



**NCES**  
National Center for  
Education Statistics

U.S. Department of Education  
Institute of Education Sciences  
NCES 2006-001

# Indicators of School Crime and Safety: 2005

**BJS**  
Bureau of  
Justice Statistics

U.S. Department of Justice  
Office of Justice Programs  
NCJ 210697





**U.S. Department of Education**  
Institute of Education Sciences  
NCES 2006-001

# Indicators of School Crime and Safety: 2005

November 2005



**U.S. Department of Justice**  
Office of Justice Programs  
NCJ 210697

Jill F. DeVoe  
Education Statistics Services Institute

Katharin Peter  
MPR Associates, Inc.

Margaret Noonan  
Education Statistics Services Institute

Thomas D. Snyder  
National Center for Education Statistics

Katrina Baum  
Bureau of Justice Statistics

Thomas D. Snyder  
*Project Officer*  
National Center for Education Statistics

**U.S. Department of Education**

Margaret Spellings  
*Secretary*

**Institute of Education Sciences**

Grover J. Whitehurst  
*Director*

**National Center for Education Statistics**

Mark Schneider  
*Commissioner*

**U.S. Department of Justice**

Alberto Gonzales  
*Attorney General*

**Office of Justice Programs**

Regina B. Schofield  
*Assistant Attorney General*

**Bureau of Justice Statistics**

Lawrence A. Greenfeld  
*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.

November 2005

**Suggested Citation**

DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001 / NCJ 210697). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

This publication can be downloaded from the World Wide Web at <http://nces.ed.gov> or <http://www.ojp.usdoj.gov/bjs>. Single hard copies can be ordered through ED Pubs at 1-877-4ED-PUBS (NCES 2006-001) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-851-3420 (NCJ 210697).

**Contact at NCES:**

Thomas D. Snyder  
(202) 502-7452  
E-mail: [tom.snyder@ed.gov](mailto:tom.snyder@ed.gov)

**Contact at BJS:**

Katrina Baum  
(202) 307-5889  
E-mail: [katrina.baum@usdoj.gov](mailto:katrina.baum@usdoj.gov)



**VIOLENT DEATHS**

## VIOLENT DEATHS AT SCHOOL AND AWAY FROM SCHOOL

*Between the 1998–99 and 1999–2000 school years, the number of homicides of youth ages 5–19 decreased at school (from 33 to 14 homicides). Since then, there have been between 12 and 17 homicides in each school year through 2001–02.<sup>3</sup>*

Violent deaths in schools are rare but tragic events with far-reaching effects on the school population and surrounding community (Small and Dressler-Tetrick 2001). From July 1, 2001, through June 30, 2002, there were 38 school-associated violent deaths in elementary and secondary schools in the United States (table 1.1). In this indicator, a school-associated violent death is a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States. Deaths that occurred 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, were also considered school-associated violent deaths. Victims of school-associated violent deaths include students, staff members, and others who were not students. Data were drawn from a number of datasets to enable comparisons of homicides and suicides at school and away from school. Data for school-associated violent deaths of youth ages 5–19 during the 1999–2000 through 2001–02 school years are preliminary.

From July 1, 2001, through June 30, 2002, there were 17 homicides and 5 suicides of school-age youth (ages 5–19) at school (table 1.1).<sup>4</sup> Combined, this number translates into less than 1 homicide or suicide of a school-age youth at school per million students enrolled during the 2001–02 school year.<sup>5</sup> Away from school, there were 2,036 homicides of youth ages 5–19. The most recent data available for suicides of youth ages 5–19 away from school are from calendar year 2002. That year, 5 school-age youth committed suicide at school, and 1,772 school-age youth committed suicide away from school (figure 1.1).<sup>6</sup>

Over the 10-year time period from July 1, 1992, through June 30, 2002, there were 462 school-associated violent deaths on campuses of U.S. elementary or secondary schools. Of these violent deaths, 261 were homicides and 55 were suicides of school-age youth. Between July 1, 1992, and June 30, 1999, no consistent pattern of increase or decrease was observed in the number of homicides at school (figure 1.2 and table 1.1). During this period, between 28 and 34 homicides of school-age youth occurred at school in each school year. However, the number of homicides of school-age youth at school declined between the 1998–99 and 1999–2000 school years: from 33 to 14 homicides. Between the 1992 and 2002 school years, between 1 and 8 school-age youth committed suicide at school with no consistent pattern of increase or decrease. In each school year, youth were over 70 times more likely to be murdered and 240 times more likely to commit suicide away from school than at school.

*This indicator has been updated to include revisions to previously published data.*



*For more information:*

*Table 1.1*

*Anderson et al.  
2001*

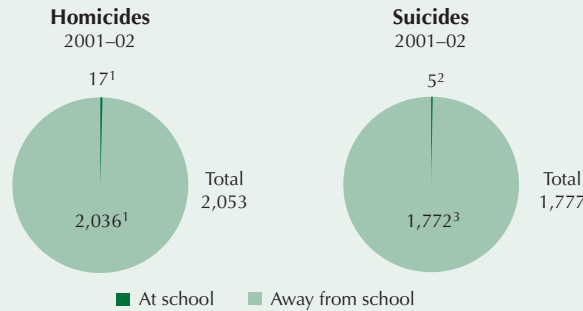
<sup>3</sup>Due to missing data for suicides for the 2002–03 school year, the findings for this indicator reflect data through the 2001–02 school year.

<sup>4</sup>Between July 1, 2001, and June 30, 2002, there were 38 student, staff, and nonstudent school-associated violent deaths, including 27 homicides and 9 suicides.

<sup>5</sup>The total projected number of students in prekindergarten through 12th grade enrolled during the fall 2002 school year was 54,158,000 (U.S. Department of Education 2004b).

<sup>6</sup>Suicides at school are for the 2001–02 school year and suicides away from school are for the 2002 calendar year.

**Figure 1.1. Number of homicides and suicides of youth ages 5–19, by location: 2001–02**



<sup>1</sup>Youth ages 5–19 from July 1, 2001, through June 30, 2002. Data are preliminary and subject to change.  
<sup>2</sup>Youth ages 5–19 from July 1, 2001, through June 30, 2002. Data are preliminary and subject to change.  
<sup>3</sup>Youth ages 5–19 in the 2002 calendar year. Data are preliminary and subject to change.  
 NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Due to missing data for suicides for the 2002–03 school year, the findings for this indicator reflect data through the 2001–02 school year.  
 SOURCE: Data on homicides and suicides of youth ages 5–19 at school and total school-associated violent deaths from the Centers for Disease Control and Prevention (CDC), 2001–02 School-Associated Violent Deaths Surveillance Study, partially funded by the U.S. Department of Education, Office of Safe and Drug-Free Schools, previously unpublished tabulation (March 2005); data on suicides of youth ages 5–19 from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal) (2005), retrieved March 2005 from <http://www.cdc.gov/ncipc/wisqars>; and data on homicides of youth ages 5–19 away from school for the 2001–02 school year from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (March 2005).

**Figure 1.2. Number of homicides and suicides of youth ages 5–19 at school: 1992–2002**



<sup>1</sup>Data are preliminary and subject to change.  
<sup>2</sup>Homicides and suicides of youth ages 5–19 at school from July 1, 1992, through June 30, 2002.  
 NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Due to missing data for suicides for the 2002–03 school year, the findings for this indicator reflect data through the 2001–02 school year.  
 SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance System, previously unpublished tabulation (March 2005).

**THIS PAGE INTENTIONALLY LEFT BLANK**



**NONFATAL STUDENT  
VICTIMIZATION**



## INCIDENCE OF VICTIMIZATION AT SCHOOL AND AWAY FROM SCHOOL

*In each survey year from 1992–2003, students reported lower rates of serious violent victimization (rape, sexual assault, robbery, and aggravated assault) at school than away from school.*

Theft and violence at school and on the way to and from school can be an obstacle to student achievement by creating a disruptive and threatening environment at school and can lead to emotional stress and physical injury for students (Payne, Gottfredson, and Gottfredson 2003). In the 2003 school year, an estimated 26.4 million students ages 12–18 were enrolled in U.S. schools. Data from the National Crime Victimization Survey show that students ages 12–18 were victims of about 1.9 million nonfatal crimes at school, including about 1.2 million thefts and 740,000 violent crimes (simple assault and serious violent crime)—150,000 of which were serious violent crimes (rape, sexual assault, robbery, and aggravated assault; table 2.1).<sup>7</sup> In the same year, students ages 12–18 were victims of about 1.6 million crimes while they were away from school, including about 750,000 thefts and 850,000 violent crimes—320,000 of which were serious violent crimes. These figures represent victimization rates of 73 total crimes per 1,000 students at school, and 60 total crimes per 1,000 students away from school.

While, overall, students ages 12–18 were more likely to be victims of crime at school than away from school, this relationship varied by type of crime. In 2003, students were more likely to be victims of theft at school and of serious violence away from school.<sup>8</sup> That year, 45 thefts per 1,000 students occurred at school and 28 thefts per 1,000 students occurred away from school, while students reported being victims of serious violence at a rate of 12 crimes per 1,000 students away from school and 6 crimes per 1,000 students at school. In the same year, no difference was detected in the rates of violent victimization at school and away from school.

The victimization rate for students ages 12–18 generally declined both at school and away from school between 1992 and 2003; this was true for the total crime rate and for thefts, violent crimes, and serious violent crimes (figure 2.1 and table 2.1). However, when looking at the most recent years, no differences were detected between 2002 and 2003 in the rates of total victimization, violent victimization, or theft at school or away from school.

In 2003, males were more likely than females to be the victims of violent and serious violent crimes at school and away from school (figures 2.2 and 2.3 and tables 2.2 and 2.3). In the same year, younger students (ages 12–14) were more likely than older students (ages 15–18) to be victims of violent and serious violent crime at school, while older students were more likely to be victims away from school. The rates of violent and serious violent victimization at school were higher for urban students than for suburban and rural students, while away from school, rural students were more likely to report violent victimization than suburban students. No differences could be detected in the rate of theft at school by students' sex, age, or urbanicity in 2003.

While it appears that victimization at school varied by students' race/ethnicity, few significant differences were found. Black and White students were more likely to be victims of theft than Hispanic students and students of other race/ethnicities, but no other differences were detected by race/ethnicity in the rates of theft, violent crime, and serious violent crime.

<sup>7</sup>"Students" refers to persons 12–18 years old who reported being in any elementary or secondary grade at the time of the survey. An unknown percentage of these persons may not have attended school during the survey reference period.

<sup>8</sup>These data do not take into account the number of hours that students spend at school and the number of hours they spend away from school.

*This indicator has been updated to include 2003 data.*

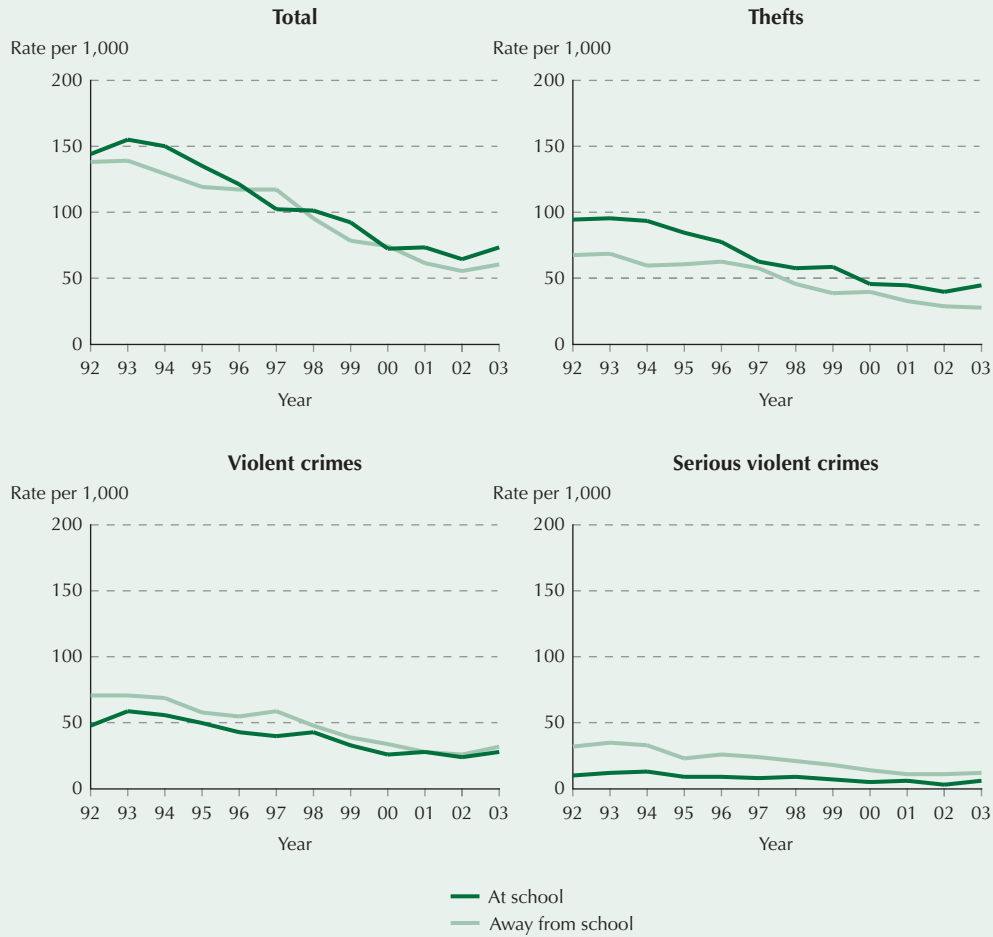


*For more information:*

*Tables 2.1, 2.2, & 2.3*

*Catalano 2004*

**Figure 2.1. Rate of student-reported nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2003**



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2003.

