Violence Prevention
 National Center for Injury Prevention and Control
 Centers for Disease Control and Prevention
 4770 Buford Highway NE
 Mailstop F63
 Atlanta, GA 30341-3742
 Telephone: (770) 488-4648
 E-mail: JHall2@cdc.gov

Supplementary Homicide Reports (SHR)

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to FBI

by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States from January 1980 to December 2011; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 611,043 murders (including nonnegligent manslaughters) were committed from 1980 to 2011. Agencies provided detailed information on 548,455 of these homicide victims. SHR estimates in this report have been revised from those in previously published reports.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS). Weights have been developed to compensate for the average annual 10 percent of homicides that were not reported to the SHR data file. The development of the set of annual weights is a three-step process.

Each year, the FBI’s annual report Crime in the United States presents a national estimate of murder victims in the United States, as well as estimates of the number of murder victims in each of the 50 states and the District of Columbia. The first stage weight uses the FBI’s annual estimates of murder victims in each state and the number of murder victims from that state found in the annual SHR database.

Specifically, the first stage weight for state S in year Y is

$$\frac{\text{FBI's estimate of murder victims in state } S_{(\text{year } Y)}}{\text{Number of murder victims in the SHR file from state } S_{(\text{year } Y)}}$$

For complete reporting states, this first stage weight is equal to 1. For partial reporting states, this weight is greater than 1. For states with a first stage weight greater than 2.0000—meaning that the state reported SHR data for less than half of the FBI’s estimated number of murder victims in the state—the first stage weight is set to 1.

The second stage weight uses the FBI’s annual national estimates of murder victims in the United States and the sum of the first stage weights for each state. The second stage weight for all states in year Y is

$$\frac{\text{FBI estimate of murder victims in the U.S.}_{(\text{year } Y)}}{\text{Sum of the first stage weights of all states}_{(\text{year } Y)}}$$

The third step in the process is to calculate the final annual SHR weight. The annual SHR weight used to develop national estimates of the attributes of murder victims is

$$\text{SHR weight}_{(\text{year } Y)} =$$

$$(\text{First stage weight}_{(\text{year } Y)}) * (\text{Second stage weight}_{(\text{year } Y)})$$

Conceptually, the first stage weight uses a state's own reported SHR records to represent all murder victims in that state, as long as at least 50 percent of the estimated number of murder victims in that state has an SHR record. The sum of the first stage weights then equal the sum of (1) the total number of all the murder victims in states within at least 50 percent SHR coverage and (2) the simple count of those victims from the other reporting states. The second stage weight is then used to inflate the first stage weights so that the weight derived from the product of the first and second stage weights represent all murder victims in that year. The difference between the sum of the first stage weights and the FBI's annual national estimate of murder victims is (1) the unreported murder victims in states with less than 50 percent SHR coverage and (2) the murder victims in states that report no data to the SHR Program in that year. The second stage weight compensates for this difference by assuming that the attributes of the nonreported victims are similar to the attributes of weighted murder victims in that year's SHR database.

The weighting procedure outlined above assumes that the characteristics of unreported homicide incidents are similar to the characteristics of reported incidents. There is no comprehensive way to assess the validity of this assumption. There is one exception to this weighting process. Some states did not report any data in some years. For example, Florida reported no incidents to the SHR program for the years 1988 through 2011. The annual national weights, however, attempt to compensate for those few instances in which entire states did not report any data. For additional information about the SHR program, contact:

Communications Unit

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

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

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

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

National Center for Injury Prevention and Control

Mailstop K65
4770 Buford Highway NE
Atlanta, GA 30341-3724
Telephone: (770) 488-1506
E-mail: ohcinfo@cdc.gov
Internet: <http://www.cdc.gov/ncipc/wisqars>

National Crime Victimization Survey (NCVS)

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

NCVS estimates reported in *Indicators of School Crime and Safety 2012* and beyond may differ from those in previous published reports. This is because

a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10. This strategy for counting series victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey* at <http://bjs.ojp.usdoj.gov/content/pub/pdf/mchfrv.pdf>.

