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ABSTRACT

The string of tragic, violent incidents that occurred during the 1997-98 school year has refocused the American public's attention on school crime and safety. This statistical compilation supports the "Annual Report on School Safety: 1998" by presenting the latest available data on school crime and student safety. The report presents a profile of school crime and its victims. Organized as a series of indicators, each one displaying data on different aspects of school crime and safety, the report consists of five sections: (1) Nonfatal Student Victimization--Student Reports; (2) Violence and Crime at School--Public School Principal/Disciplinarian Reports; (3) Violent Deaths at School; (4) Nonfatal Teacher Victimization at School--Teacher Reports; and (5) School Environment. Data were collected by a variety of federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. Appendices include School Practices and Policies Related to Safety and Discipline, Technical Notes, and a glossary of terms. (MKW)

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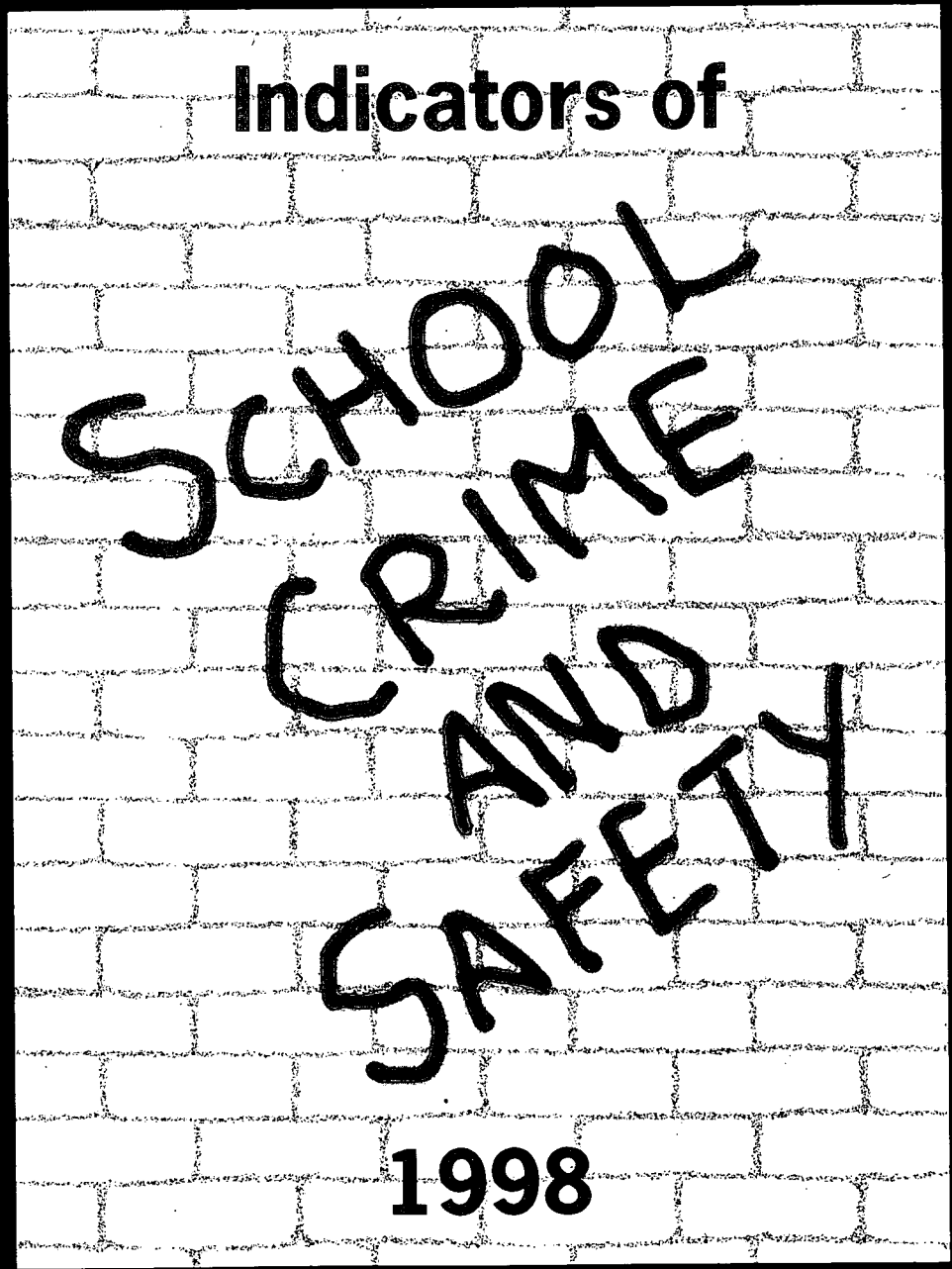
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Indicators of School Crime and Safety, 1998

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October 1998

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FOREWORD

The string of tragic violent incidents that occurred in school year 1997-1998 has refocused the American public's attention on school crime and safety. When the first events occurred, it became clear that there was no single source of information about crime and violence in the nation's schools, and President Clinton called on the Departments of Justice and Education to produce an annual report card on school violence. The Departments responded to that request by producing the *Annual Report on School Safety: 1998* to inform educators, parents and students about the current nature of crime in schools and about programs schools and school systems have instituted to work towards making schools safer.

At the same time, the statistical agencies of the two departments identified a broader range of indicators on school crime and safety to be reported annually. This report, *Indicators of School Crime and Safety, 1998*, is a joint effort by the Bureau of Justice Statistics and the National Center for Education Statistics. It is meant to provide detailed statistical information supporting the *Annual Report*. This series will provide the President, Congress, and the public with an analysis of the latest and best national data on school crime and safety in the United States.

In addition to providing this new report on school safety and crime, the Bureau of Justice Statistics and the National Center for Education Statistics have initiated new data collection efforts that will provide even more timely and accurate statistics on this issue in years to come. These efforts will include a more regularly conducted School Crime Supplement to the National Crime Victimization Survey scheduled now for 1999 and every two years thereafter, and a new biennial school-based survey starting in 2000 that will collect data on crime and discipline problems in our nation's schools.

We hope that this and subsequent reports will help inform the President, Congress, and the public on our nation's progress in providing our children with safe places to live and learn.

Pascal D. Forgione, Jr., Ph.D.
Commissioner of Education Statistics

Jan M. Chaiken, Ph.D.
Director of the Bureau of Justice Statistics

HIGHLIGHTS

Schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers cannot teach and students cannot learn. Recent efforts by schools, local authorities, and the state and federal governments have prompted the nation to focus on improving the safety of American schools. It is the hope that all children will be able to go to and from school and be at school without fearing for their safety or the safety of their friends and teachers. Judging progress toward providing safer schools requires establishing good indicators on the current state of school crime and safety and periodically monitoring and updating these indicators.

This report, the first in a series of annual reports on school crime and safety from the Bureau of Justice Statistics and the National Center for Education Statistics, presents the latest available data on school crime and student safety. The report provides a profile of school crime and safety in the United States and describes the characteristics of the victims of these crimes. It is organized as a series of indicators, with each indicator presenting data on different aspects of school crime and safety. There are five sections to the report: Nonfatal Student Victimization—Student Reports; Violence and Crime at School—Public School Principal/Disciplinarian Reports; Violent Deaths at School; Nonfatal Teacher Victimization at School—Teacher Reports; and School Environment. Each section contains a set of indicators that, taken as a whole, describe a distinct aspect of school crime and safety.

The indicators rely on data collected by a variety of federal departments and agencies including the Bureau of Justice Statistics, the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. Because the report relies on so many different data sets, the age groups and the time periods analyzed can vary from indicator to indicator. Readers should keep this in mind as they compare data from different indicators. Furthermore, while every effort has been made to keep key definitions consistent across indicators, different surveys sometimes use different definitions, such as those for specific crimes and “at school”.¹ Therefore caution should be used in making comparisons between results from different data sets. Descriptions of these data sets are located in appendix B of this report. Some of the key findings from the various sections of this report are as follows:²

¹ Readers should consult the glossary of terms in appendix C for the specific definitions used in each survey.

² All comparisons reported in this report were statistically significant at the 0.05 level. See appendix B for details on the methods used here.

NONFATAL STUDENT VICTIMIZATION—STUDENT REPORTS

In 1996, students ages 12 through 18 were victims of about 255,000 incidents of nonfatal serious violent crime at school and about 671,000 incidents away from school. These numbers indicate that when students were away from school they were more likely to be victims of nonfatal serious violent crime—including rape, sexual assault, robbery, and aggravated assault—than when they were at school (Indicator 1).

- The percentages of 12th graders who have been injured (with or without a weapon) at school have not changed notably over the past 20 years, although the percentages who have been threatened with injury (with a weapon or without a weapon) show a very slight overall upward trend (Indicator 3).
- In 1996, 5 percent of all 12th graders reported that they had been injured with a weapon such as a knife, gun, or club during the past 12 months while they were at school—that is, inside or outside the school building or on a school bus—and 12 percent reported that they had been injured on purpose without a weapon while at school (Indicator 3).
- Students were differentially affected by crime according to where they lived. In 1996, 12- through 18-year-old students living in urban areas were more vulnerable to serious violent crime than were students in suburban and rural areas both at and away from school. However, student vulnerability to theft in 1996 was similar in urban, suburban, and rural areas both at and away from school (Indicator 1).

VIOLENCE AND CRIME AT SCHOOL—PUBLIC SCHOOL PRINCIPAL/DISCIPLINARIAN REPORTS

In 1996–97, 10 percent of all public schools reported at least one serious violent crime to the police or a law enforcement representative. Principals' reports of serious violent crimes included murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Another 47 percent of public schools reported a less serious violent or nonviolent crime (but not a serious violent one). Crimes in this category include physical attack or fight without a weapon, theft/larceny, and vandalism. The remaining 43 percent of public schools did not report any of these crimes to the police (Indicator 6).

- Elementary schools were much less likely than either middle or high schools to report any type of crime in 1996–97. They were much more likely to report vandalism (31 percent) than any of the other crimes (19 percent or less) (Indicator 7).