**Figure 2.2. Rate of student-reported nonfatal crimes against students ages 12–18 at school per 1,000 students, by type of crime and selected student characteristics: 2003**

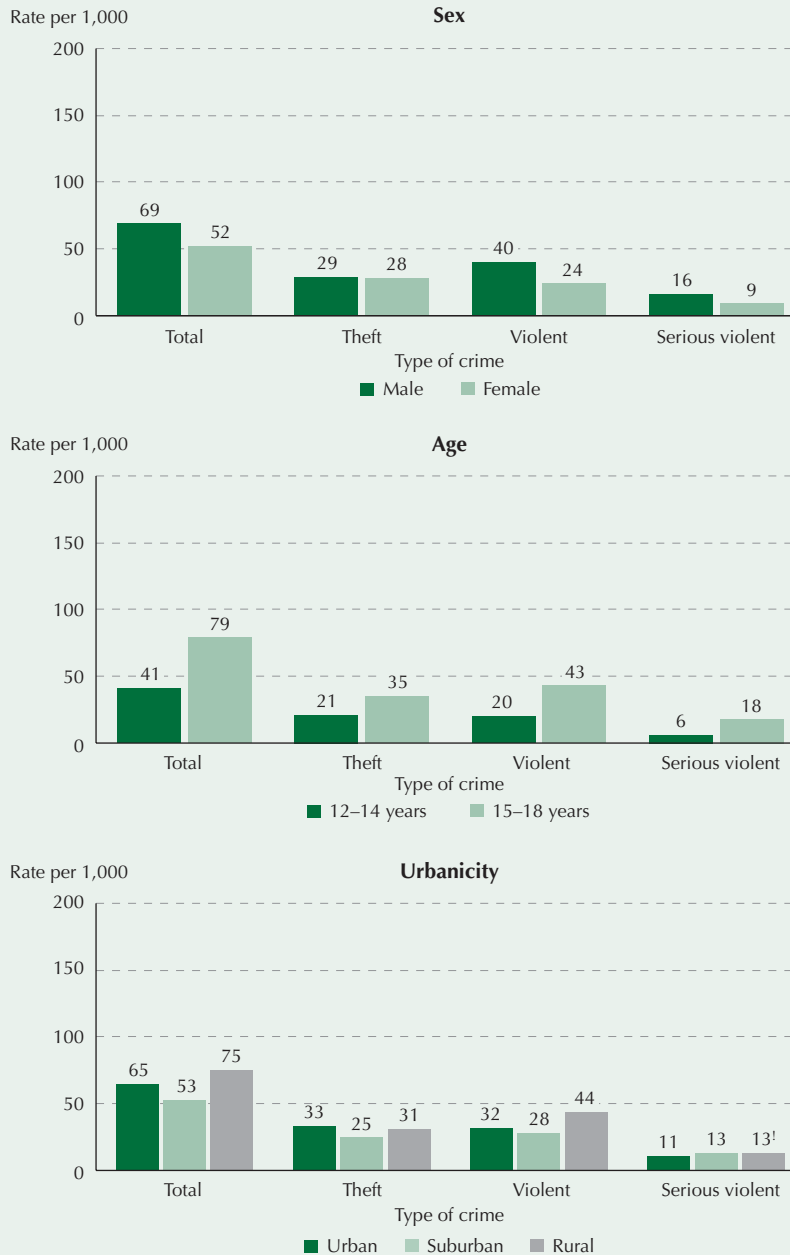


! Interpret data with caution. Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2003.

**Figure 2.3. Rate of student-reported nonfatal crimes against students ages 12–18 away from school per 1,000 students, by type of crime and selected student characteristics: 2003**



<sup>!</sup> Interpret data with caution. Estimate based on fewer than 10 cases.  
 NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2003.

## PREVALENCE OF VICTIMIZATION AT SCHOOL

*In 2003, 5 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 4 percent reported theft, and 1 percent reported violent victimization. Less than 1 percent of students reported serious violent victimization.*

Theft is the most frequent type of nonfatal crime in the United States, though violent crime continues to be important in examining school safety (U.S. Department of Justice 2000). Data from the School Crime Supplement to the National Crime Victimization Survey show the percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months. In 2003, 5 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 4 percent reported theft, and 1 percent reported violent victimization (serious violent victimization plus simple assaults; table 3.1). Less than 1 percent of students reported serious violent victimization (including rape, sexual assault, robbery, and aggravated assault).

Overall, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased between 1995 and 2003 (from 10 to 5 percent); however, no difference was detected between the percentage of students victimized in the most recent survey years, 2001 and 2003 (figure 3.1 and table 3.1). This pattern was true for both the percentage of students who reported being victims of theft and those who were victims of violent crime.

In 2003, prevalence of victimization varied somewhat according to student characteristics. Male students were more likely than female students to report being victims of violent crime at school (2 vs. 1 percent), but no difference was detected in their likelihood of reporting theft (4 percent for both). In the same year, 6th-graders were less likely than 7th-graders to be victims of theft, and 12th-graders were less likely to report being victims of violent crime than students in the lower grades (6th through 9th grades; figure 3.2 and table 3.1). Hispanic students were less likely than White students to report being victims of theft (3 vs. 4 percent), and students in urban schools were more likely than their rural school counterparts to report being victims of violent crime (2 vs. 1 percent). Differences in the prevalence of victimization of students who attended public versus private schools were found for sector of school by serious violent victimization in 1995 (0.7 vs. 0.1 percent) and sector by theft victimization in 1995 and 2001 (7.3 vs. 5.2 percent; 4.4 vs. 2.5 percent, respectively). Nonetheless, few other differences were detected, and no more than 2 percent of students reported being victims of violent crime in 2003—regardless of their student characteristics.

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*

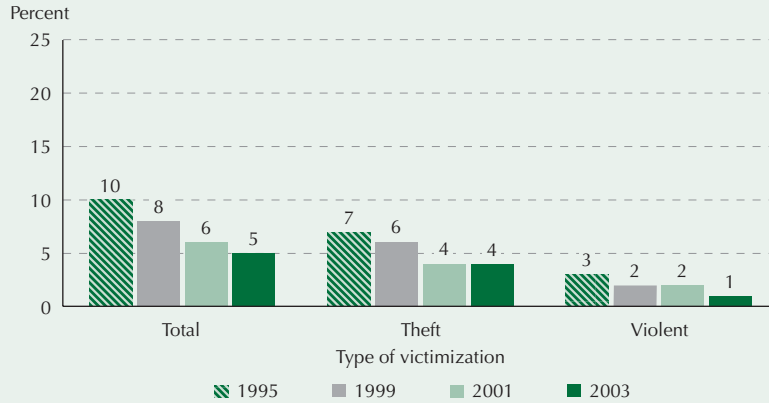


*For more information:*

*Table 3.1*

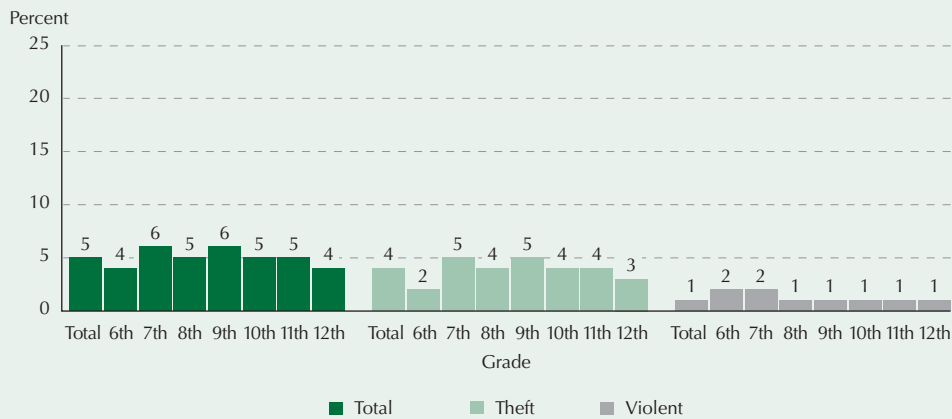
*Addington et al.  
2002*

**Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Selected years, 1995–2003**



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Total crimes include violent crimes and theft. “At school” includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995–2003.

**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 grade: 2003**



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Total crimes include violent crimes and theft. “At school” includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

## THREATS AND INJURIES WITH WEAPONS ON SCHOOL PROPERTY

*In 2003, male students in grades 9–12 were more likely than female students to report being threatened or injured with a weapon on school property in the past year (12 vs. 6 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 an important measure of how safe our schools are and how their safety has changed over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. In 2003, 9 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1). The percentage of students who were threatened or injured with a weapon has fluctuated between 1993 and 2003, but without a clear trend. In all survey years from 1993 through 2003, 7–9 percent of students reported being threatened or injured in this way.

The likelihood of being threatened or injured with a weapon on school property varied by student characteristics. In each survey year, males were more likely than females to report being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). In 2003, 12 percent of male students reported being threatened or injured in the past year, compared with 6 percent of female students. Among students in grades 9–12, those in lower grades were more likely to report being threatened or injured with a weapon on school property than those in higher grades in each survey year (figure 4.2 and table 4.1). In 2003, 12 percent of 9th-graders reported that they were threatened or injured with a weapon on school property, compared with 9 percent of 10th-graders, 7 percent of 11th-graders, and 6 percent of 12th-graders.

Students' likelihood of being threatened or injured with a weapon on school property was examined by race/ethnicity. In 2003, American Indian students were more likely than Black, Hispanic, and White students to report being threatened or injured with a weapon on school property (22 percent vs. 11, 9, and 8 percent, respectively). In addition, Black students were more likely than White students to report being threatened or injured in this way. Although it appears that urban students were more likely than suburban and rural students to report being threatened or injured on school property (11 percent vs. 9 and 8 percent, respectively), the difference was not statistically significant. Student reports of being threatened or injured with a weapon on school property varied among states for which data were available, ranging from 5 to 13 percent (table 4.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



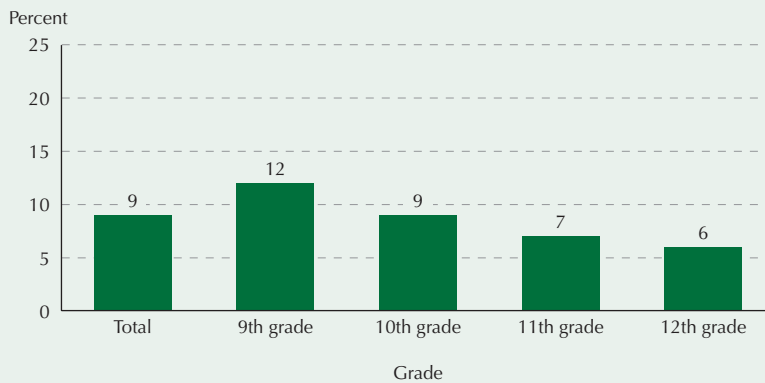
*For more information:  
Tables 4.1 & 4.2  
Grunbaum et al.  
2004*

**Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

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



NOTE: “On school property” was not defined for survey respondents.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.



**THIS PAGE INTENTIONALLY LEFT BLANK**



**NONFATAL TEACHER  
VICTIMIZATION**

Indicator  
5

## NONFATAL TEACHER VICTIMIZATION AT SCHOOL

*Over the 5-year period from 1999 through 2003, teachers reported being victims of nonfatal crimes at a rate of 39 crimes per 1,000 teachers annually, including 25 thefts and 14 violent crimes.*

Much like their students, teachers can also be targets of violence and theft in schools. The personal toll violence may take on teachers can lead to safety concerns and may interfere with their ability to teach. Moreover, the cumulative effects of these concerns may ultimately cause a teacher to leave the profession (Scheckner et al. 2002; Ingersoll 2001). Looking at the number of crimes against teachers at school can demonstrate the extent of the problem. The National Crime Victimization Survey provides information about teacher victimization by collecting data on the occupations of its respondents. The survey reports offenses committed against teachers at school by both students and others.

Annually, from 1999 through 2003, teachers were the victims of approximately 183,000 total nonfatal crimes at school, including 119,000 thefts and 65,000 violent crimes (rape, sexual assault, robbery, aggravated assault, and simple assault; table 5.1).<sup>9</sup> Among the violent crimes committed against teachers during this 5-year period, there were about 7,000 serious violent crimes annually, including rape, sexual assault, robbery, and aggravated assault. On average, these figures translate into an annual rate of 39 crimes per 1,000 teachers, including 25 thefts and 14 violent crimes (including 2 serious violent crimes), per 1,000 teachers.<sup>10</sup>

The average annual rate of violent victimization for teachers varied according to their sex, instructional level,<sup>11</sup> and urbanicity (figure 5.1 and table 5.1). From 1999 through 2003, male teachers were more likely than female teachers to be victims of violent crimes (22 vs. 11 crimes per 1,000 teachers annually). Senior high school teachers were more likely than elementary school teachers to be victims of violent crimes (22 vs. 9 violent crimes per 1,000 teachers annually). In addition, annually over the 5-year period, urban teachers were more likely than rural and suburban teachers to be victims of violent crimes (20 vs. 9 and 7 crimes per 1,000 teachers, respectively). No differences were detected in the likelihood of teachers being victimized by violent crime according to their race/ethnicity.

Few differences were detected according to teacher characteristics in the rate of theft from 1999 through 2003, with the exceptions that White teachers were more likely than Black teachers to be victimized in this way (27 vs. 15 thefts per 1,000 teachers annually) and senior high school teachers were more likely than elementary school teachers to be victimized (36 vs. 20 thefts per 1,000 teachers annually).