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

There were changes in the sample design and survey methodology in the 2006 National Crime Victimization

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

The number of NCVS-eligible households in the sample in 2012 was about 107,000. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 81,000 persons age 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. The NCVS has consistently obtained a response rate of around 90 percent at the household level. The completion rates for persons within households in 2012 were about 87 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

Rachel E. Morgan
Victimization Statistics Branch
Bureau of Justice Statistics
E-mail: Rachel.Morgan@usdoj.gov
Internet: <http://www.bjs.gov/>

School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

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

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

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

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, and 6,500 in 2011. In the 2011 SCS, the household completion rate was 91 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, and 2009 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, and 92 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, and 56 percent respectively. For the 2011 SCS, the student completion rate was 63 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, and 57 percent in 2011.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of

Education 2003). Due to the low unit response rate in 2005, 2007, 2009, and 2011, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents.

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

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

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

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

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other race/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18 year old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents meaning there is little potential for item nonresponse bias for most items in the survey. Weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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

Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, and 2011 YRBSS data.

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

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

survey, 16,400 students participated in the 2009 survey, and 15,400 participated in the 2011 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, and 71 percent for the 2011 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

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

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student

nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2011, a total of 43 states and 21 districts had weighted data. Not all of the districts were contained in the 43 states. For example, California was not one of the 43 states that obtained weighted data but it contained several districts that did. For more information on the location of the districts please see <http://www.cdc.gov/healthyyouth/yrbs/participation.htm>. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,103 to 13,201. School response rates ranged from 73 to 100 percent, student response rates ranged from 60 to 88 percent, and overall response rates ranged from 60 to 86 percent.

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

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

How do you describe yourself?

- a. White—not Hispanic
- b. Black—not Hispanic
- c. Hispanic or Latino
- d. Asian or Pacific Islander
- e. American Indian or Alaskan Native
- f. Other

The version used in 1999, 2001, 2003, and in the 2005, 2007, and 2009 state and local district surveys was:

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

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino

- e. Native Hawaiian or Other Pacific Islander
- f. White

In the 2005 national survey and in all 2007, 2009, and 2011 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "yes" and "no"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question.

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

Laura Kann

Division of Adolescent and School Health
National Center for HIV/AIDS, Viral Hepatitis,
STD, and TB Prevention
Centers for Disease Control and Prevention
Mailstop K-33
4770 Buford Highway NE
Atlanta, GA 30341-3717
Telephone: (770) 488-6181
E-mail: kkk1@cdc.gov
Internet: <http://www.cdc.gov/yrbs>

Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and

secondary education. Data reported by districts, schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policy makers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, “teacher demand and shortage”) questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993–94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires; teacher questionnaires include the Public and Private School Teacher Questionnaires; principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires, and school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the

survey has changed to accommodate emerging issues in elementary and secondary education. Some items have been added, some have been deleted, and some questionnaire items have been reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explores the same school-level issues that the Public and Private School Questionnaires explore, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993–1994 and 1999–2000 SASS. During the 2003–04 administration of SASS, only library media centers in public schools were surveyed, and in 2007–08 library media centers in public schools and BIE and BIE-funded schools. The 2011–12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993–94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, charter schools were included in the public school sample as opposed to being sent a separate questionnaire. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience,

average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

Additional resources available regarding SASS include the methodology report *Quality Profile for SASS, Rounds 1–3: 1987–1995, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (NCES 2000-308), as well as these reports: *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming) and *User's Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6* (Goldring et al. 2013) (NCES 2013-330 through 2013-335). For additional information about the SASS program, contact:

Kathryn A. Chandler
Sample Surveys Division
Cross-Sectional Surveys Branch
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
kathryn.chandler@ed.gov
<http://nces.ed.gov/surveys/sass>

School Survey on Crime and Safety (SSOCS)