- At the middle and high school levels, physical attack or fight without a weapon was generally the most commonly reported crime in 1996–97 (9 and 8 per 1,000 students, respectively). Theft or larceny was more common at the high school than the middle school level (6 versus 4 per 1,000 students) (Indicator 7).

VIOLENT DEATHS AT SCHOOL

Seventy-six students were murdered or committed suicide at school³ during the combined 1992–93 and 1993–94 school years (the latest period for which data are available). Nonstudent violent deaths also occurred at school. During this period, there were 105 violent deaths at school of which 29 involved nonstudents (Indicator 8).

- Most murders and suicides among young people occurred while they were away from school. In the combined 1992 and 1993 calendar years, 7,357 young people ages 5 through 19 were murdered, and 4,366 committed suicide in all locations (Indicator 8).
- Students in urban schools had a higher level of risk of violent death at school than their peers in suburban or rural schools. The estimated rate of school-associated violent death for students in urban schools was nine times greater than the rate for students in rural schools and two times greater than that for students in suburban schools during the combined 1992–93 and 1993–94 school years (Indicator 8).

NONFATAL TEACHER VICTIMIZATION AT SCHOOL—TEACHER REPORTS

Over the 5-year period from 1992 to 1996, teachers were victims of 1,581,000 nonfatal crimes at school, including 962,000 thefts and 619,000 violent crimes (rape or sexual assault, robbery, and aggravated and simple assault) (Indicator 9). This translates into about 316,000 nonfatal crimes per year over this time period.

- In the period from 1992 to 1996, middle and junior high school teachers were more likely to be victims of violent crime (most of which were simple assaults) than senior high school teachers, who in turn were more likely to be victims of violent crime than elementary school teachers (Indicator 9).

³ For this indicator, “at school” includes on school property, on the way to or from school, and while attending or traveling to or from an official school-sponsored event.

- In the 1993–94 school year, 12 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student. This represented about 341,000 teachers who were victims of threats of injury by students and 120,000 teachers who were victims of attacks by students that year (Indicator 10).

SCHOOL ENVIRONMENT

Between 1989 and 1995, there were increases in the percentages of students feeling unsafe while they were at school and while they were going to and from school. In 1989, 6 percent of students ages 12 through 19 sometimes or most of the time feared they were going to be attacked or harmed at school. By 1995, this percentage had risen to 9 percent. During the same period, the percentage of students fearing they would be attacked while traveling to and from school rose from 4 percent to 7 percent (Indicator 12).

- Between 1989 and 1995, the percentage of students ages 12 through 19 who avoided one or more places at school for fear of their own safety increased, from 5 percent to 9 percent. In 1995, this percentage represented 2.1 million students (Indicator 13).
- Between 1989 and 1995, the percentage of students who reported that street gangs were present at their schools increased. In 1989, 15 percent of students reported gangs being present in their schools. By 1995, this percentage had risen to 28 percent (Indicator 14).
- There was a decline between 1993 and 1996 in the percentage of male high school seniors who reported carrying a weapon to school at least 1 day within the 4 weeks before the survey—the percentage fell from 14 percent in 1993 to 9 percent in 1996. However, there was little change in the percentage of female students who reported doing so (from 2 to 3 percent) (Indicator 11).
- Although 12th graders were less likely to use alcohol at school than at home or at parties, in 1996 about 8 percent of 12th graders had consumed alcohol at school in the past 12 months (Indicator 16).
- The percentage of 12th graders who had taken various illegal drugs at school in the previous 12 months declined between 1976 and 1992. However, since 1992, use of marijuana and stimulants at school has increased (Indicator 17).

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TABLE OF CONTENTS

| | Page |
|---------------------------------------------------------------------------------------------------|------|
| Foreword..... | iii |
| Highlights | v |
| Acknowledgments | ix |
| List of Tables..... | xiii |
| List of Figures | xix |
| | |
| Nonfatal Student Victimization—Student Reports..... | 1 |
| 1. Victimization of students at school and away from school..... | 2 |
| 2. Prevalence of students being victimized at school | 6 |
| 3. Prevalence of 12th graders being injured or threatened with injury at school | 8 |
| 4. Prevalence of students being bullied at school..... | 10 |
| 5. Prevalence of 12th graders having property stolen or damaged at school..... | 11 |
| Violence and Crime at School—Public School Principal/Disciplinarian Reports..... | 13 |
| 6. Crimes reported to the police..... | 14 |
| 7. Specific crimes reported to the police | 16 |
| Violent Deaths at School..... | 19 |
| 8. Violent deaths at school and away from school..... | 20 |
| Nonfatal Teacher Victimization at School—Teacher Reports..... | 23 |
| 9. Nonfatal teacher victimization at school | 24 |
| 10. Prevalence of teachers being threatened with injury or attacked by students..... | 26 |
| School Environment..... | 27 |
| 11. Prevalence of students carrying weapons to school..... | 28 |
| 12. Students’ perceptions of personal safety at school and when traveling to and from school..... | 30 |
| 13. Students’ reports of avoiding places at school | 32 |
| 14. Students’ reports of gangs at school..... | 34 |
| 15. Public school principals’ reports of discipline problems at school | 36 |
| 16. Prevalence of 12th graders using alcohol at school and away from school | 38 |
| 17. Prevalence of 12th graders using other drugs at school and away from school..... | 40 |

| | Page |
|----------------------------------------------------------------------------------|-------------|
| Supplemental Tables | 43 |
| Standard Error Tables..... | 83 |
| Appendix A. School Practices and Policies Related to Safety and Discipline | 121 |
| Appendix B. Technical Notes | 135 |
| Appendix C. Glossary of Terms | 155 |

LIST OF TABLES

| Table | Page |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1a | Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1992 to 1994 44 |
| 1.1b | Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1995 to 1996 45 |
| 1.2a | Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994..... 46 |
| 1.2b | Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996..... 47 |
| 1.3a | Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 1994..... 48 |
| 1.3b | Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1995 to 1996 49 |
| 1.4a | Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994 50 |
| 1.4b | Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996 51 |
| 2.1 | Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization, grade level, and school control: 1989 and 1995 52 |
| 3.1 | Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996 53 |
| 3.2 | Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996..... 54 |
| 4.1 | Percentage and number of students in grades 6 to 12 who reported being bullied at school during the current school year, by urbanicity and selected student characteristics: 1993..... 55 |
| 5.1 | Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996..... 56 |
| 5.2 | Percentage of 12th graders who reported that someone had deliberately damaged their property at school during the past 12 months, by sex: 1976 to 1996 57 |
| 6.1 | Percentage of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97 58 |
| 6.2 | Number of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97 59 |

| Table | Page |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.3 | Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97 60 |
| 6.4 | Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97 61 |
| 7.1 | Percentage of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 62 |
| 7.2 | Percentage of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 63 |
| 7.3 | Number of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 64 |
| 7.4 | Number of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 65 |
| 7.5 | Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 66 |
| 7.6 | Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97 67 |
| 7.7 | Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97 68 |
| 7.8 | Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97 69 |
| 8.1 | Number and percentage of school-associated violent deaths, by selected characteristics: 1992–93 and 1993–94 school years..... 70 |
| 9.1 | Number of nonfatal crimes against teachers at school and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996..... 71 |
| 10.1 | Percentage and number of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 school year..... 72 |
| 11.1 | Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: 1992 to 1996 73 |
| 11.2 | Percentage of students in grades 9 to 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, and 1997 74 |
| 12.1 | Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school or on the way to and from school, by selected student characteristics: 1989 and 1995 75 |
| 13.1 | Percentage and number of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and selected student characteristics: 1989 and 1995 76 |
| 14.1 | Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity and selected student characteristics: 1989 and 1995 77 |

| Table | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 15.1 Percentage and number of public schools reporting that 1 or more of 17 discipline issues was a serious problem in their school, by urbanicity and selected school characteristics: 1996–97..... | 78 |
| 16.1 Percentage of 12th graders who reported using alcohol in the past 12 months, by place and sex: 1976 to 1996..... | 79 |
| 17.1 Percentage of 12th graders who reported taking illegal drugs at school in the past 12 months, by type of drug: 1976 to 1997..... | 80 |
| 17.2 Percentage of 12th graders who reported taking illegal drugs in the past 12 months, by location and type of drug: 1976 to 1997..... | 81 |
| S1.1a Standard errors for table 1.1a: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1992 to 1994..... | 84 |
| S1.1b Standard errors for table 1.1b: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1995 to 1996..... | 85 |
| S1.2a Standard errors for table 1.2a: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994..... | 86 |
| S1.2b Standard errors for table 1.2b: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996..... | 87 |
| S1.3a Standard errors for table 1.3a: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 1994..... | 88 |
| S1.3b Standard errors for table 1.3b: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1995 to 1996..... | 89 |
| S1.4a Standard errors for table 1.4a: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994..... | 90 |
| S1.4b Standard errors for table 1.4b: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996..... | 91 |
| S2.1 Standard errors for table 2.1: Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization, grade level, and school control: 1989 and 1995..... | 92 |
| S3.1 Standard errors for table 3.1: Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996..... | 93 |
| S3.2 Standard errors for table 3.2: Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996..... | 94 |

| Table | Page |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| S4.1 Standard errors for table 4.1: Percentage and number of students in grades 6 to 12 who reported being bullied at school during the current school year, by urbanicity and selected student characteristics: 1993..... | 95 |
| S5.1 Standard errors for table 5.1: Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996..... | 96 |
| S5.2 Standard errors for table 5.2: Percentage of 12th graders who reported that someone had deliberately damaged their property at school during the past 12 months, by sex: 1976 to 1996 | 97 |
| S6.1 Standard errors for table 6.1: Percentage of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97..... | 98 |
| S6.2 Standard errors for table 6.2: Number of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97..... | 99 |
| S6.3 Standard errors for table 6.3: Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97..... | 100 |
| S6.4 Standard errors for table 6.4: Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97 | 101 |
| S7.1 Standard errors for table 7.1: Percentage of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 102 |
| S7.2 Standard errors for table 7.2: Percentage of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 103 |
| S7.3 Standard errors for table 7.3: Number of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 104 |
| S7.4 Standard errors for table 7.4: Number of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 105 |
| S7.5 Standard errors for table 7.5: Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 106 |
| S7.6 Standard errors for table 7.6: Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 107 |
| S7.7 Standard errors for table 7.7: Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97..... | 108 |
| S7.8 Standard errors for table 7.8: Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97 | 109 |