*This indicator has been updated to include 2003 data.*



*For more information:*

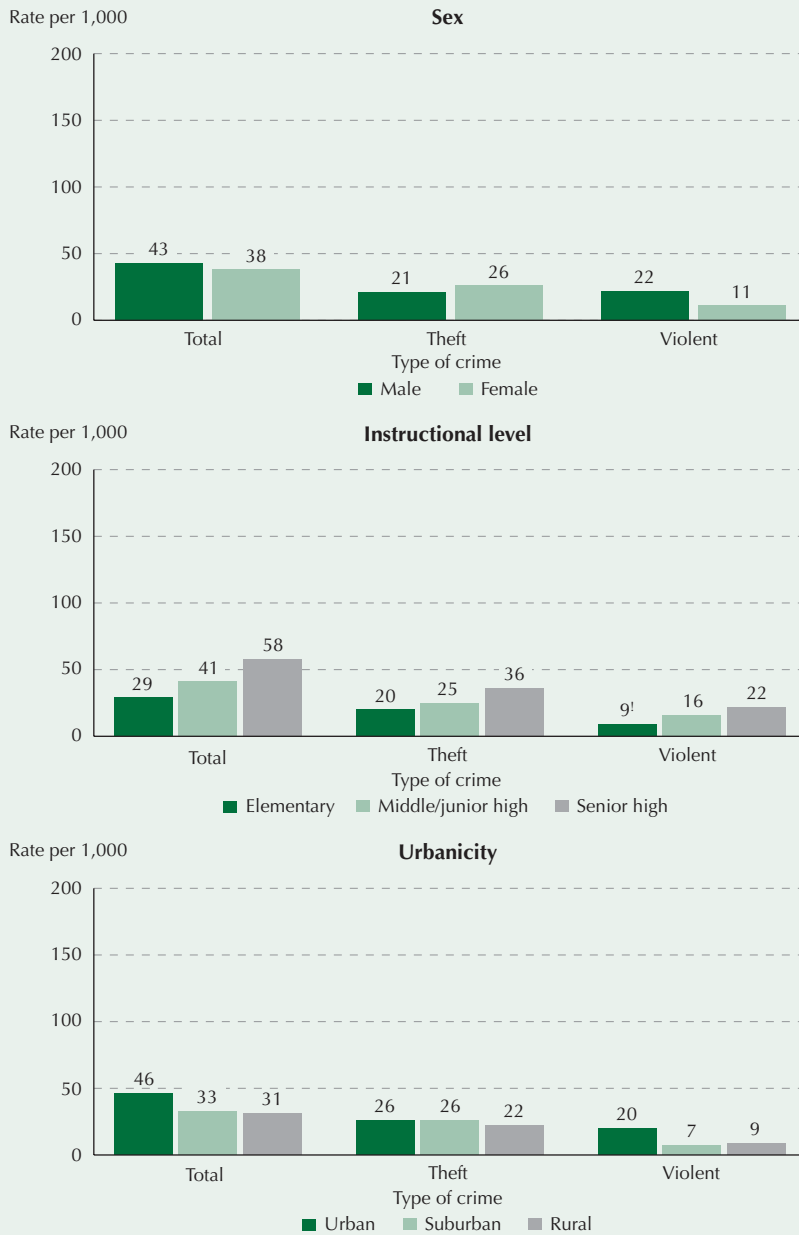
*Table 5.1  
Duhart 2001*

<sup>9</sup>The average annual total number of crimes is the sum of all teacher victimizations across the 5 years, divided by 5.

<sup>10</sup>The average annual rate is the sum of all teacher victimizations across the 5 years divided by the sum of all teachers over those years, multiplied by 1,000.

<sup>11</sup>Instructional level was identified by respondent teachers.

**Figure 5.1. Average annual rate of teacher-reported nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher and school characteristics: 1999–2003**



<sup>!</sup> Interpret data with caution. Estimate based on fewer than 10 cases.

NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at the work site, or while working. For thefts, "while working" is not considered, since thefts of teachers' property kept at school can occur when teachers are not present. The data are aggregated from 1999 through 2003 due to the small number of teachers in each year's sample. Instructional level was identified by respondent teachers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1999–2003.

## TEACHERS THREATENED WITH INJURY OR ATTACKED BY STUDENTS

*In 1999–2000, teachers in central city schools were more likely than their peers in urban fringe or rural schools to report being threatened with injury or physically attacked.*

Some offenses against teachers are committed by students. Data on the extent to which students make threats or physically attack elementary and secondary teachers can provide a snapshot of this problem. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student in the previous 12 months. The survey results indicate that a smaller percentage of elementary and secondary school teachers were threatened with injury by a student at their school in the 1999–2000 school year than in the 1993–94 school year (9 vs. 12 percent; table 6.1). However, no difference was detected in the percentage of teachers physically attacked by a student between the 1999–2000 and 1993–94 school years (4 percent in both years; table 6.2).

In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than teachers in urban fringe or rural schools (figure 6.1 and tables 6.1 and 6.2). For example, in 1999–2000, 11 percent of teachers in central city schools had been threatened with injury by students, compared with 8 percent each in urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students, while 3 percent each of teachers in urban fringe and rural schools had experienced such attacks.

In 1999–2000, few differences were detected in the likelihood of teachers being victims of attacks or threats by students according to teachers' race/ethnicity (tables 6.1 and 6.2). One such difference was that Black teachers were more likely to be threatened than White teachers (12 vs. 9 percent).

In 1999–2000, teachers' reports of being victimized or attacked by a student varied according to the level and sector of their school. Secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student (10 vs. 8 percent); however, secondary school teachers were less likely to have been physically attacked (2 vs. 6 percent). Public school teachers were more likely than private school teachers to be victimized by students in school (figure 6.2 and tables 6.1 and 6.2): 10 percent of public school teachers had been threatened with injury, compared with 4 percent of private school teachers. Likewise, 4 percent of public school teachers and 2 percent of private school teachers had been physically attacked by students. Among teachers in central city schools, those at public schools were four times more likely to be threatened with injury than their colleagues at private schools (14 vs. 3 percent) and about three times more likely to be physically attacked (6 vs. 2 percent).

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*



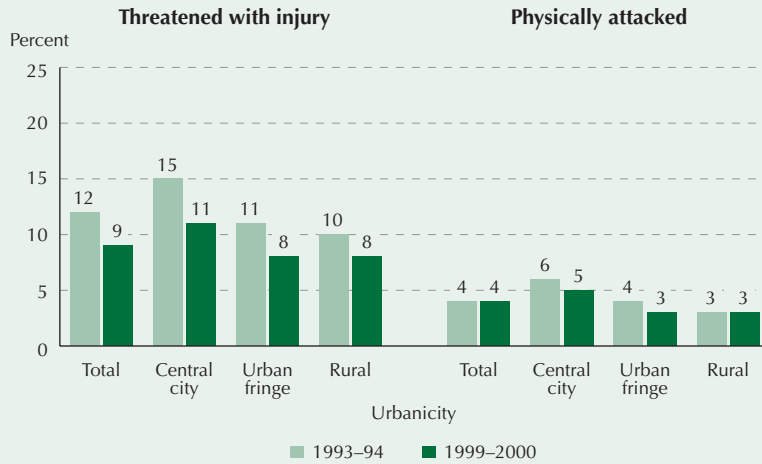
*For more information:*

*Tables 6.1 & 6.2*

*Appendix B for definitions of school levels*

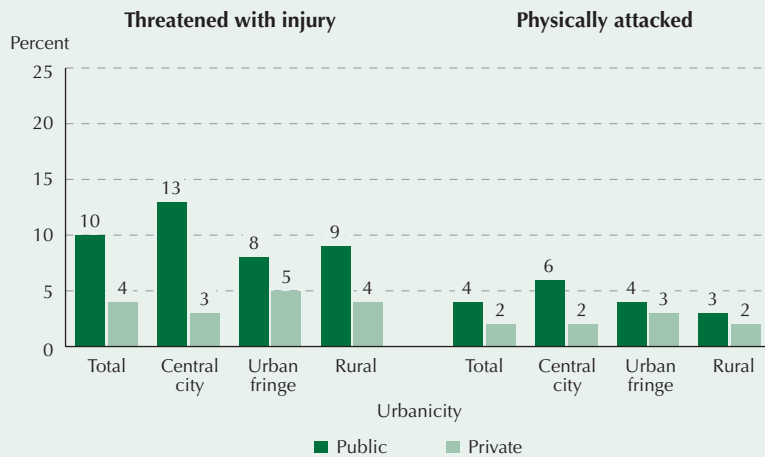
*Gruber et al. 2002*

**Figure 6.1. 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, by urbanicity: 1993–94 and 1999–2000**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public, Private, and Charter Teacher and School Surveys,” 1993–94 and 1999–2000.

**Figure 6.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and school sector: 1999–2000**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public, Private, and Charter Teacher and School Surveys,” 1999–2000.

**THIS PAGE INTENTIONALLY LEFT BLANK**



**SCHOOL  
ENVIRONMENT**



## VIOLENT AND OTHER INCIDENTS AT PUBLIC SCHOOLS AND THOSE REPORTED TO THE POLICE

*In 1999–2000, 71 percent of public schools experienced one or more violent incidents and 36 percent of public schools reported violent incidents to the police.*

This indicator presents the percentage of schools that experienced one or more crimes, the total number of these crimes reported by schools, and the rate of crimes per 1,000 students. These data are also presented for the crimes that were reported to the police. In the School Survey on Crime and Safety, public school principals were asked to provide the number of serious violent incidents (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); violent incidents (serious violent incidents plus physical attack or fight without a weapon and threat of physical attack without a weapon); thefts valuing \$10 or greater; and other incidents that occurred at their school, as well as the number of these incidents reported to the police. In 1999–2000, 86 percent of public schools responded that one or more incidents of crime had taken place (including violent, theft, and other crimes), amounting to an estimated 2.3 million crimes (table 7.1). This figure translates into a rate of 48 crimes per 1,000 students enrolled in 1999–2000. In the same year, 63 percent of schools reported an incident of crime to the police amounting to about 660,000 crimes—or 14 crimes per 1,000 students enrolled.

In 1999–2000, 71 percent of public schools experienced one or more violent incidents, 20 percent experienced one or more serious violent incidents, 46 percent experienced one or more thefts, and 73 percent experienced another type of crime (figure 7.1 and table 7.1). When looking at reports to the police, 36 percent of public schools reported violent incidents, 15 percent reported serious violent incidents, 28 percent reported thefts, and 52 percent reported other crimes.

The prevalence of violent incidents at school and those reported to the police varied by the level of the school (figure 7.2 and tables 7.2 and 7.3). Primary schools were the least likely to experience any violent incident: 61 percent of primary schools experienced a violent incident, compared with 87 percent of middle schools and 92 percent of secondary schools. Similar relationships were observed for serious violent incidents and those violent and serious violent incidents that were reported to the authorities. However, when looking at the rate of violent crimes per 1,000 students enrolled, secondary schools had lower rates than primary and middle schools. In 1999–2000, there were 22 violent crimes per 1,000 students in secondary schools, compared with 31 and 46 violent crimes per 1,000 students enrolled in primary and middle schools, respectively. Nonetheless, regardless of school level, there were no more than two serious violent crimes per 1,000 students enrolled in 1999–2000.

When examining violent incidents by the location of public schools, city schools were more likely than urban fringe schools to experience or report to the police at least one violent incident during the 1999–2000 school year (figure 7.3 and tables 7.2 and 7.3). Seventy-seven percent of city schools had one or more violent incidents, and 44 percent reported one or more incidents to the police, compared with 67 and 35 percent, respectively, of urban fringe schools. Rural schools were the least likely to experience serious violent incidents (12 percent of rural schools vs. 20–27 percent of schools in other locations) and to report serious violent incidents to the police (9 percent vs. 14–21 percent).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