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

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

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

A total of 3,476 schools were selected for the 2010 study. In February 2010, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,648 schools completed the survey. The weighted overall response rate was 80.8 percent.¹ A nonresponse bias analysis was conducted on the 3 items with weighted item nonresponse rates below 85 percent. The detected bias was not deemed problematic enough to suppress any items from the data file. A nonresponse bias analysis was conducted to evaluate the extent of bias for any survey stage with a base-weighted unit response rate less than 85 percent. Responding and nonresponding schools were compared across the characteristics available for both groups: school level, enrollment size, locale, percent White enrollment, region, number of FTE teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch. This analysis indicated that there were no measurable differences between the responding schools and the full sample of schools, suggesting that nonresponse bias is not an issue for SSOCS: 2010. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2009–10 school year. For information on the 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 iterations, see Neiman (2011). For more information about the School Survey on Crime and Safety, contact:

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

Kathryn A. Chandler

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

Campus Safety and Security Survey

Since 1990, all postsecondary institutions participating in Title IV student financial aid programs have been required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. Originally, Congress enacted the Crime Awareness and Campus Security Act, which was amended in 1992, 1998, and again in 2000. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act requires schools to give timely warnings of crimes to the student body and staff; to publicize campus crime and safety policies; and to collect, report, and disseminate campus crime data.

Crime statistics are collected and disseminated by campus security authorities. These authorities include campus police; non-police security staff responsible for monitoring campus property; municipal, county, or state law enforcement agencies with institutional agreements for security services; individuals and offices designated by the campus security policies as those to whom crimes should be reported; and officials of the institution with significant responsibility for student and campus activities. The act requires disclosure for offenses committed at geographic locations associated with each institution. For on-campus crimes, this includes property and buildings owned or controlled by the institution. In addition to on-campus crimes, the act requires disclosure of crimes committed in or on a non-campus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident. The two

other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally the reader should be mindful that these figures represent alleged criminal offenses reported to campus security and/or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime. More information on the reporting of campus crime and safety data may be obtained from: *The Handbook for Campus Safety and Security Reporting* <http://www2.ed.gov/admins/lead/safety/campus.html#handbook>.

Policy Coordination, Development, and Accreditation Service

Office of Postsecondary Education

U.S. Department of Education

(<http://ope.ed.gov/security/index.aspx>)

Accuracy of Estimates

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

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

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

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

The coefficient of variation (C_v) represents the ratio of the standard error to the mean. As an attribute of a distribution, the C_v is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2*, the C_v was calculated for all estimates in this report, and in cases where the C_v was between 30 and 50 percent the estimates were noted with a ! symbol (interpret data with caution). In *Indicator 2*, the “!” symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases. With the exception of *Indicator 2*, in cases where the C_v was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

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

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

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

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

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

A linear trend test was used when differences among percentages were examined relative to ordered categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student’s age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (b and its corresponding standard error se). The ratio of these two (b/se) is the test statistic t . If t is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is no linear relationship between student’s age and being physically attacked is rejected.

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

Appendix B: Glossary of Terms

General Terms

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

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

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

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

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

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

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

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

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

Specific Terms Used in Various Surveys

School-Associated Violent Deaths Study (SAVD)

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

School-associated violent death A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary

school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

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

National Crime Victimization Survey (NCVS)

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

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

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

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

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

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

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

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

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

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater

than the number of incidents because more than one person may be victimized during an incident.

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

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

School Crime Supplement (SCS)

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

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

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

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

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

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

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

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced

any victimization. If the student reported having experienced both, he or she is counted once under “total victimization.”

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

Youth Risk Behavior Survey (YRBS)

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

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

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

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

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

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

Schools and Staffing Survey (SASS)

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

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

Elementary teachers See instructional level.

Instructional level Teachers are divided into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/Pre-k or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades Pre-k–5; report an

Early childhood/Pre-k, Elementary, Self-contained special education, or Elementary enrichment main assignment; or the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades.

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

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

Secondary teachers See instructional level.

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

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

School Survey on Crime and Safety (SSOCS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rural As collected by the Common Core of Data and appended to the SSOCS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area,

as well as rural territory that is less than or equal to 2.5 miles from an urban cluster), distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster), and remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

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

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

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

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

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

(population less than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

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

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

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

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

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

This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