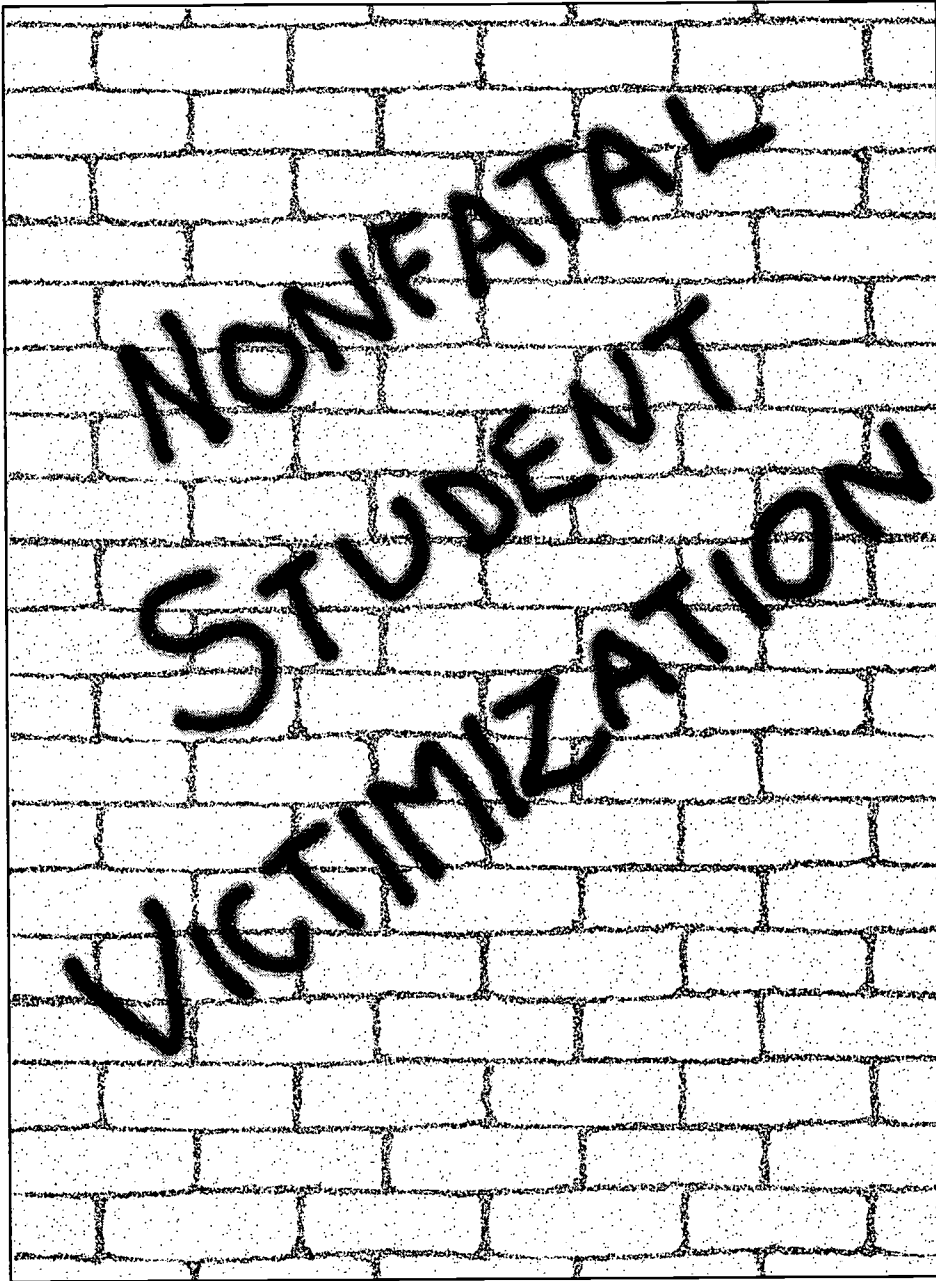
| Table | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| S9.1 Standard errors for table 9.1: Number of nonfatal crimes against teachers at school and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996 | 110 |
| S10.1 Standard errors for table 10.1: Percentage and number of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 school year | 111 |
| S11.1 Standard errors for table 11.1: Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: 1992 to 1996..... | 112 |
| S11.2 Standard errors for table 11.2: Percentage of students in grades 9 to 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, and 1997..... | 113 |
| S12.1 Standard errors for table 12.1: Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school or on the way to and from school, by selected student characteristics: 1989 and 1995..... | 114 |
| S13.1 Standard errors for table 13.1: Percentage and number of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and selected student characteristics: 1989 and 1995..... | 115 |
| S14.1 Standard errors for table 14.1: Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity and selected student characteristics: 1989 and 1995 | 116 |
| S15.1 Standard errors for table 15.1: Percentage and number of public schools reporting that 1 or more of 17 discipline issues was a serious problem in their school, by urbanicity and selected school characteristics: 1996–97..... | 117 |
| S16.1 Standard errors for table 16.1: Percentage of 12th graders who reported using alcohol in the past 12 months, by place and sex: 1976 to 1996 | 118 |
| S17.1 Standard errors for table 17.1: Percentage of 12th graders who reported taking illegal drugs at school in the past 12 months, by type of drug: 1976 to 1997 | 119 |
| S17.2 Standard errors for table 17.2: Percentage of 12th graders who reported taking illegal drugs in the past 12 months, by location and type of drug: 1976 to 1997 | 120 |
| A1 Percentage of public schools reporting that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97 | 123 |
| A2 Percentage of public schools reporting that students were required to wear school uniforms, by selected school characteristics: 1996–97 | 124 |
| A3 Percentage of public schools reporting that they use various types of security measures at their schools, by selected school characteristics: 1996–97 | 125 |
| A4 Percentage of public schools reporting that various levels of police or other law enforcement representatives were present during a typical week, by selected school characteristics: 1996–97 | 126 |
| A5 Percentage of public schools reporting formal school violence prevention or reduction programs or efforts, by selected school characteristics: 1996–97 | 127 |

| Table | Page |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A6 | Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97 128 |
| A7 | Standard errors for table A1: Percentage of public schools reporting that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97 129 |
| A8 | Standard errors for table A2: Percentage of public schools reporting that students were required to wear school uniforms, by selected school characteristics: 1996–97 130 |
| A9 | Standard errors for table A3: Percentage of public schools reporting that they use various types of security measures at their schools, by selected school characteristics: 1996–97 131 |
| A10 | Standard errors for table A4: Percentage of public schools reporting that various levels of police or other law enforcement representatives were present during a typical week, by selected school characteristics: 1996–97 132 |
| A11 | Standard errors for table A5: Percentage of public schools reporting formal school violence prevention or reduction programs or efforts, by selected school characteristics: 1996–97 133 |
| A12 | Standard errors for table A6: Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97 134 |
| B1 | Descriptions of data sources and samples used in the report 136 |
| B2 | Wording of survey questions used to construct indicators 144 |
| B3 | Methods used to calculate standard errors of statistics for different surveys 151 |

LIST OF FIGURES

| Figure | | Page |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1.1 | Number of nonfatal crimes against students ages 12 through 18 per 1,000 students, by type of crime and location: 1992 to 1996..... | 3 |
| 1.2 | Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1996..... | 4 |
| 1.3 | Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1996 | 5 |
| 2.1 | Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization and school control: 1989 and 1995..... | 7 |
| 3.1 | Percentage of 12th graders who reported that someone had injured or had threatened to injure them at school during the past 12 months, by sex: 1996 | 8 |
| 3.2 | Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by sex: 1976 to 1996..... | 9 |
| 3.3 | Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by sex: 1976 to 1996 | 9 |
| 4.1 | Percentage of students in grades 6 to 12 who reported being bullied at school during the current school year, by grade: 1992–93..... | 10 |
| 5.1 | Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996..... | 11 |
| 6.1 | Percentage distribution of public schools according to types of crimes reported to police: 1996–97..... | 14 |
| 6.2 | Percentage of public schools reporting one or more criminal incidents to police and number of incidents reported per 1,000 students, by seriousness of crimes, instructional level, and urbanicity: 1996–97 | 15 |
| 7.1 | Percentage of public schools reporting one or more criminal incidents to police, by type of crime and instructional level: 1996–97 | 16 |
| 7.2 | Number of crimes per 1,000 public school students, by type of crime, instructional level, and urbanicity: 1996–97 | 17 |
| 8.1 | Number of murders and suicides of students at school and of youth ages 5 through 19 away from school: Combined 1992 and 1993..... | 21 |
| 8.2 | Percentage distribution of murders and suicides of students at school, by race–ethnicity, instructional level, and urbanicity: 1992–93 and 1993–94 school years..... | 21 |
| 9.1 | Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996..... | 25 |

| Figure | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 10.1 Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and control: 1993–94 school year | 26 |
| 11.1 Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: Selected years 1992 to 1996..... | 28 |
| 11.2 Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by race–ethnicity: 1993, 1995, and 1997 | 29 |
| 12.1 Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school, by race–ethnicity: 1989 and 1995 | 30 |
| 12.2 Percentage of students ages 12 through 19 who reported fearing being attacked or harmed on the way to and from school, by race–ethnicity: 1989 and 1995..... | 31 |
| 12.3 Percentage of black, non-Hispanic students ages 12 through 19 who reported fearing being attacked or harmed on the way to and from school, by urbanicity: 1989 and 1995..... | 31 |
| 13.1 Percentage of students ages 12 through 19 who reported that they avoided one or more places in school, by race–ethnicity: 1989 and 1995 | 32 |
| 13.2 Percentage of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and race–ethnicity: 1989 and 1995 | 33 |
| 14.1 Percentage of students ages 12 through 19 who reported that street gangs were present at school, by control of school: 1989 and 1995..... | 34 |
| 14.2 Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity: 1989 and 1995..... | 35 |
| 15.1 Percentage of public schools reporting that 1 or more of 17 discipline issues was a serious problem in their school, by instructional level and urbanicity: 1996–97..... | 37 |
| 16.1 Percentage of 12th graders who reported using alcohol in the past 12 months, by place: 1976 to 1996..... | 38 |
| 16.2 Percentage of 12th graders who reported using alcohol in the past 12 months, by location and sex: 1976 to 1996..... | 39 |
| 17.1 Percentage of 12th graders who reported using marijuana in the past 12 months, by location: 1976 to 1997..... | 40 |
| 17.2 Percentage of 12th graders who reported using stimulants in the past 12 months, by location: 1976 to 1997..... | 41 |