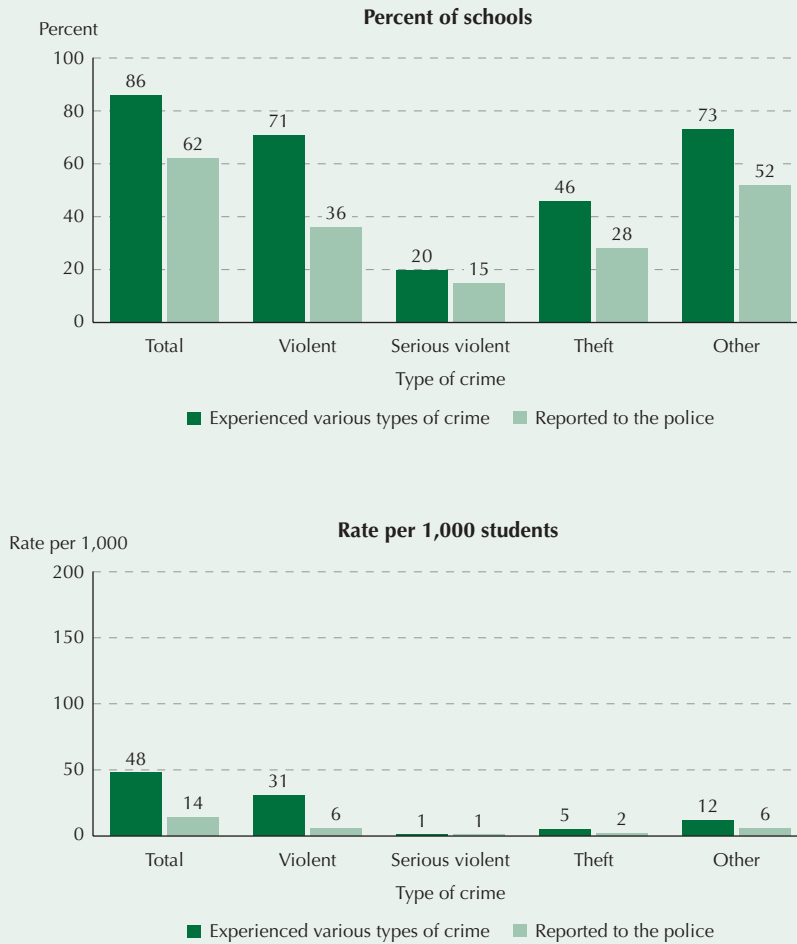
*For more information:*

*Tables 7.1, 7.2, & 7.3*

*Appendix B for definitions of school levels*

*Miller 2003 revised*

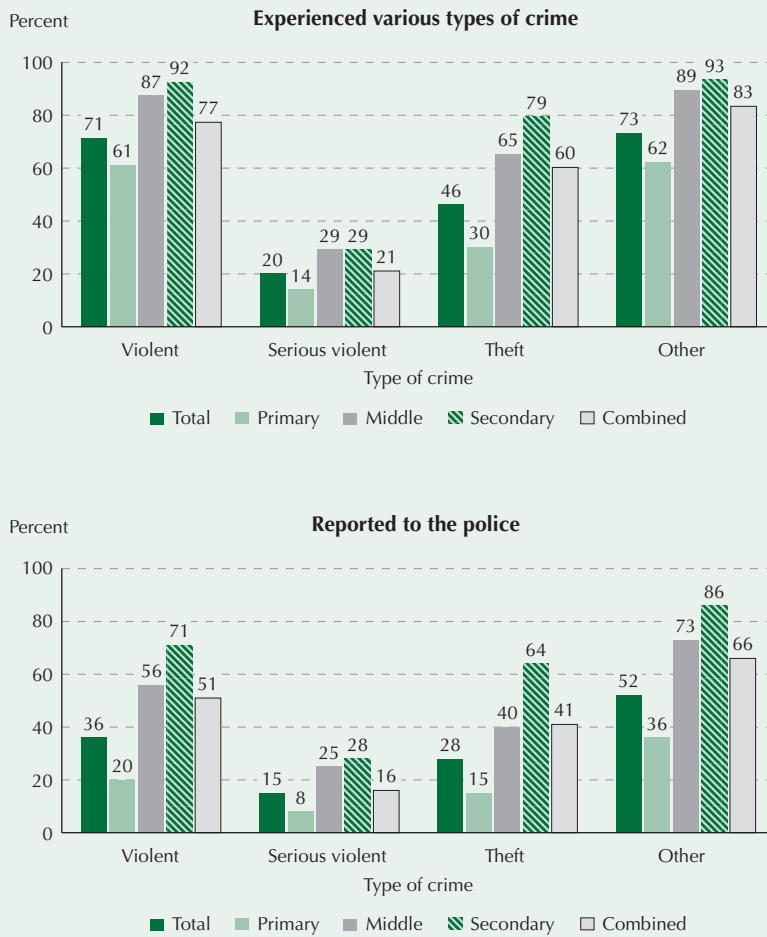
**Figure 7.1. Percentage of public schools that experienced various types of crime and percentage of public schools that reported various types of crime to the police and the rate per 1,000 students, by type of crime: 1999–2000**



NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCs questionnaire. 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. 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. Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as, “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing 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.” Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCs), 2000.

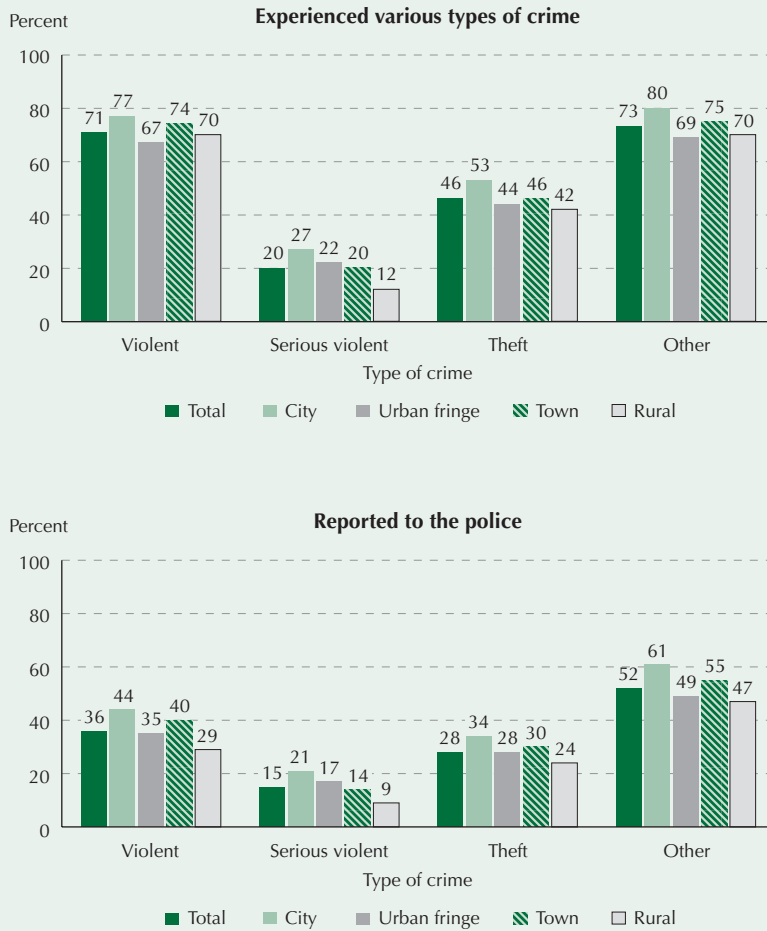
**Figure 7.2. Percentage of public schools that experienced various types of crime and percentage of public schools that reported various types of crime to the police, by type of crime and school level: 1999–2000**



NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. 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. 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. Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as, “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing 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.” Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities. 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. Secondary 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

**Figure 7.3. Percentage of public schools that experienced various types of crime and percentage of public schools that reported various types of crime to the police, by type of crime and urbanicity: 1999–2000**



NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCs questionnaire. 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. 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. Theft/larceny (taking things over \$10 without personal confrontation) was defined for respondents as, “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing 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.” Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCs), 2000.

## DISCIPLINE PROBLEMS REPORTED BY PUBLIC SCHOOLS

*In 1999–2000, middle schools were more likely than primary and secondary schools to report racial tensions, bullying, verbal abuse of teachers, and widespread disorder in classrooms.*

Discipline problems in a school may contribute to an overall environment in which violence and crime may occur. In the School Survey on Crime and Safety, school principals were asked how often certain disciplinary problems happen in their schools. This indicator examines racial tensions, bullying, student verbal abuse of teachers, widespread classroom disorder, and student acts of disrespect for teachers that happened daily or once a week. If gang or cult activities ever occurred in the school, they were included as problematic due to the severe nature of these occurrences.

In 1999–2000, more than one-quarter (29 percent) of public schools reported that student bullying took place on a daily or weekly basis (table 8.1). Among the other frequently occurring discipline problems in public schools, 19 percent reported student acts of disrespect for teachers, 13 percent reported student verbal abuse of teachers, 3 percent reported student racial tensions, and 3 percent reported widespread disorder in classrooms. Furthermore, 19 percent of public schools reported undesirable gang activities, and 7 percent reported that undesirable cult or extremist activities occurred during the 1999–2000 school year.

Frequently occurring discipline problems reported by public schools varied by school characteristics. For example, middle schools were more likely than primary and secondary schools to report racial tensions, bullying, verbal abuse of teachers, and widespread disorder in classrooms (figure 8.1 and table 8.1). Middle schools were also more likely than primary schools, but less likely than high schools, to report gang or extremist cult activity.

The prevalence of frequently occurring discipline problems was related to school size. As school enrollment increased, so did the likelihood of schools reporting each discipline problem at their school except widespread disorder in the classroom—which was reported by relatively few principals (less than 5 percent at all enrollment levels). Twenty-six percent of principals at schools with 1,000 or more students reported student verbal abuse of teachers, compared with 14 percent of schools with 500–999 students, 10 percent of schools with 300–499 students, and 7 percent of schools with less than 300 students.

Schools that reported one or more violent incidents were more likely to report each of the disciplinary problems discussed above than schools with no violent incidents. For example, 34 percent of schools with one or more violent incidents reported that bullying happened at least once a week, compared with 17 percent of schools with no violent incidents.

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*



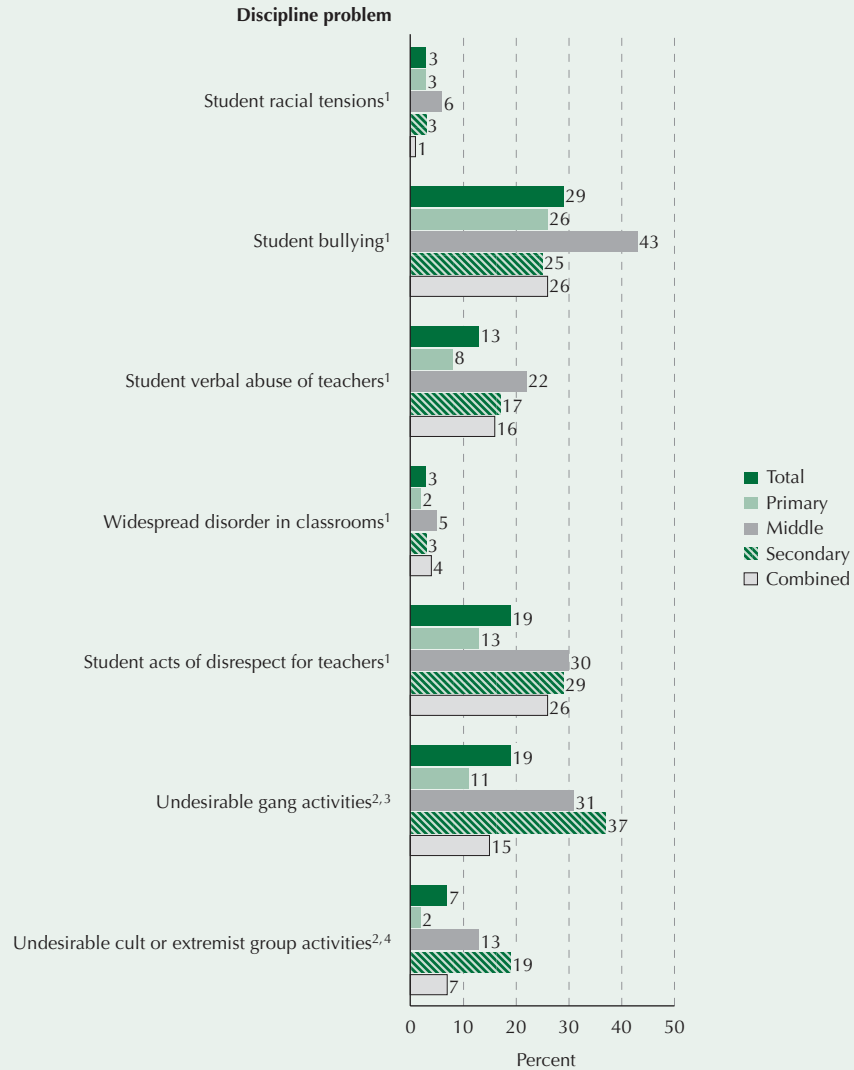
*For more information:*

*Table 8.1*

*Appendix B for definitions of school levels*

*Miller 2003 revised*

**Figure 8.1. Percentage of public schools that reported selected discipline problems, by school level: 1999–2000**



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

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

<sup>3</sup>A gang was defined for respondents as “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.”

<sup>4</sup>A cult or extremist group was defined for respondents as “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.”

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

## STUDENTS' REPORTS OF GANGS AT SCHOOL

*In 2003, students ages 12–18 in urban schools were the most likely to report the presence of street gangs at their school, followed by their counterparts in suburban and rural schools.*

Street gangs are organized groups often involved in drugs, weapons trafficking, and violence. Such street gangs at school can be very disruptive to the school environment because their presence may incite fear among students and increase the level of school violence (Laub and Lauritsen 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if street gangs were present at their school during the previous 6 months.

In 2003, 21 percent of students reported that there were gangs at their schools (table 9.1). Of all the students surveyed, students in urban schools were the most likely to report the presence of street gangs at their school (31 percent), followed by suburban students and rural students, who were the least likely to do so (18 and 12 percent, respectively). Between 2001 and 2003, no difference was detected in the percentage of students who reported the presence of street gangs, regardless of school location.

Hispanic and Black students were more likely than White students to report the existence of street gangs in their schools in 2003 (37 and 29 percent, respectively, vs. 14 percent; figure 9.1 and table 9.1). This pattern also held among students in urban schools and suburban schools. For rural students, although it appears that Black students (22 percent) were more likely than White and Hispanic students (11 and 13 percent, respectively) to report the existence of street gangs, the difference was not statistically significant.

Students in public schools were more likely to report the presence of street gangs than students in private schools regardless of the school's location (figure 9.2 and table 9.1). In 2003, 23 percent of students in public schools reported that there were street gangs in their schools, compared with 4 percent of students in private schools. Among public school students, students in urban schools were the most likely to report the presence of street gangs at their school, followed by suburban students and rural students (34, 20, and 13 percent, respectively). For private school students, no significant difference was detected according to urbanicity.