**Nonfatal Student Victimization—
Student Reports**

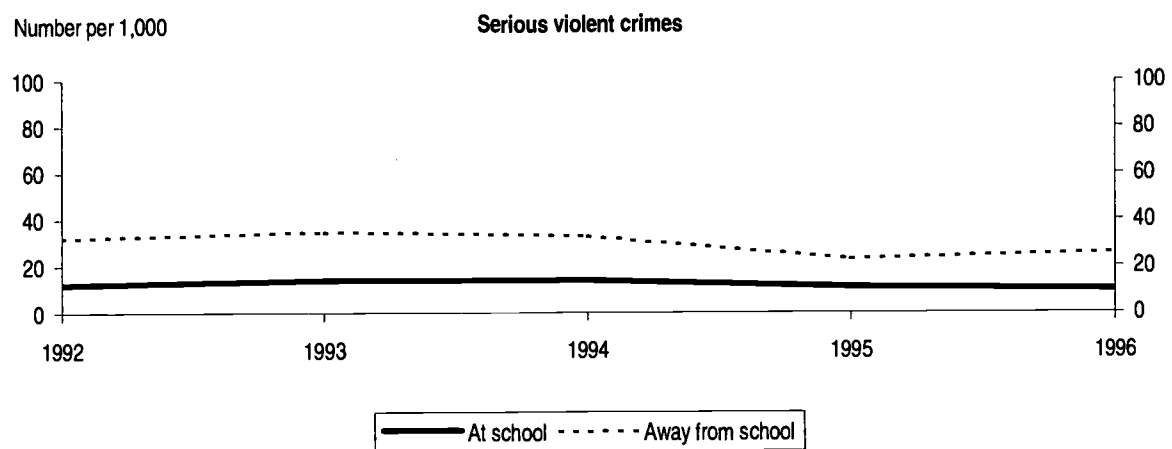
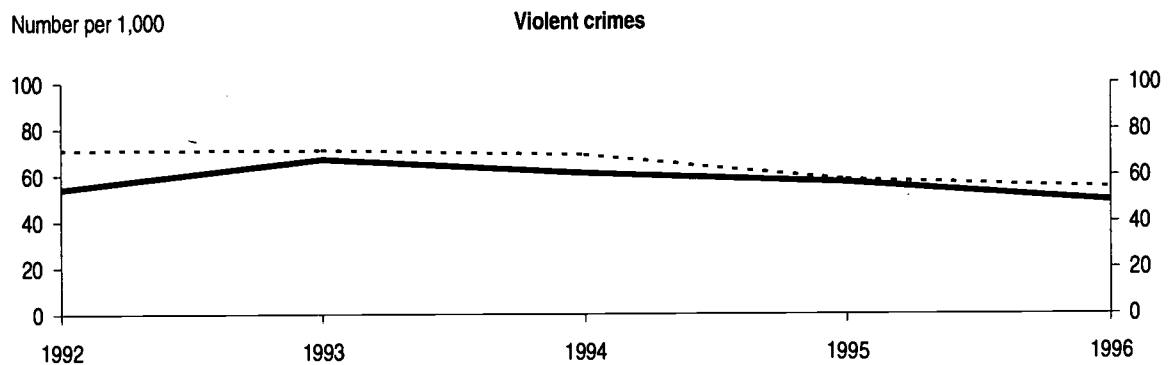
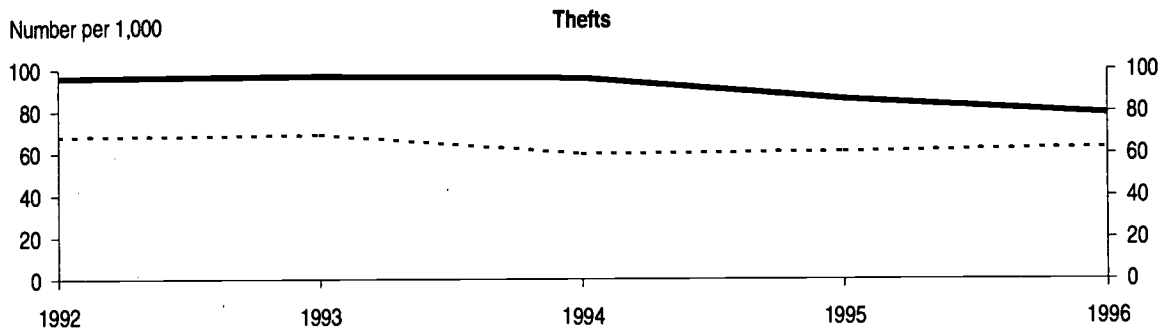
1. Victimization of students at school and away from school

The amount of crime committed in the nation's schools continues to be a concern. However, students are exposed and vulnerable to crime away from as well as at school. In fact, life away from school may be more dangerous for some students than life at school.

- Students ages 12 through 18 experienced fewer nonfatal serious violent crimes (that is, rape, sexual assault, robbery, and aggravated assault) at school than away from school.¹ In 1996, students in this age group were victims of about 255,000 incidents of such crimes at school and about 671,000 incidents away from school (tables 1.1b and 1.3b). The victimization rate for this type of crime remained relatively constant at school from 1992 to 1996, and declined very slightly away from school (figure 1.1 and tables 1.2a, b and 1.4a, b).
- Students ages 12 through 18 were victims of about 1.3 million incidents of nonfatal violent crime (that is, serious violent crime plus simple assault) at school, and about 1.4 million incidents away from school in 1996 (tables 1.1b and 1.3b). There was a decline in the victimization rate at school between 1993 and 1996 (from 67 to 49 incidents per 1,000 students ages 12 through 18) (figure 1.1 and tables 1.2a, b). During this period, the victimization rates for nonfatal violent crime were similar at school and away from school.
- Students ages 12 through 18 were more likely to be victims of theft at school than away from school each year between 1992 and 1996 (tables 1.1a, b and 1.3a, b). In 1996, they were victims of about 2.1 million thefts at school (62 percent of all crimes at school) and about 1.6 million thefts away from school (53 percent of all crimes away from school). The victimization rate declined slightly for thefts at school between 1992 and 1996, but remained about the same for thefts away from school during this period (figure 1.1 and tables 1.2a, b and 1.4a, b).
- Considering all nonfatal crime (theft plus violent crime), 12- through 18-year-old students were victims of about 3.3 million crimes while they were at school in 1996, and a similar number of crimes (about 3.1 million) away from school (tables 1.1b and 1.3b). These represent victimization rates of 128 crimes per 1,000 students at school and 117 crimes per 1,000 students away from school (tables 1.2b and 1.4b).
- In 1996, the rates for serious violent crime were higher for males than females at school and away from school (figures 1.2 and 1.3 and tables 1.2b and 1.4b). The rates for theft were similar for males and females at school but higher for males away from school compared to females.
- In 1996, 12- through 18-year-old students living in urban areas were more vulnerable to serious violent crime than were students in suburban and rural areas both at school and away from school (figures 1.2 and 1.3 and tables 1.2b and 1.4b). However, student vulnerability to theft in 1996 was similar in urban, suburban, and rural areas both at school and away from school.

¹ For this indicator, "at school" includes on school property or on the way to or from school.