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*

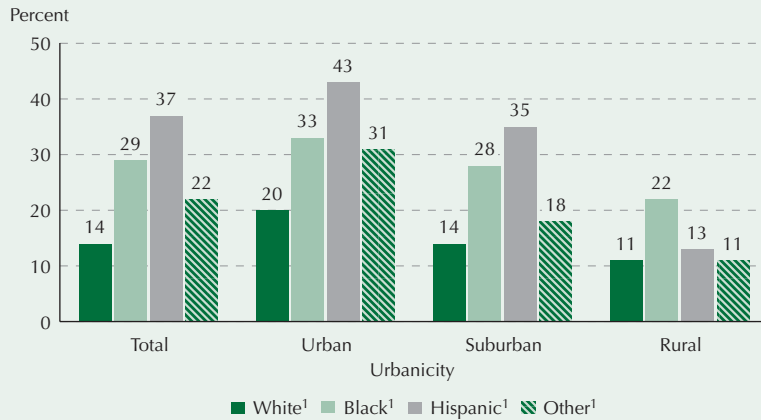
• • •

*For more information:*

*Table 9.1*

*Addington et al.  
2002*

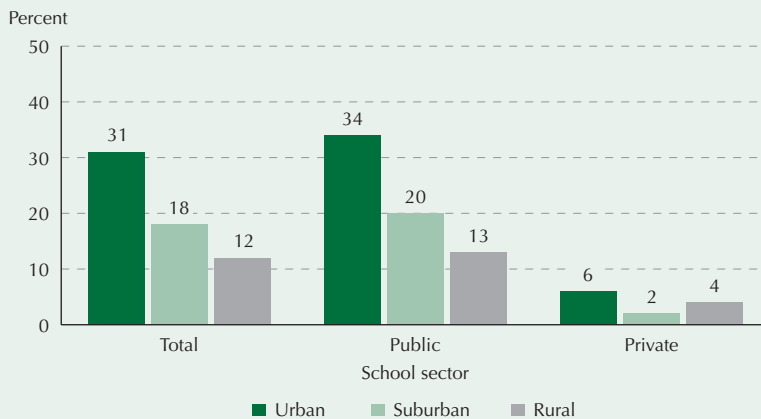
**Figure 9.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and race/ethnicity: 2003**



<sup>1</sup>Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. For this report, non-Hispanic students who identified themselves as more than one race in 2003 (1 percent of all respondents) were included in the other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: “At school” was defined as in 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, 2003.

**Figure 9.2. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by school sector and urbanicity: 2003**



NOTE: “At school” was defined as in 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, 2003.



Indicator  
**10**

## STUDENTS' REPORTS OF DRUG AVAILABILITY ON SCHOOL PROPERTY

*In 2003, 29 percent of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.*

The availability of drugs on school property has a disruptive and corrupting influence on the school environment (Nolin et al. 1997). The Youth Risk Behavior Survey asked students in grades 9–12 whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey. In 2003, 29 percent of students in grades 9–12 reported that drugs were made available to them on school property (table 10.1). The percentage of such students increased from 24 percent in 1993 to 32 percent in 1995. In each survey year since 1995, between 29 and 32 percent of students reported drugs were offered, sold, or given to them on school property.

Males were more likely than females to report that drugs were offered, sold, or given to them on school property in each survey year (figure 10.1 and table 10.1). For example, in 2003, 32 percent of males reported the availability of drugs, while 25 percent of females did so. No differences were detected in the percentage of students who reported that drugs were made available to them according to grade level or urbanicity.

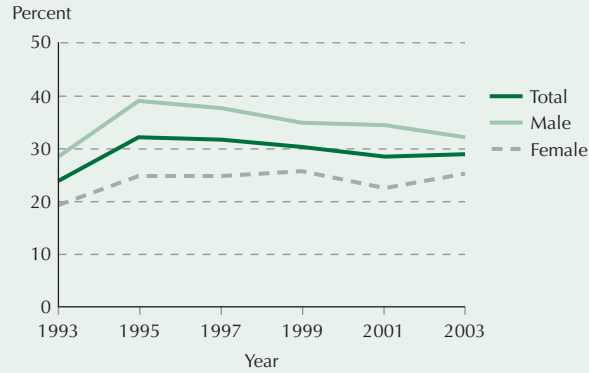
Students' racial/ethnic backgrounds were examined in relation to whether they reported having illegal drugs offered, sold, or given to them on school property (figure 10.2 and table 10.1). In 2003, Hispanic students were more likely than Asian, Black, and White students to report that drugs were made available to them (37 percent vs. 23–28 percent). While it appears that American Indian and Pacific Islander students were also more likely than Asian, Black, and White students to report drug availability at school, the differences were not statistically significant. Student reports of availability of drugs on school property varied among states for which data were available, ranging from 18 to 33 percent (table 10.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



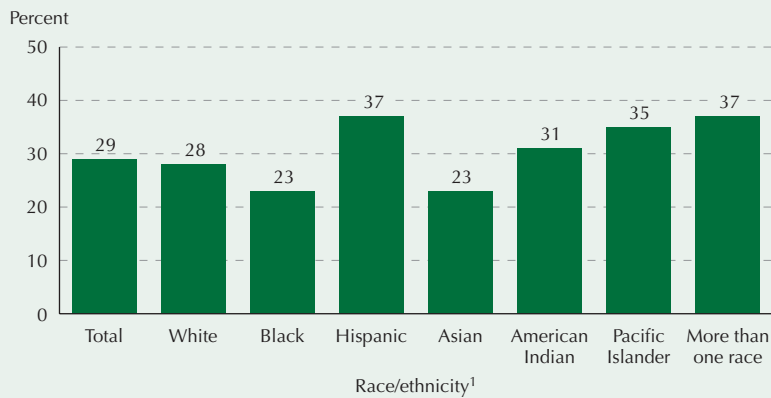
*For more information:  
Tables 10.1 & 10.2  
Grunbaum et al.  
2004*

**Figure 10.1. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

**Figure 10.2. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2003**



<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: “On school property” was not defined for survey respondents.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.

## STUDENTS' REPORTS OF BEING CALLED HATE-RELATED WORDS AND SEEING HATE-RELATED GRAFFITI

*In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (36 percent) of students ages 12–18 had seen hate-related graffiti at school.*

A student's exposure to hate-related words or symbols at school may increase that student's feeling of vulnerability. Discriminatory behavior in schools can create a hostile environment that is not conducive to learning (Cobia and Carney 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation during the previous 6 months. In the 2003 administration of the survey, they were then asked to specify the characteristic to which the hate-related word was directed.

In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (table 11.1). Four percent of respondents reported that the hate-related words concerned their race, about 2 percent each reported that the words concerned their ethnicity or gender, and 1 percent each reported that the words were related to their religion, disability, or sexual orientation (table 11.2). In 1999, 2001, and 2003, students were also asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building (table 11.1). In each survey year, 36 percent of students saw hate-related graffiti at school.

Students' experiences of being called specific types of hate-related words in 2003 differed according to their sex and race/ethnicity (table 11.2). Not surprisingly, females were more likely to report gender-related hate words than males (4 vs. 1 percent), and White students were less likely to report race-related hate words than students of other race/ethnicities (2 percent of White students vs. 7 percent of Black students, 5 percent of Hispanic students, and 9 percent of students in other racial/ethnic groups).

In 2003, differences were detected according to urbanicity and sector in students' reports of being called hate-related words or seeing hate-related graffiti (figure 11.1 and table 11.1). Urban students were more likely than rural students to see graffiti and more likely than suburban students to be called a hate-related word, but no other differences were detected according to urbanicity. Public school students were more likely than their private school counterparts to report seeing graffiti, but no such difference was detected in the likelihood of being called a hate-related word.

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*

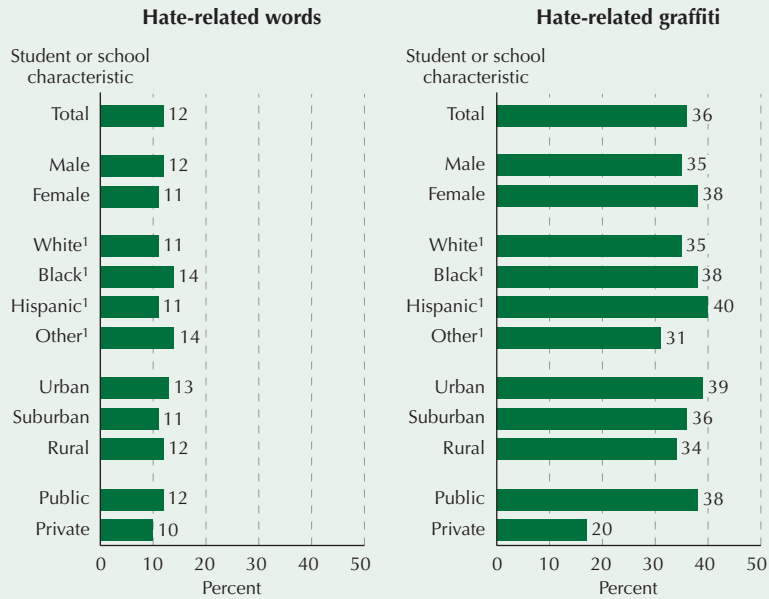


*For more information:*

*Tables 11.1 & 11.2*

*Addington et al. 2002*

**Figure 11.1. Percentage of students ages 12–18 who reported being targets of hate-related words and seeing hate-related graffiti at school during the previous 6 months, by selected student and school characteristics: 2003**



<sup>1</sup>Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. For this report, non-Hispanic students who identified themselves as more than one race in 2003 (1 percent of all respondents) were included in the other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: "At school" was defined as in 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, 2003.

## BULLYING AT SCHOOL

*In 2003, 7 percent of students ages 12–18 reported that they had been bullied at school during the last 6 months. The percentage of students who reported being bullied increased between 1999 and 2001, but no difference was detected between 2001 and 2003.*

Bullying can contribute to an environment of fear and intimidation in schools (Carney, Hazler, and Higgins 2002; Ericson 2001). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied (for example, picked on or made to do things they did not want to do) at school during the previous 6 months. In recent years, fewer than 1 in 10 students reported being bullied at school during the last 6 months. Although the percentage who had been bullied increased from 5 percent in 1999 to 8 percent in 2001, no difference was detected between 2001 and 2003 (figure 12.1 and table 12.1). In 2003, 7 percent of students reported that they had been bullied at school.

In 2003, White students were more likely than Hispanic students to report being bullied (8 vs. 6 percent; table 12.1). No other differences were detected in the percentage of students who reported that they had been bullied according to students' race/ethnicity or sex.

Grade level was inversely related to students' likelihood of being bullied: as grade level increased, students' likelihood of being bullied decreased (figure 12.2 and table 12.1). For example, in 2003, 14 percent of 6th-graders, 7 percent of 9th-graders, and 2 percent of 12th-graders reported that they had been bullied at school.

In 2003, public school students were more likely to report being bullied than private school students (7 vs. 5 percent). In the same year, rural students were more likely than their urban and suburban counterparts to report being bullied (10 percent of rural students vs. 7 percent each of urban and suburban students).

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*



*For more information:*

*Table 12.1*

*DeVoe and Kaffenberger  
2005*

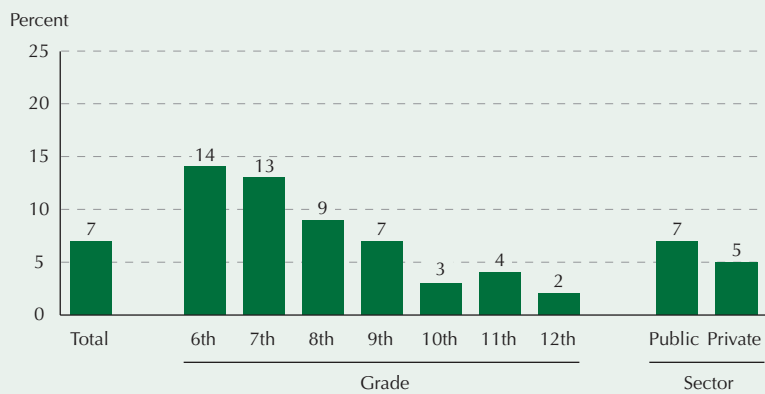
**Figure 12.1. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by sex: 1999, 2001, and 2003**



NOTE: In the 1999 survey, “at school” was defined as in the school building, on the school grounds, or on a school bus. In the 2001 and 2003 surveys, “at school” was defined as in the school building, on school property, on a school bus, or going to and from school. See appendix A for more information.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999, 2001, and 2003.


**Figure 12.2. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by grade and school sector: 2003**



NOTE: “At school” was defined as in 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, 2003.

**THIS PAGE INTENTIONALLY LEFT BLANK**



**FIGHTS,  
WEAPONS,  
AND ILLEGAL  
SUBSTANCES**



## PHYSICAL FIGHTS ON SCHOOL PROPERTY AND ANYWHERE

*The percentage of 9th- to 12th-grade students who reported being in a physical fight on school property has declined—from 16 percent in 1993 to 13 percent in 2003.*

Schools where physical fights occur frequently may not be able to maintain a focused learning environment for students. Further, students who participate in fights on school property may have difficulty succeeding in their studies (Payne, Gottfredson, and Gottfredson 2003). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights during the preceding 12 months (referred to as “anywhere” in this report) and their involvement in physical fights on school property. In 2003, 33 percent of students in grades 9–12 reported being in a fight anywhere, and 13 percent said they had been in a fight on school property (table 13.1). Between 1993 and 2003, the percentage of students who reported being in a fight anywhere declined—from 42 percent in 1993 to 33 percent in 2003. Similarly, the percentage of students who reported fighting on school property in these years declined—from 16 to 13 percent.

In all survey years, males were more likely than females to have been in a fight anywhere and on school property (figure 13.1 and table 13.1). In 2003, 41 percent of males said they had been in a fight anywhere, compared with 25 percent of females. In the same year, 17 percent of males said they had been in a fight on school property, compared with 8 percent of females. When looking at grade levels, students in lower grades reported being in fights more frequently than students in higher grades, both anywhere and on school property (figure 13.2 and table 13.1). For example, in 2003, 18 percent of 9th-graders, 13 percent of 10th-graders, 10 percent of 11th-graders, and 7 percent of 12th-graders reported being in a fight on school property.

In 2003, the percentage of students engaging in fights anywhere varied according to race/ethnicity. Specifically, Black and Hispanic students were more likely than White students, and American Indian students were more likely than Asian and White students to report being in a fight anywhere and on school property. In 2003, 24 percent of American Indian students, 17 percent each of Black and Hispanic students, 13 percent of Asian students, and 10 percent of White students reported being in a fight on school property.

Urban students were more likely than rural students to engage in fights both anywhere and on school property. In 2003, 15 percent of urban students reported being in a fight on school property, compared with 10 percent of rural students. Student reports of being in a fight varied among states for which data were available, ranging from 26 to 35 percent anywhere and from 9 to 15 percent on school property (table 13.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*

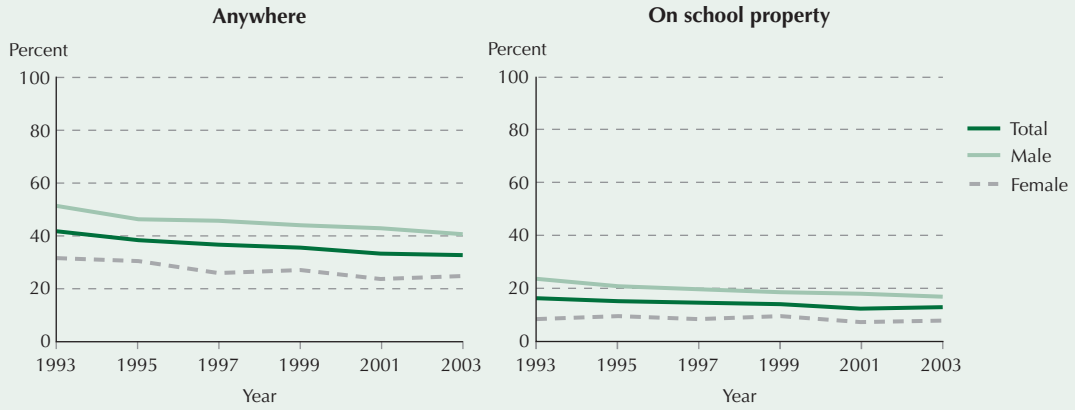


*For more information:*

*Tables 13.1 & 13.2*

*Grunbaum et al.  
2004*

**Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location and sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; rather, students are simply asked how many times in the last 12 months they had been in a physical fight.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

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



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire; rather, students are simply asked how many times in the last 12 months they had been in a physical fight.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.

## STUDENTS CARRYING WEAPONS ON SCHOOL PROPERTY AND ANYWHERE

*Between 1993 and 2003, the percentage of students in grades 9–12 who reported carrying a weapon at school declined from 12 to 6 percent.*

The presence of weapons at school may interfere with teaching and learning by creating an intimidating and threatening atmosphere (Aspy et al. 2004). The percentage of students who report that they carry a gun or other weapon on school property is an indication of the extent of the problem. In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club in the past 30 days (referred to as “anywhere” in this report) or had carried one of these weapons onto school property in the past 30 days. In 2003, 17 percent of students in grades 9–12 reported they had carried a weapon anywhere, and about 6 percent reported they had carried a weapon on school property (table 14.1).

Between 1993 and 2003, the percentage of students who reported carrying a weapon anywhere generally declined from 22 to 17 percent. Similarly, the percentage of students who carried a weapon at school also declined during this period—from 12 to 6 percent.

When looking at the characteristics of students who carried weapons, males were at least two times more likely than females to carry a weapon—either anywhere or on school property—in all survey years (figure 14.1 and table 14.1). For example, in 2003, some 9 percent of males carried a weapon on school property, compared with 3 percent of females, and 27 percent of males carried a weapon anywhere, compared with 7 percent of females. In 2003, there were few differences detected in the percentage of students carrying weapons anywhere and on school property according to students’ race/ethnicity (figure 14.2 and table 14.1). American Indian students were more likely than White, Pacific Islander, and Hispanic students to carry a weapon on school property and more likely than Black, White, Hispanic, and Asian students to carry a weapon anywhere. However, no differences were detected among Black, White, Hispanic, Asian, and Pacific Islander students in the likelihood of carrying a weapon anywhere or on school property.

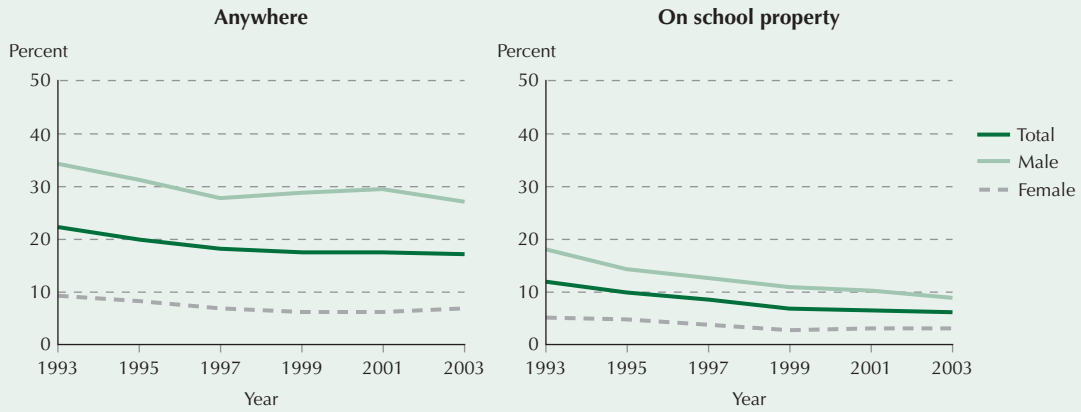
In 2003, no relationship was detected by grade level or urbanicity for students who reported carrying a weapon at school or anywhere. Student reports of carrying a weapon varied among states for which data were available, ranging from 12 to 25 percent anywhere and from 3 to 10 percent on school property (table 14.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



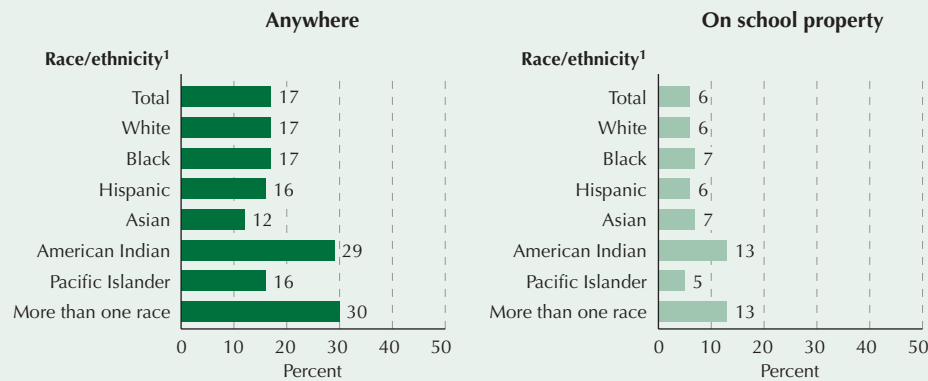
*For more information:  
Tables 14.1 & 14.2  
Grunbaum et al.  
2004*

**Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

**Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and race/ethnicity: 2003**



<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.

## STUDENTS' USE OF ALCOHOL ON SCHOOL PROPERTY AND ANYWHERE

*In 2003, 45 percent of students in grades 9–12 had at least one drink of alcohol anywhere, and 5 percent had at least one drink on school property in the 30 days before being surveyed.*

Students' illegal consumption of alcohol on school property may lead to additional crimes and misbehavior. It may also lead to a school environment that is harmful to students, teachers, and staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all in the past 30 days (referred to as "anywhere" in this report) and if they had consumed alcohol on school property. In 2003, 45 percent of students consumed at least one drink of alcohol anywhere, and 5 percent consumed at least one drink on school property (table 15.1). No consistent pattern was detected in the percentage of students who reported consuming alcohol on school property between 1993 and 2003: over these years, the percentage who reported consuming alcohol at school fluctuated between 5 and 6 percent. The percentage of students who reported using alcohol anywhere increased from 48 to 52 percent between 1993 and 1995 and then declined to 45 percent in 2003.

The likelihood of drinking alcohol varied by student characteristics including sex, grade level, and race/ethnicity. In 2003, males were more likely than females to use alcohol on school property (6 vs. 4 percent), a difference not found in the percentage who reported drinking anywhere (figure 15.1 and table 15.1). In 2003, students in higher grades were more likely to report drinking alcohol anywhere than students in lower grades (figure 15.2 and table 15.1). However, no relationship was found across grade levels for students' likelihood of drinking alcohol on school property.

In 2003, Black and Hispanic students were more likely to use alcohol on school property than White students (6 and 8 percent, respectively, vs. 4 percent). In the same year, Asian and Black students were less likely to use alcohol anywhere than American Indian, White, or Hispanic students. Twenty-eight percent of Asian students and 37 percent of Black students reported using alcohol anywhere, compared with 46 to 52 percent of White, Hispanic, and American Indian students.

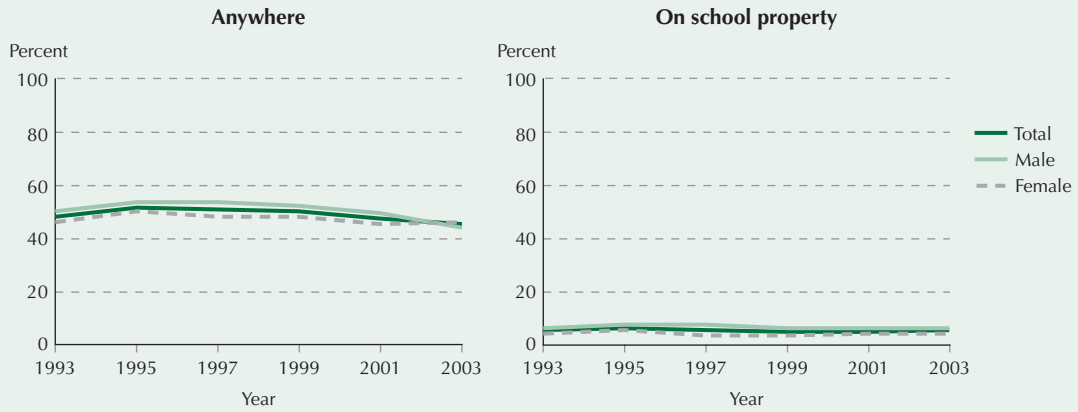
Alcohol use by students did not differ by where students lived. In 2003, no differences were detected in the percentage of students who consumed alcohol anywhere or on school property among urban, suburban, and rural students. Student reports of using alcohol varied among states for which data were available, ranging from 21 to 51 percent anywhere and from 3 to 7 percent on school property (table 15.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



*For more information:  
Tables 15.1 & 15.2  
Grunbaum et al.  
2004*

**Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by location and sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol. SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

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



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol. SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.

## STUDENTS' USE OF MARIJUANA ON SCHOOL PROPERTY AND ANYWHERE

*In 2003, 22 percent of students in grades 9–12 reported using marijuana anywhere, and 6 percent of students reported using marijuana on school property during the last 30 days.*

The use of marijuana or other illicit drugs at school may contribute to a harmful environment for students, teachers, and administrators. The Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana at all in the past 30 days (referred to as “anywhere” in this report) and whether they had used marijuana on school property. In 2003, 22 percent of students in grades 9–12 reported using marijuana anywhere during the last 30 days, and 6 percent reported using marijuana on school property (table 16.1). The percentage of students who reported using marijuana on school property increased from 6 percent in 1993 to 9 percent in 1995, and then declined to 6 percent in 2003. The percentage of students who reported using marijuana anywhere also increased between 1993 and 1995 (from 18 to 25 percent), and in 1995, 1997, and 1999, roughly one-quarter of students reported using marijuana anywhere (between 25 and 27 percent). By 2003, however, the percentage of students who reported using marijuana anywhere had declined to 22 percent.

Both students' sex and grade level were associated with the use of marijuana among students in grades 9–12. Males were more likely than females to have used marijuana in every survey year, anywhere or on school property (figure 16.1 and table 16.1). For example, in 2003, 8 percent of males and 4 percent of females reported using marijuana on school property. In that same year, students in lower grades were less likely than students in higher grades to report using marijuana anywhere (figure 16.2 and table 16.1). While it appears that 9th-grade students were slightly more likely to use marijuana on school property, the difference was not statistically significant, and no differences were detected in students' use of marijuana on school property by grade level.