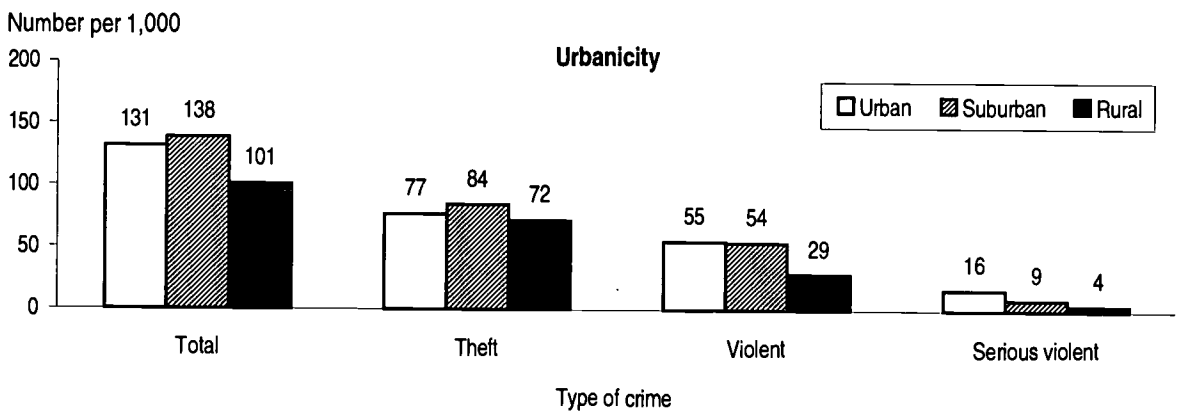
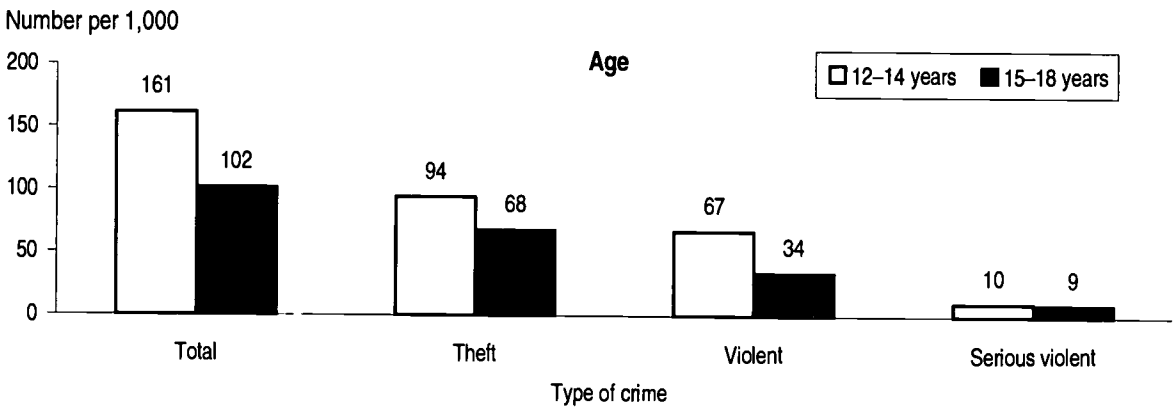
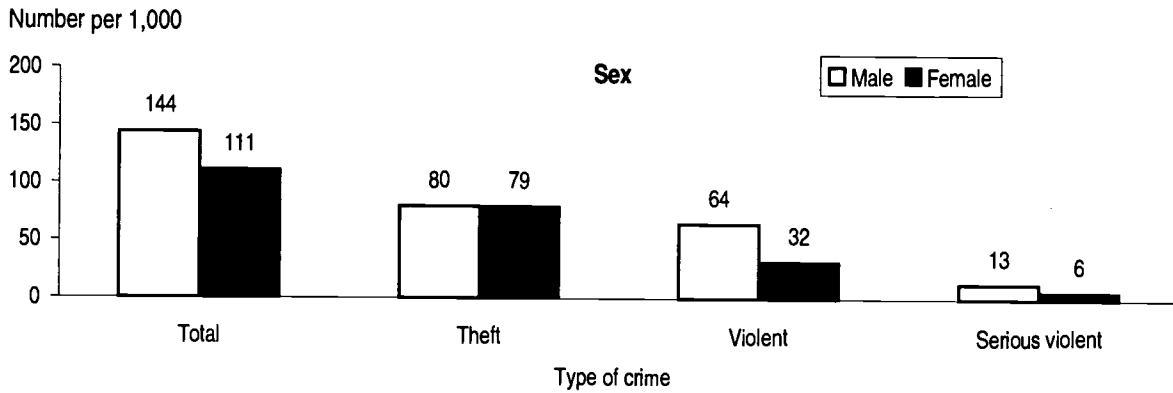
Figure 1.1.—Number of nonfatal crimes against students ages 12 through 18 per 1,000 students, by type of crime and location: 1992 to 1996



NOTE: Violent crimes include serious violent crimes and simple assault. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. "At school" includes 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, 1992 to 1996.

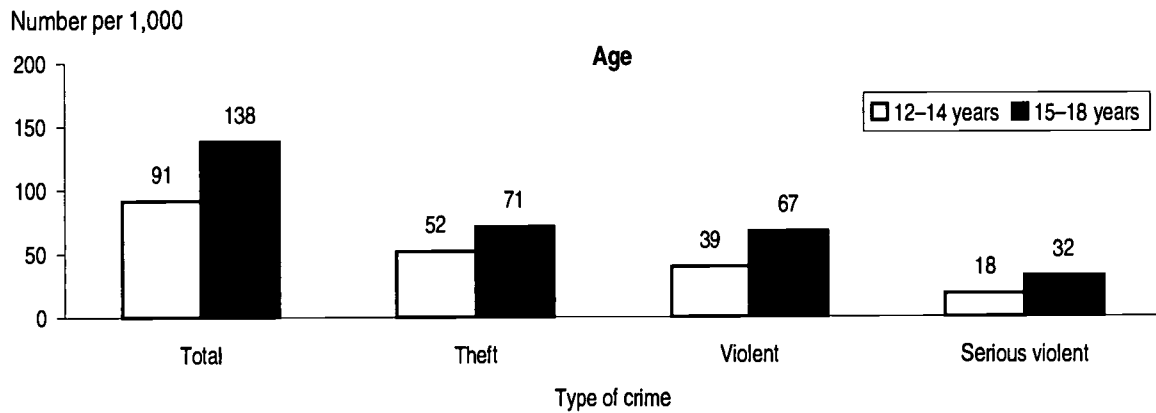
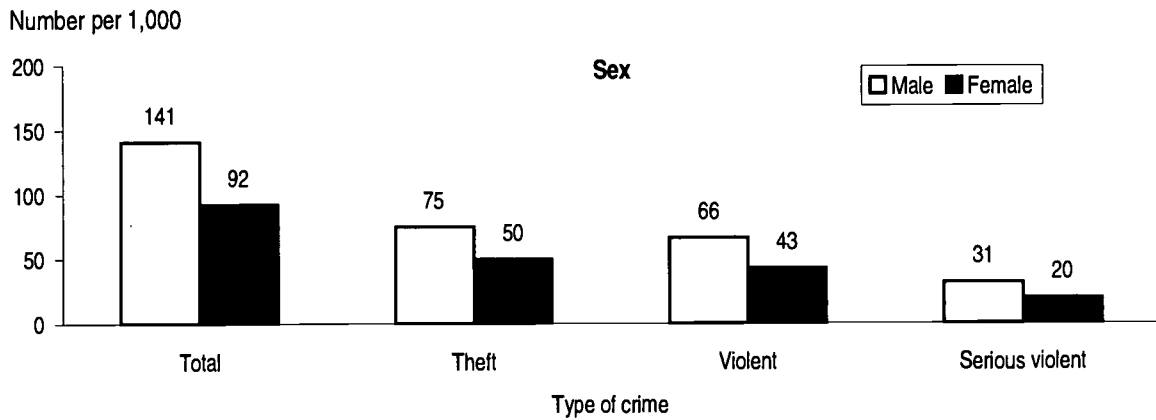
Figure 1.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1996



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996.

Figure 1.3.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1996



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault.

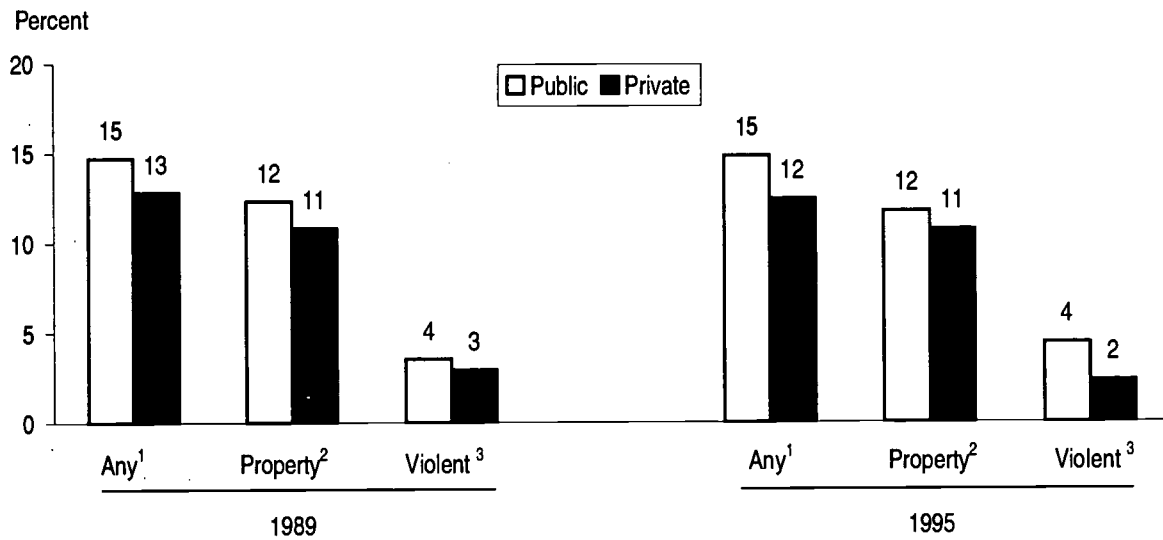
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996.

2. Prevalence of students being victimized at school

Some of the crimes committed against students involve violence, while others involve their property. Presenting information on different types of victimization for public and private school students separately helps clarify how many students are affected and where the most serious problems are.

- In 1995, about 15 percent of students ages 12 through 19 reported being victims of a crime at school during the previous 6 months (figure 2.1 and table 2.1). Students in both public and private schools were much more likely to report theft of property (from their desks, lockers, or other location) than they were to report being the victim of a violent crime (being physically attacked or having property taken by force).
- Public school students were more likely to report having been victims of a violent crime during the previous 6 months (4 percent) than were private school students (2 percent) in 1995 (figure 2.1 and table 2.1). Public and private school students were about equally likely to report having had property stolen at school (theft) in that year (12 and 11 percent, respectively).
- Victimization was related to grade level. In 1995, students in higher grades were less likely to report being the victims of violent and property crimes than were students in lower grades (table 2.1). When considering both types of crime, there was a notable difference between students in grades 6 through 9 on the one hand and students in grades 11 and 12 on the other.

Figure 2.1.—Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization and school control: 1989 and 1995



¹"Any victimization" is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization."

²Property victimization includes theft of property from a student's desk, locker, or other locations.

³Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

NOTE: "At school" means in the school building, on the school grounds, or on a school bus.