In 2003, Asian students were less likely than students of other race/ethnicities to report using marijuana anywhere (10 percent vs. 22–33 percent of students in other racial/ethnic groups). At school, Hispanic students were more likely to report using marijuana than Asian or White students (8 percent vs. 4 and 5 percent, respectively). However, few other differences were found in students' likelihood of using marijuana at school among racial/ethnic groups. Urban, rural, and suburban students did not differ in their use of marijuana anywhere in 2003, but at school, rural students (4 percent) were less likely to report using marijuana than their urban counterparts (7 percent). Student reports of using marijuana varied among states for which data were available, ranging from 11 to 31 percent anywhere and from 3 to 8 percent on school property (table 16.2).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*

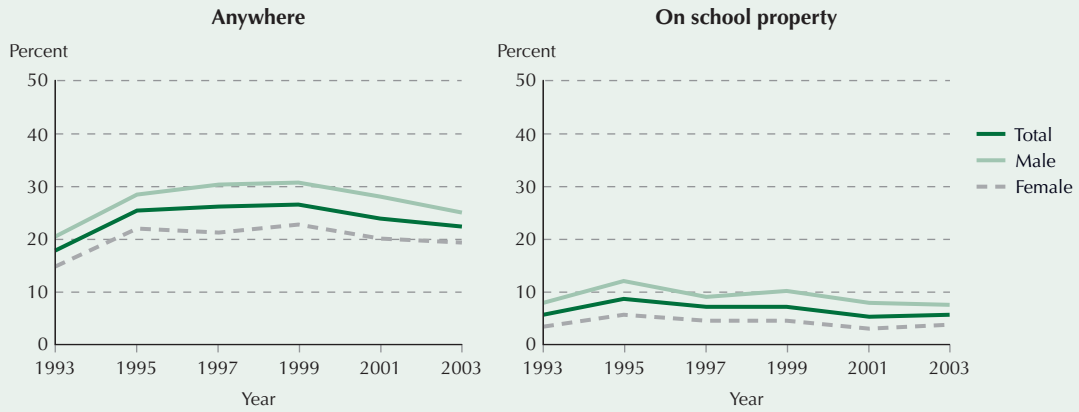


*For more information:*

*Tables 16.1 & 16.2*

*Grunbaum et al.  
2004*

**Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location and sex: Selected years, 1993–2003**



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years, 1993–2003.

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



NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.  
 SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003.



**THIS PAGE INTENTIONALLY LEFT BLANK**



**FEAR AND  
AVOIDANCE**

## STUDENTS' PERCEPTIONS OF PERSONAL SAFETY AT SCHOOL AND AWAY FROM SCHOOL

*In 2003, 6 percent of students ages 12–18 reported that they had been afraid of attack at school or on the way to and from school during the previous 6 months. Ten percent of urban students reported being fearful, compared to 5 percent each of suburban and rural students.*

School violence can make students fearful and affect their readiness and ability to learn. Concerns about vulnerability to attacks are detrimental to a positive school environment (Schneckner et al. 2002). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often they had been afraid of attack “at school or on the way to and from school” and “away from school” during the previous 6 months.<sup>12</sup>

In 2003, 6 percent of students ages 12–18 reported that they had been afraid of attack at school or on the way to and from school, and 5 percent reported that they had been afraid of attack away from school. In 1999 and 2001, students were more likely to report they were afraid of being attacked at school or on the way to and from school than away from school; however, in 2003, no such difference was detected (figure 17.1 and table 17.1). The percentage of students who reported that they were afraid of being attacked at school or on the way to and from school decreased from 12 percent in 1995 to 6 percent in 2003; however, no difference was detected in the percentage of students who feared such an attack between the most recent survey years, 2001 and 2003.

In 2003, female students were more likely than male students to fear for their safety both at school and away from school. In the same year, Black and Hispanic students were more likely than White students to fear for their safety regardless of location (figure 17.2 and table 17.1). Eleven percent of Black students and 10 percent of Hispanic students reported that they were afraid of being attacked at school or on the way to and from school, compared with 4 percent of White students. Away from school, 10 percent of Black students, 7 percent of Hispanic students, and 4 percent of White students reported that they were afraid of an attack.

In 2003, grade level was inversely related to students' likelihood of fearing an attack at school or on the way to and from school: as grade level increased, their likelihood of fearing an attack decreased. In the same year, 10 percent of 6th-graders, 6 percent of 9th-graders, and 4 percent of 12th-graders feared for their safety at school or on the way to and from school.

In addition, school location was related to students' fear of attack. In 2003, students in urban schools were more likely than students in suburban and rural schools to fear being attacked both at school or on the way to and from school and away from school. Ten percent of students in urban schools feared being attacked at school, compared with 5 percent each of their peers in suburban and rural schools. In the same year, public school students were more likely than private school students to fear an attack at school (6 vs. 3 percent), but no such difference was detected when they were asked whether they feared an attack away from school (5 percent each).

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*



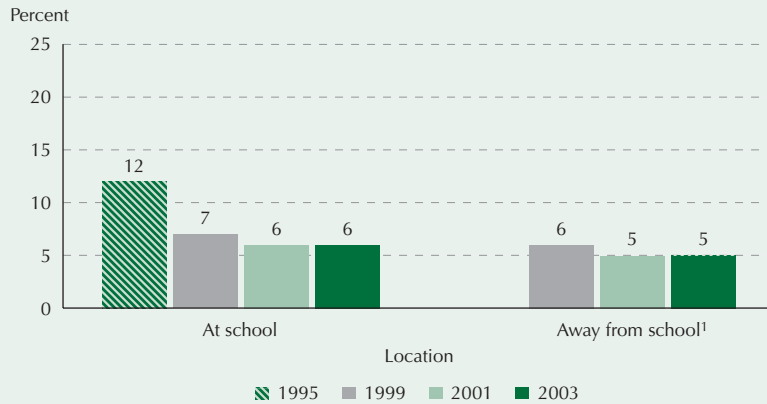
*For more information:*

*Table 17.1*

*Addington et al. 2002*

<sup>12</sup>In 1995 and 1999, students reported fear of “attack or harm” at school or on the way to and from school during the previous 6 months. In 2001 and 2003, students reported fear of “attack or threat of attack” at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

**Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or threat of attack during the previous 6 months, by location: Selected years, 1995–2003**

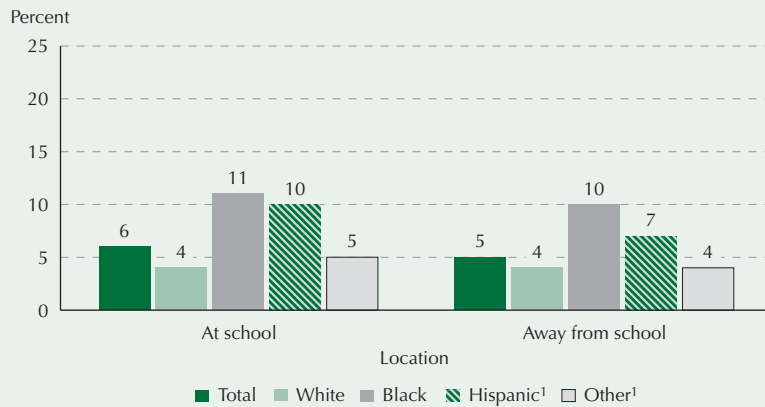


<sup>1</sup>Data for 1995 are not available.

NOTE: In 1995 and 1999, students reported fear of “attack or harm” at school or on the way to and from school during the previous 6 months. In 2001 and 2003, students reported fear of “attack or threat of attack” at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. “At school” was defined as in the school building, on school property, on a school bus, or going to and from school. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995–2003.

**Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or threat of attack during the previous 6 months, by location and race/ethnicity: 2003**



<sup>1</sup>Other includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and students who indicated they were more than one race. For this report, non-Hispanic students who identified themselves as more than one race in 2003 (1 percent of all respondents) were included in the other category. Respondents who identified themselves as being of Hispanic origin are classified as Hispanic, regardless of their race.

NOTE: In 1995 and 1999, students reported fear of “attack or harm” at school or on the way to and from school during the previous 6 months. In 2001 and 2003, students reported fear of “attack or threat of attack” at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. “At school” was defined as in the school building, on school property, on a school bus, or going to and from school. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

## STUDENTS' REPORTS OF AVOIDING SCHOOL ACTIVITIES OR SPECIFIC PLACES IN SCHOOL

*The percentage of students who reported that they either skipped school activities or avoided specific places in school because they were fearful decreased from 7 percent in 1999 to 5 percent in 2003.*

School crime may lead students to perceive school as unsafe, and in trying to ensure their own safety, students may begin to skip school activities or avoid certain places within school (Schreck and Miller 2003). Changes in the percentage of students who avoid school activities and certain areas in school may be a good barometer of their perceptions of school safety. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided school activities or one or more places in the school because they were fearful. In 2003, 5 percent of students reported that they avoided school activities or one or more places in school in the previous 6 months because they were fearful: 2 percent of students avoided school activities (skipped extra-curricular activities, skipped class, or stayed home from school), and 4 percent of students avoided one or more places in school (the entrance to the school, any hallways or stairs in the school, any parts of the school cafeteria, any school restrooms, and other places inside the school building; table 18.1).

The percentage of students ages 12–18 who reported that they either avoided school activities or one or more places in school because they were fearful decreased from 7 percent in 1999 to 5 percent in 2003 (table 18.1 and figure 18.1).

Students' reports of avoiding one or more places in school varied according to race/ethnicity. In 2003, 3 percent of White students reported avoiding certain areas, compared with 5 percent of Black students and 6 percent of Hispanic students (table 18.2). As in all previous survey years, in 2003, no difference was detected in the extent to which students avoided places according to their sex.

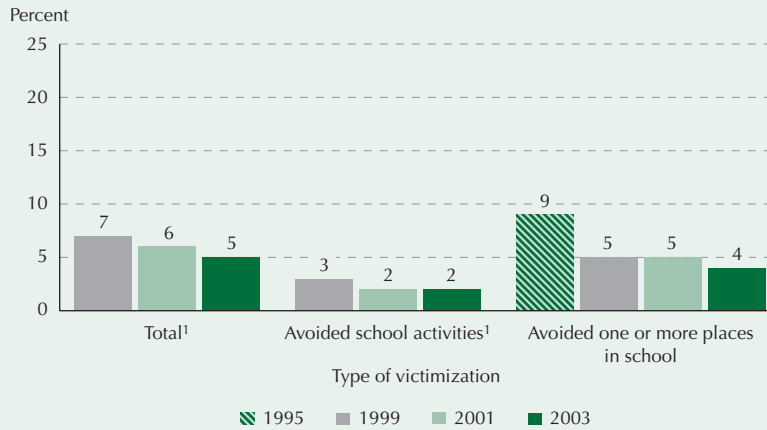
Generally, grade level was inversely associated with students' likelihood of avoiding places in school. In 2003, 6 percent of 6th-graders avoided one or more places in school, compared with 1 percent of 12th-graders (figure 18.2 and table 18.2). In the same year, students in urban areas were the most likely to avoid places in school: 6 percent of urban students reported that they had done so, compared with 4 percent of suburban and 3 percent of rural students. In addition, public school students were more likely than private school students to avoid places in school (4 vs. 2 percent).

*This indicator has been revised from the 2004 Indicators of School Crime and Safety report.*



*For more information:  
Tables 18.1 & 18.2  
Addington et al.  
2002*

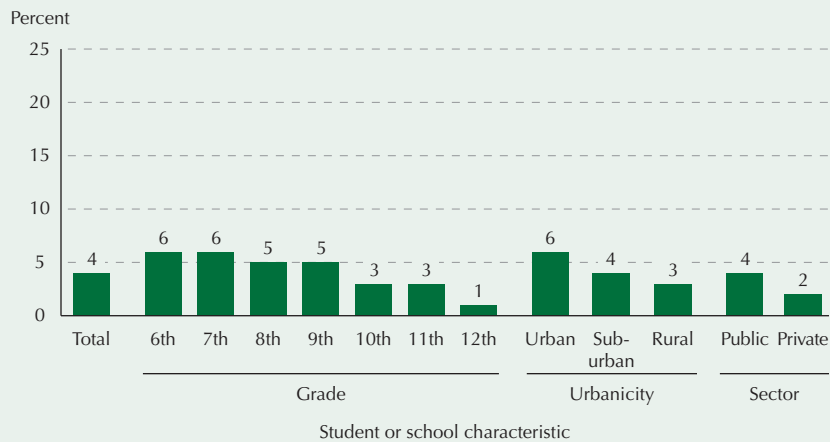
**Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or avoiding one or more places in school during the previous 6 months: Selected years, 1995–2003**



<sup>1</sup>Data for 1995 are not available.

NOTE: “Avoided school activities” includes skipped extracurricular activities, skipped class, or stayed home from school and “avoided one or more places in school” includes the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Students were not asked about avoiding school activities in the 1995 questionnaire. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995–2003.

**Figure 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school during the previous 6 months, by selected student and school characteristics: 2003**



NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2003.

**THIS PAGE INTENTIONALLY LEFT BLANK**



**DISCIPLINE,  
SAFETY,  
AND SECURITY  
MEASURES**



## SERIOUS DISCIPLINARY ACTIONS TAKEN BY PUBLIC SCHOOLS

*About 54 percent of public schools took a serious disciplinary action against a student in the 1999–2000 school year. Of those disciplinary actions, 83 percent were suspensions lasting 5 days or more, 11 percent were removals with no services (i.e., expulsions), and 7 percent were transfers to specialized schools.*

Removal of a student by a school for behavior problems stemming from crime and violence has serious impact on student instruction. In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions taken against students during the 1999–2000 school year for specific offenses unrelated to academic infractions.

About 54 percent of public schools took at least one serious disciplinary action against a student, including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools, for any offense that occurred in the 1999–2000 school year (table 19.1). Altogether, about 1,163,000 actions were taken. Of those serious disciplinary actions, 83 percent were suspensions for 5 days or more, 11 percent were removals with no services, and 7 percent were transfers to specialized schools (figure 19.1 and table 19.1).

Two percent of all public schools took one or more serious disciplinary actions in response to students' use of a firearm or explosive device, and 4 percent did so for the possession of such a device (figure 19.2 and table 19.1). Use of weapons other than firearms resulted in at least one serious disciplinary action in 5 percent of schools, while possession of weapons other than firearms led to a serious disciplinary action in 19 percent of schools.