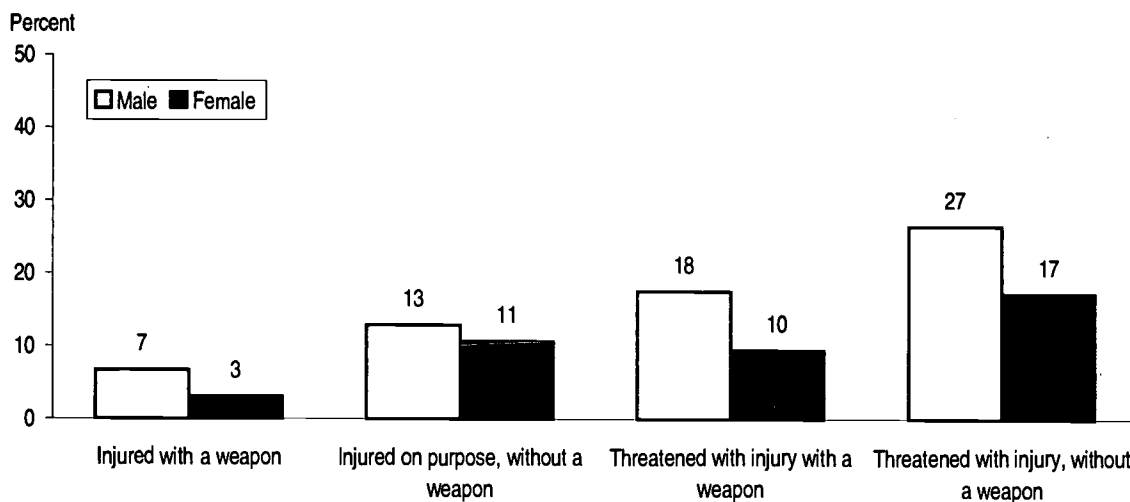
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

3. Prevalence of 12th graders being injured or threatened with injury at school

Every year, some students are injured or threatened with injury while they are at school. The percentages of students victimized in this way provide an important measure of how safe our schools are and how this is changing over time.

- The percentages of 12th graders who have been injured at school—that is, inside or outside the school building or on a school bus—(with or without a weapon) have not changed notably over the past 20 years, although the percentages who have been threatened with injury (with a weapon or without a weapon) show a very slight overall upward trend (figures 3.2 and 3.3 and tables 3.1 and 3.2).
- In 1996, 5 percent of all 12th graders reported that they had been injured with a weapon such as a knife, gun, or club during the past 12 months while they were at school, and 12 percent reported that they had been injured on purpose without a weapon while at school (table 3.1).
- In 1996, 13 percent of all 12th graders reported that someone had threatened them with a weapon at school, and 22 percent reported that they had been threatened with injury without a weapon at school (table 3.2).
- Male and female 12th graders were about equally likely to report having been injured on purpose without a weapon in 1996 at school (13 and 11 percent, respectively) (figure 3.1 and table 3.1). However, males were more likely than females to have been injured with a weapon or threatened with injury with or without a weapon while at school (figure 3.1 and tables 3.1 and 3.2).

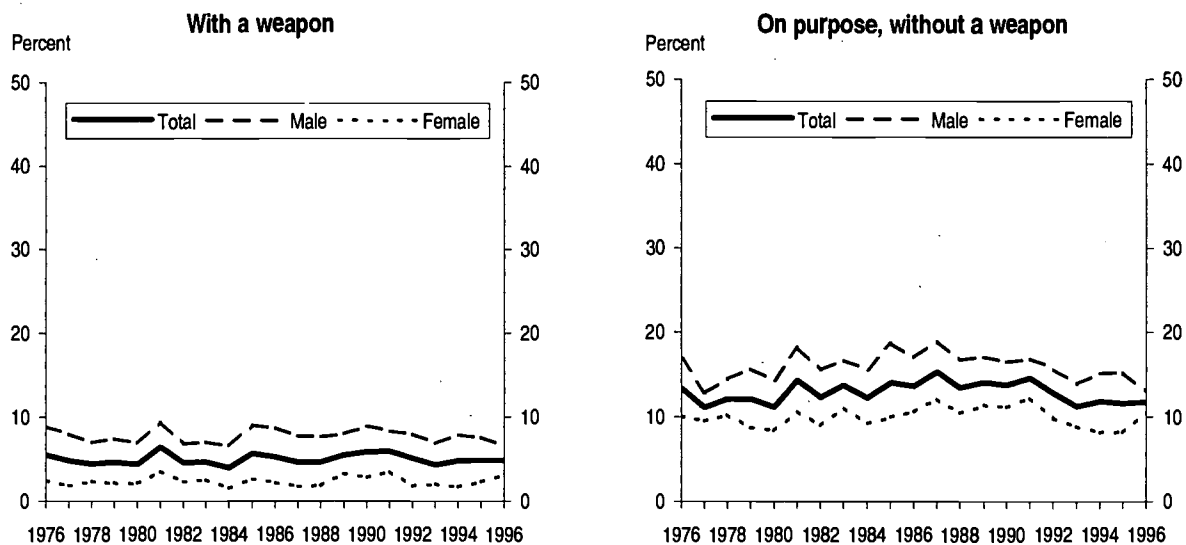
Figure 3.1.—Percentage of 12th graders who reported that someone had injured or had threatened to injure them at school during the past 12 months, by sex: 1996



NOTE: Examples of weapons are guns, knives, and clubs. "At school" means inside or outside the school building or on a school bus. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1996.

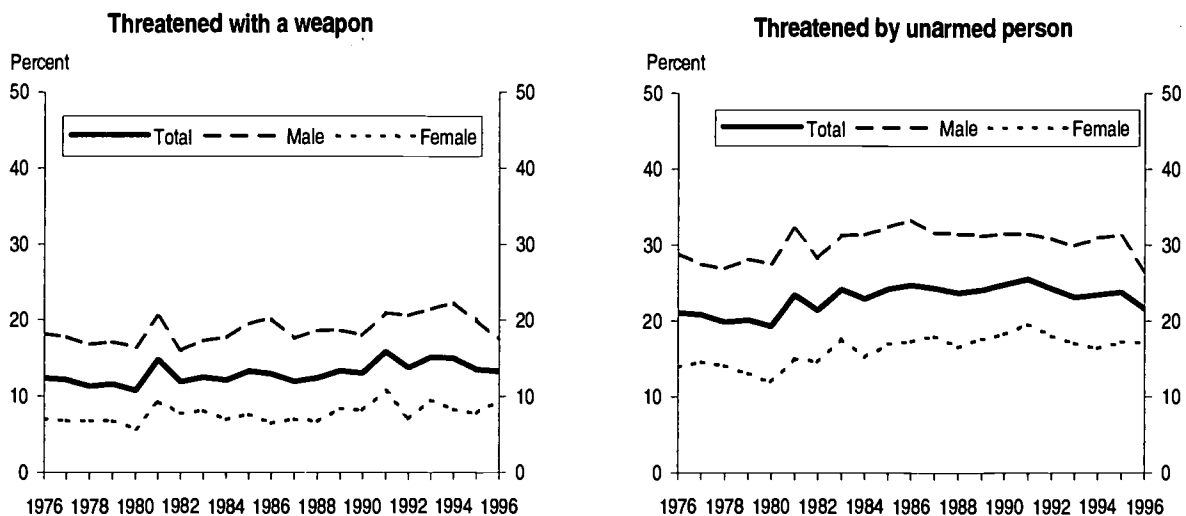
Figure 3.2.—Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by sex: 1976 to 1996



NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Figure 3.3.—Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by sex: 1976 to 1996



NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Response rates for this survey do not meet NCES standards. See table B1 for details.

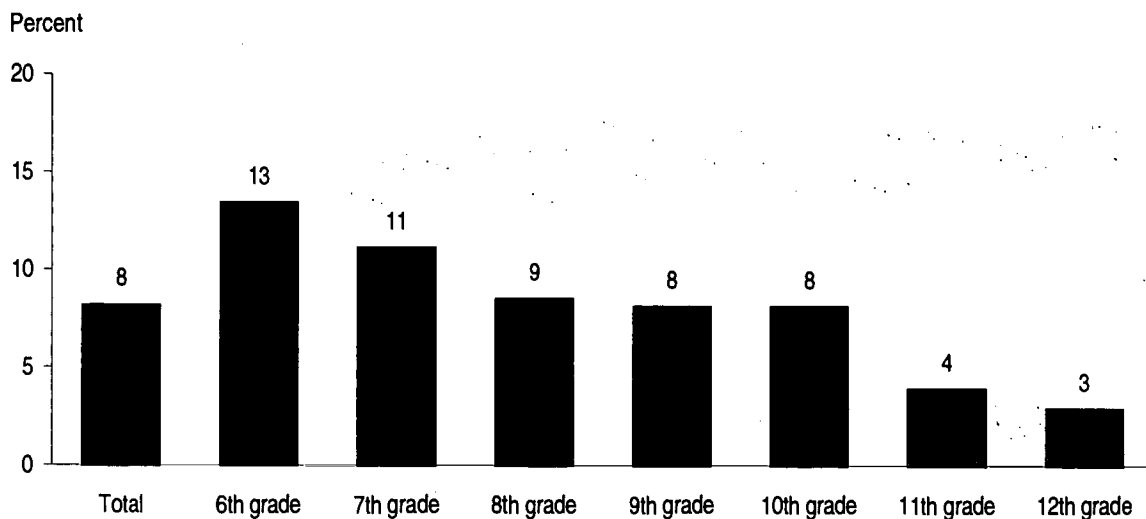
SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

4. Prevalence of students being bullied at school

Bullying contributes to a climate of fear and intimidation in schools. As part of a youth interview on school safety and discipline conducted in 1993, students in grades 6 through 12 were asked if they had been victims of bullying at school.

- Eight percent of all students in grades 6 through 12 reported that they had been victims of bullying at school during the 1992–93 school year (either in school, at school activities during the day, or on the way to or from school) (figure 4.1 and table 4.1).
- The incidence of bullying declined as grade level increased (figure 4.1 and table 4.1). Students in 6th grade were about four times as likely as students in 12th grade to report being bullied at school in the 1992–93 school year.
- The incidence of bullying at school was about the same (between 8 and 10 percent) in the 1992–93 school year regardless of the urbanicity of the place where the student lived (table 4.1).
- Urban males were more likely than urban females to report being victims of bullying at school (9 percent versus 6 percent) in the 1992–93 school year (table 4.1). However, this was not true of males and females in suburban areas or in rural areas.²

Figure 4.1.—Percentage of students in grades 6 to 12 who reported being bullied at school during the current school year, by grade: 1992–93



NOTE: Bullying was described as students picking on others a lot or making other students do things such as give them money. "At school" means in school, at school activities during the day, or on the way to or from school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1993.

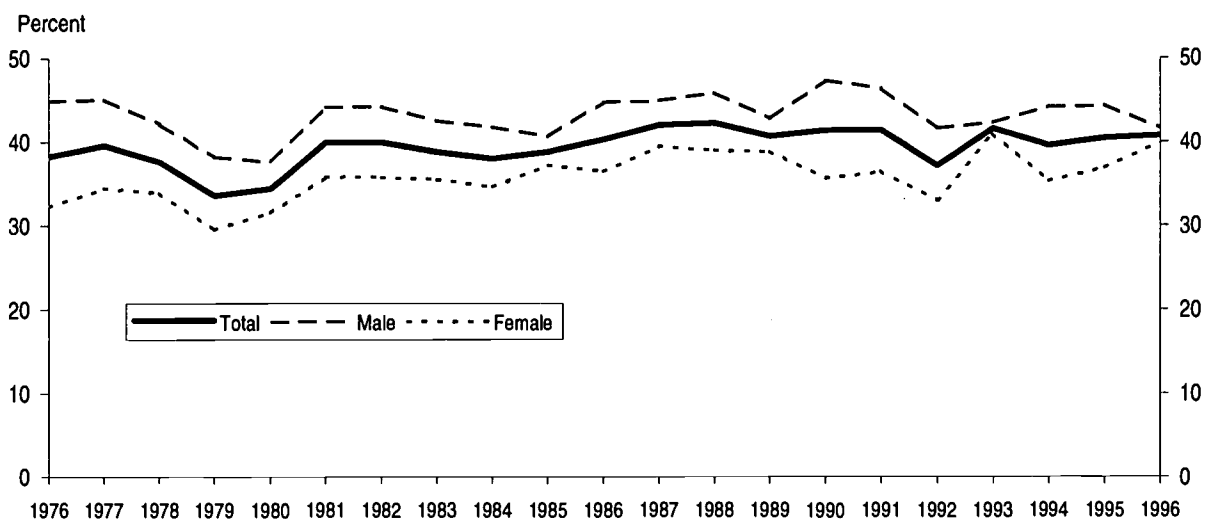
² See appendix C for definition of suburban used in NHES.

5. Prevalence of 12th graders having property stolen or damaged at school

One way that students are victimized at school is by having their personal property stolen or deliberately damaged. While less harmful than attacks on students themselves, such crimes have financial consequences and can divert students' attention from their studies as well as contribute to perceptions of school as unsafe places.

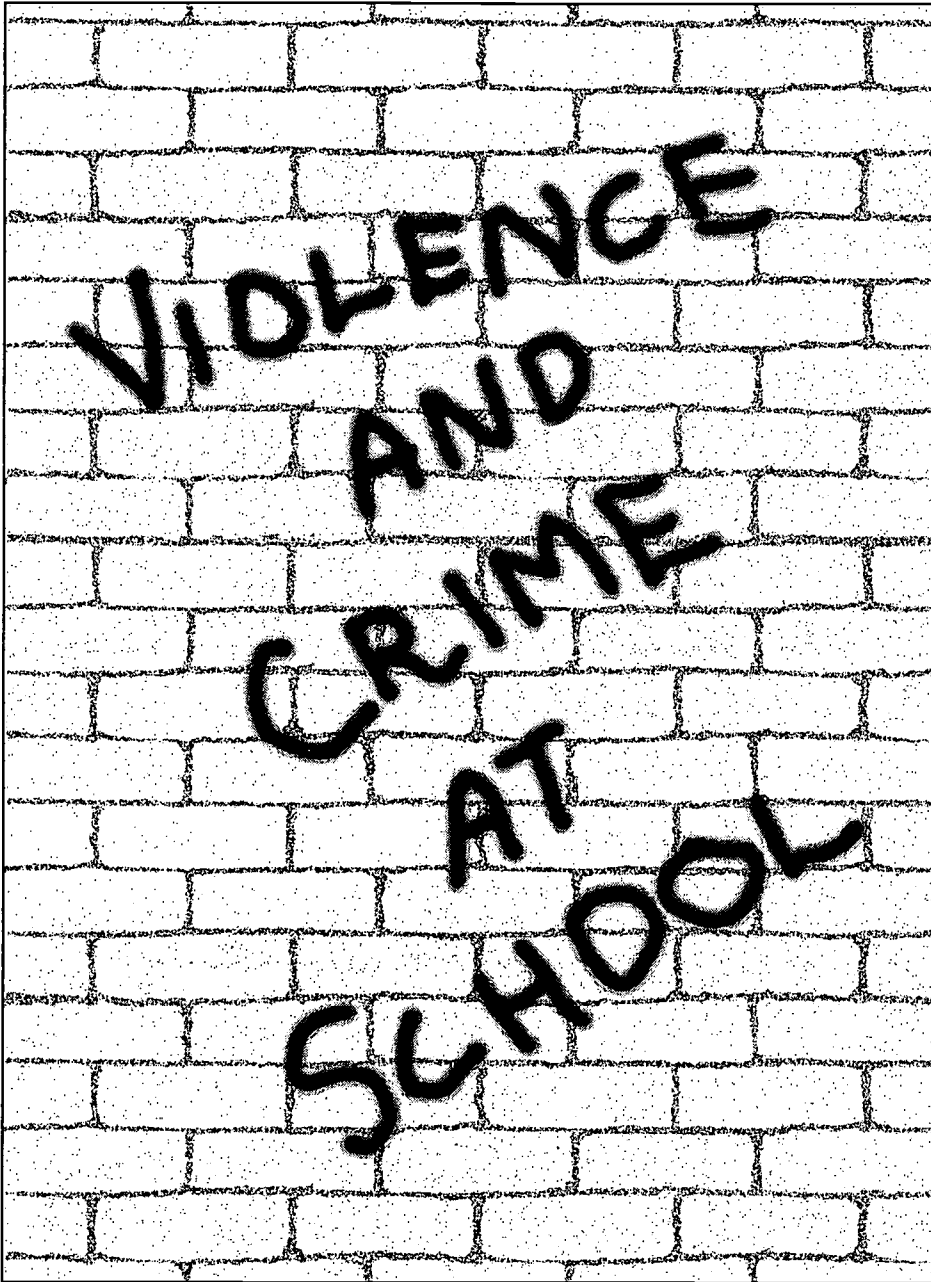
- It is relatively common for 12th graders to have something of theirs stolen while on school property or on a school bus (theft) (figure 5.1 and table 5.1). In 1996, 42 percent of males and 40 percent of females reported that this had happened to them at least once during the past 12 months. The percentage of 12th graders having items stolen has increased slightly since 1976.
- In most years between 1976 and 1996, 12th-grade males were more likely than 12th-grade females to have had something stolen at school or on a school bus (figure 5.1 and table 5.1).
- In 1996, 26 percent of all 12th graders reported that, at least once during the last 12 months, someone had deliberately damaged their property (their car or their clothing, for example) while they were at school or on a school bus (table 5.2). The proportion of students victimized in this way has remained relatively constant between 1976 and 1996.
- Twelfth-grade males had their property deliberately damaged at a consistently higher rate than 12th-grade females between 1976 and 1996 (table 5.2). In 1996, 32 percent of males had their property deliberately damaged at school or on a school bus, compared with 20 percent of females.

Figure 5.1.—Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996



NOTE: "At school" means inside or outside the school building or on a school bus. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.



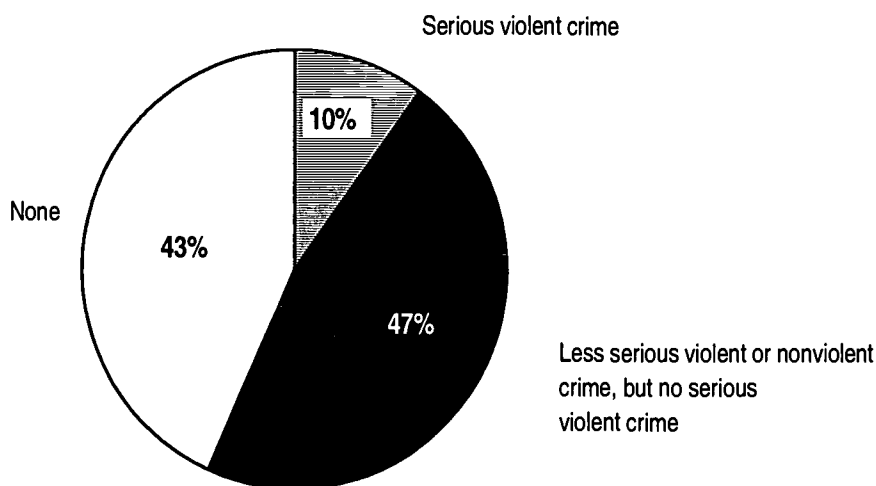
**Violence and Crime at School—
Public School Principal/Disciplinarian Reports**

6. Crimes reported to the police

The number of crimes that principals indicated that they reported to police or other law enforcement representatives is a useful measure of the occurrences of serious crimes in the nation's schools. The percentage of schools reporting crimes provides an indication of how widespread crime is, while the number of crimes reported provides information on the magnitude of the problem.

- In 1996–97, 10 percent of all public schools reported at least one serious violent crime to a law enforcement representative (figure 6.1 and table 6.1). Another 47 percent of public schools reported a less serious violent or nonviolent crime (but not a serious violent one). The remaining 43 percent of public schools did not report any of these crimes to the police.
- The vast majority of crimes reported by public schools were of the less serious violent or nonviolent type in 1996–97 (402,000 out of the 424,000 total crimes reported to the police) (table 6.3).
- The percentage of schools reporting crimes was similar at the middle and high school levels (figure 6.2 and table 6.1). At each level, about 20 percent of the schools reported at least one serious violent crime, and about 55 percent reported at least one less serious violent or nonviolent crime, but no serious violent crime in 1996–97.
- The numbers of reported incidents per 1,000 students were similar for middle and high schools for both serious violent and less serious violent and nonviolent crimes (figure 6.2 and table 6.4). For both types of crimes, there was a lower rate at the elementary level than at the middle or high school levels.
- The percentage of schools reporting at least one serious violent crime was much higher in cities (17 percent) than in towns (5 percent) or rural areas (8 percent) during 1996–97 (figure 6.2 and table 6.1).