Ten percent of all public schools took one or more serious disciplinary actions for the distribution of illegal drugs, and 20 percent for the possession or use of illegal drugs or alcohol. In 1999–2000, public schools took serious disciplinary actions for offenses such as fights (35 percent), threats (22 percent), insubordination (18 percent), and other nonacademic infractions (14 percent).

*This indicator repeats information from the 2004 Indicators of School Crime and Safety report.*

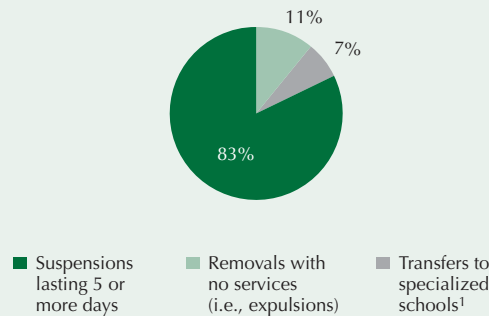


*For more information:*

*Table 19.1*

*Miller 2003 revised*

**Figure 19.1. Percentage distribution of serious disciplinary actions taken by public schools, by type of action: 1999–2000**

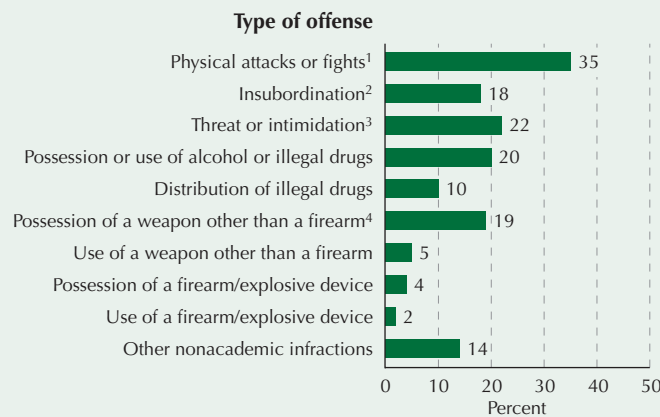


<sup>1</sup>A specialized school was defined for respondents as “a school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as respondent’s school.”

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

**Figure 19.2. Percentage of public schools that took a serious disciplinary action for selected offenses, by type of offense: 1999–2000**



<sup>1</sup>Physical attacks or fights were defined for respondents as “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.”

<sup>2</sup>Insubordination was defined for respondents as “a deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order.” It includes but is not limited to “direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.”

<sup>3</sup>Intimidation was defined for respondents as “to frighten, compel, or deter by actual or implied threats.” It includes bullying and sexual harassment.

<sup>4</sup>A firearm or explosive device was defined for respondents as “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.”

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCS questionnaire. Serious disciplinary action includes suspensions lasting 5 days or more, removals with no services (i.e. expulsions), and transfers to specialized schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

## SAFETY AND SECURITY MEASURES TAKEN BY PUBLIC SCHOOLS

*In 1999–2000, 14 percent of primary schools, 20 percent of middle schools, and 39 percent of secondary schools used one or more security cameras to monitor the school.*

Public schools employ a variety of practices and procedures intended to promote the safety of students and staff. While there has been little research on how these practices affect the rate of crime, these measures do show the array of practices that schools use and how frequently they use them. In the School Survey on Crime and Safety, public school principals were asked about the practices that their schools used during the 1999–2000 school year. Certain practices are intended to limit or control the access of people to school campuses, while others are intended to monitor or restrict their behavior once they are on campus using various technologies and tactics such as metal detectors, security cameras, and drug sweeps.

In 1999–2000, during school hours, 75 percent of schools controlled access to school buildings by locking or monitoring doors, and 34 percent of schools controlled access to school grounds with locked or monitored gates (table 20.1). The vast majority of public schools required visitors to sign or check in when entering the school building (97 percent), while few schools required either students or visitors to pass through metal detectors regularly (1 percent each).

Many security measures varied by school level, and not surprisingly, primary schools were generally less likely than middle schools and secondary schools to report using most security measures. While roughly one-quarter of schools required faculty or staff to wear picture IDs, 2 percent of primary schools, 6 percent of middle schools, and 13 percent of secondary schools required badges or picture IDs for students (figure 20.1 and table 20.1). Six percent of schools required clear book bags or banned book bags altogether, but this practice ranged from 2 percent of primary schools to 13 percent of middle schools and 12 percent of secondary schools. Between 3 and 4 percent of primary schools reported performing one or more random metal detector checks on students, using one or more random dog sniffs to check for drugs, and performing one or more random sweeps for contraband not including dog sniffs. In comparison, 15 percent of secondary schools reported random metal detector checks, half reported random dog sniffs, and one-quarter reported random sweeps for contraband. In 1999–2000, 14 percent of primary schools, 20 percent of middle schools, and 39 percent of secondary schools used one or more security cameras to monitor the school.

These practices also varied by school size, location, and other school characteristics. For example, in 1999–2000, urban fringe schools were more likely than city, town, or rural schools to use one or more security cameras to monitor the school (25 percent vs. 14–20 percent), and city schools were more likely than urban fringe, town, or rural schools to perform one or more random metal detector checks on students (16 percent vs. 4–6 percent; table 20.1).

*This is a new indicator.*



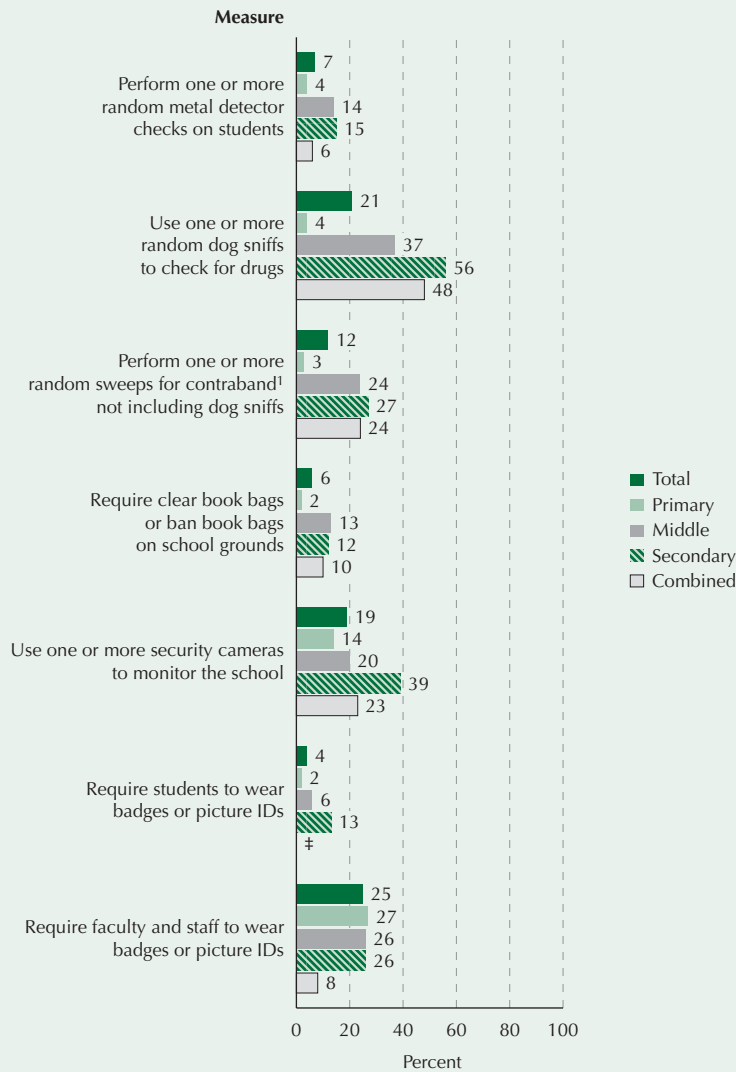
*For more information:*

*Table 20.1*

*Appendix B  
for definitions of  
school levels*

*U.S. Department  
of Education  
2004a*

**Figure 20.1. Percentage of public schools that used selected safety and security measures, by school level: 1999–2000**



‡ Reporting standards not met.

<sup>1</sup>For example, drugs or weapons.

NOTE: Either school principals or the person most knowledgeable about discipline issues at school completed the SSOCs questionnaire. "At school/at your school" was defined for respondents as including activities happening in school buildings, on school grounds, on school buses, and at places that are holding a school-sponsored event. 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. Secondary 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCs), 2000.

Indicator  
**21**

**STUDENTS' REPORTS OF SAFETY AND SECURITY MEASURES OBSERVED AT SCHOOL**

*In 2003, nearly all students ages 12–18 observed the presence of one or more of the selected security measures at their school.*

Schools use a variety of measures to promote the safety of students, ranging from codes of student conduct to metal detectors. However, research suggests that aggressive use of some security measures in schools can alienate students, increase distrust and misbehavior among students, and disrupt the school environment by interfering with learning (Beger 2003). The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they observed certain security measures at their schools. 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 actual practice. (See *Indicator 20* for use of measures as reported by schools.) In 2003, nearly all (99 percent) of students ages 12–18 observed one or more of the selected security measures at their school including metal detectors, locker checks, security cameras, security guards and/or police officers, adult supervision in hallways, a requirement that students wear badges or picture IDs, a code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in (figure 21.1 and table 21.1).

In 2003, 95 percent of students reported that their school had a student code of conduct, making it the most often observed safety and security measure, and 92 percent reported a requirement that visitors sign in. While 7 in 10 students observed security guards and/or police officers, 9 in 10 students reported observing other school staff or adult supervision in the hallway. Roughly half of students each reported locker checks, locked entrance or exit doors during the day, and observing one or more security cameras to monitor the school (53, 53, and 48 percent, respectively). Twenty-three percent of students reported ID badges were required at school, and 1 in 10 students reported the use of metal detectors.

The percentage of students reporting the presence of many school security measures increased between 1999 and 2003 (figure 21.1 and table 21.1). The percentage of students who reported their schools using visitor sign-in increased from 87 to 92 percent during this period, and the percentage who reported the presence of locked entrance or exit doors during the school day increased from 38 to 53 percent. Over the same period, there was also an increase in both the percentage observing security guards and/or police officers and the percentage observing other school staff or adult supervision in the hallway (from 54 to 70 percent and from 85 to 91 percent, respectively). The percentage of students who observed security cameras, a question that was only asked in the 2001 and 2003 surveys, increased as well—from 39 to 48 percent. In all survey years reported, no differences could be detected in the percentage reporting metal detectors, locker checks, the requirement of ID badges, or a code of student conduct.

*This is a new indicator.*

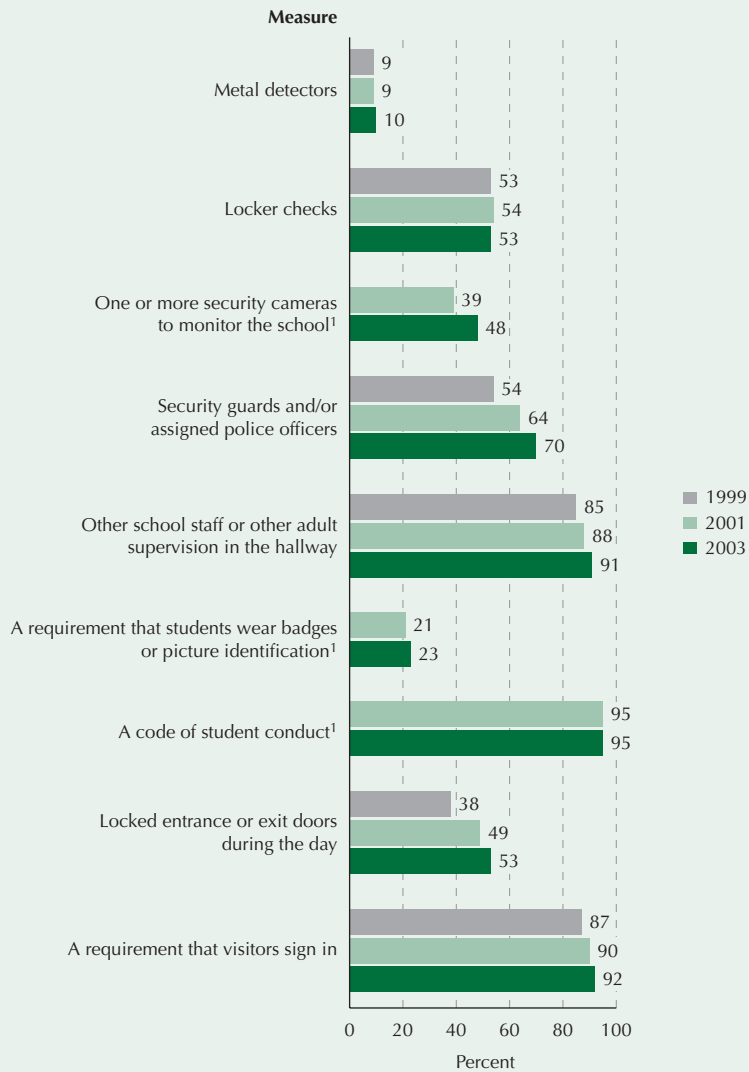
•••

*For more information:*

*Table 21.1*

*Addington et al.*  
*2002*

**Figure 21.1. Percentage of students ages 12–18 who reported selected security measures at school: 1999, 2001, and 2003**



<sup>1</sup>Data for 1999 are not available.

NOTE: In the 1999 survey, “at school” was defined as in the school building, on the school grounds, or on a school bus. In the 2001 and 2003 surveys, “at school” was defined as in the school building, on school property, on a school bus, or going to and from school. Some questions asked in the 2001 and 2003 questionnaires were not asked in the 1999 questionnaire.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999, 2001, and 2003.