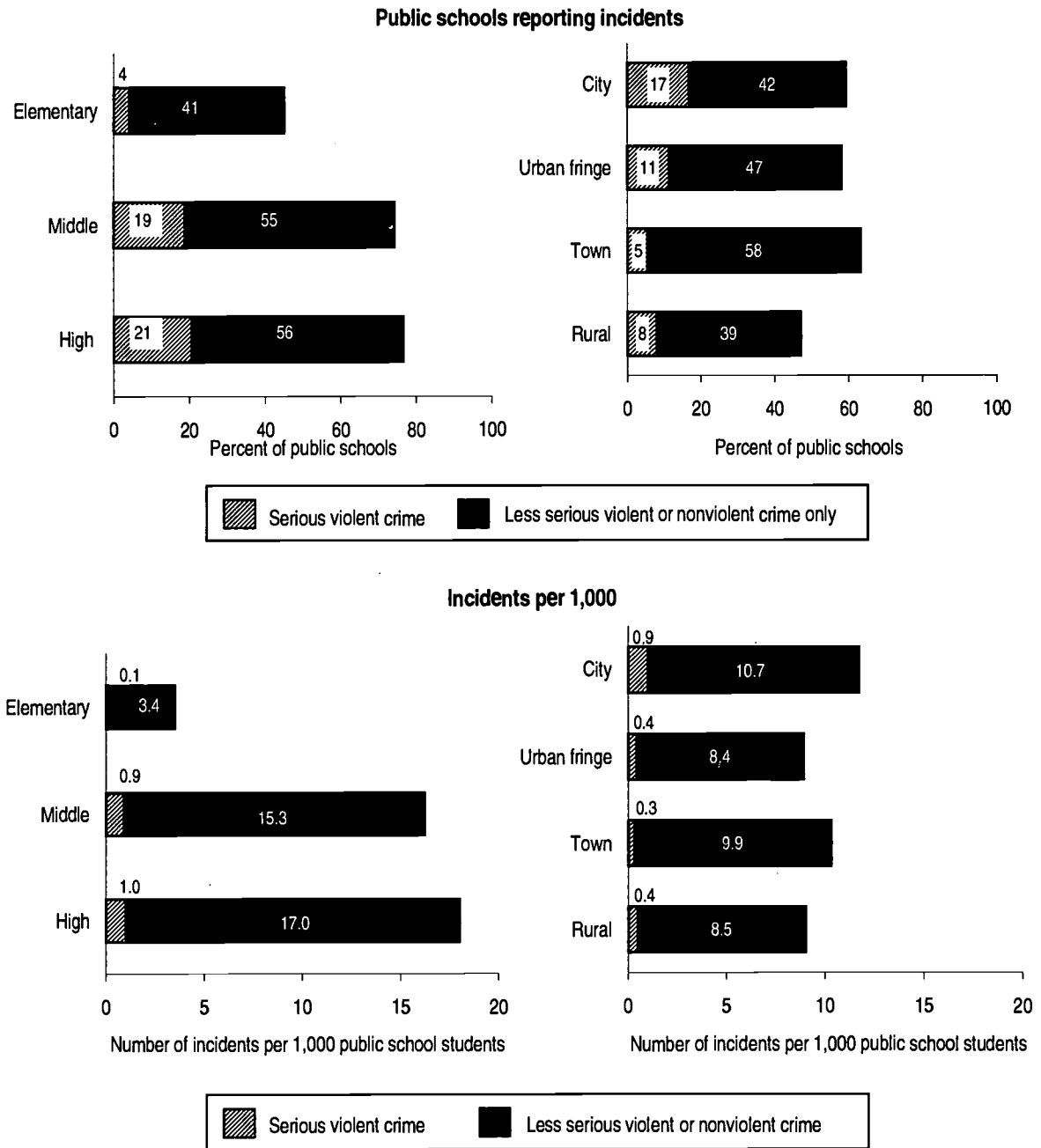
Figure 6.1.—Percentage distribution of public schools according to types of crimes reported to police: 1996–97



NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Figure 6.2.—Percentage of public schools reporting one or more criminal incidents to police and number of incidents reported per 1,000 students, by seriousness of crimes, instructional level, and urbanicity: 1996–97



NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

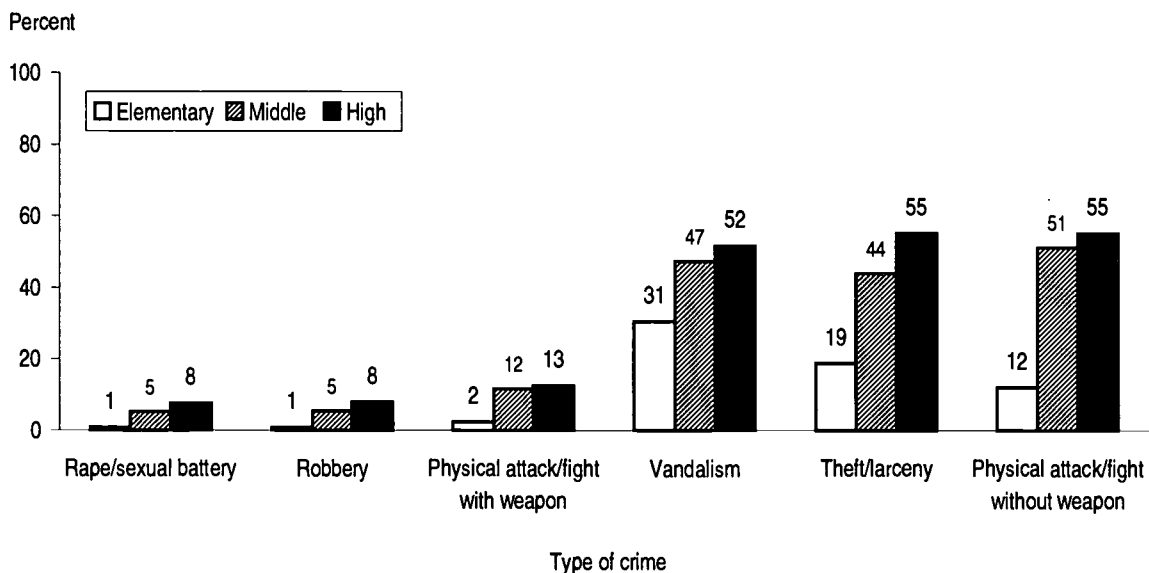
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

7. Specific crimes reported to the police

Data on the prevalence of specific types of crimes add detail to the more general discussion of serious violent crimes and less serious violent and nonviolent crimes. Each type of crime affects students and schools differently.

- About one-half (44 to 55 percent) of all public middle and high schools reported incidents of vandalism, theft or larceny, and physical attacks or fights without weapons to the police or other law enforcement representatives in the 1996–97 school year (figure 7.1 and table 7.2). Considerably smaller percentages of public middle and high schools reported the more serious violent crimes of rape or other type of sexual battery (5 and 8 percent, respectively); robbery (5 and 8 percent); or physical attack or fight with a weapon (12 and 13 percent) (table 7.1).
- Elementary schools were much less likely than either middle or high schools to report any of the types of crime described here in 1996–97 (figure 7.1 and tables 7.1 and 7.2). They were much more likely to report vandalism (31 percent) than any of the other crimes (19 percent or less).
- In 1996–97, physical attack or fight without a weapon was generally the most commonly reported crime at the middle and high school levels (9 and 8 per 1,000 public school students, respectively) (figure 7.2 and table 7.8). Theft or larceny was more common at the high school than the middle school level (6 versus 4 per 1,000 students).
- Overall, there was relatively little variation by urbanicity in the crime rates at school discussed here during the 1996–97 school year (as measured by the number of crimes reported per 1,000 public school students) (figure 7.2 and tables 7.7 and 7.8).

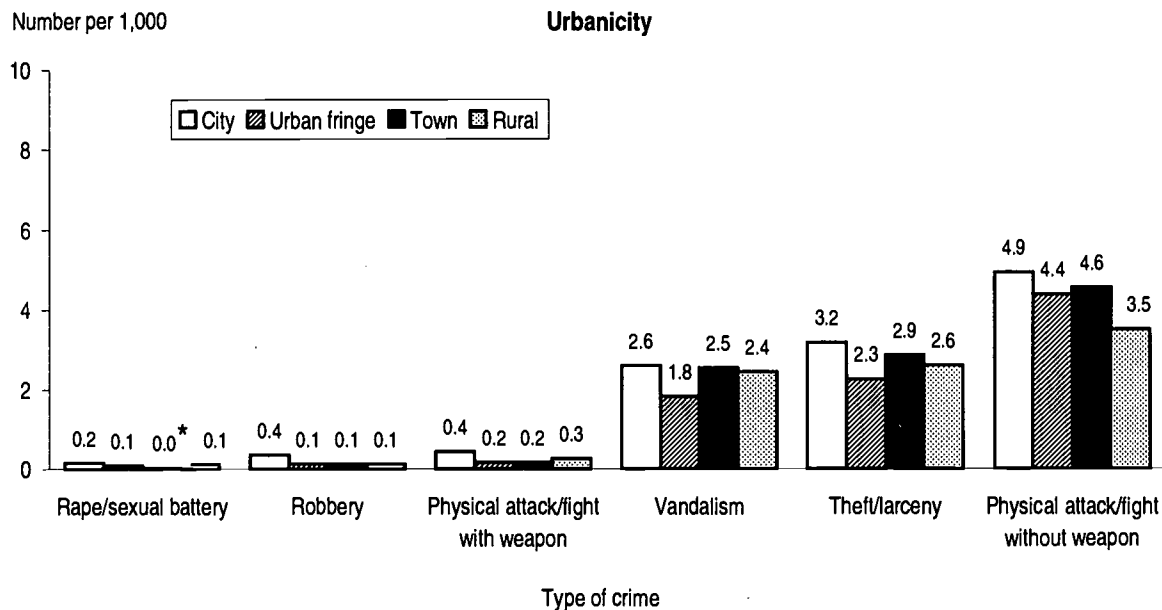
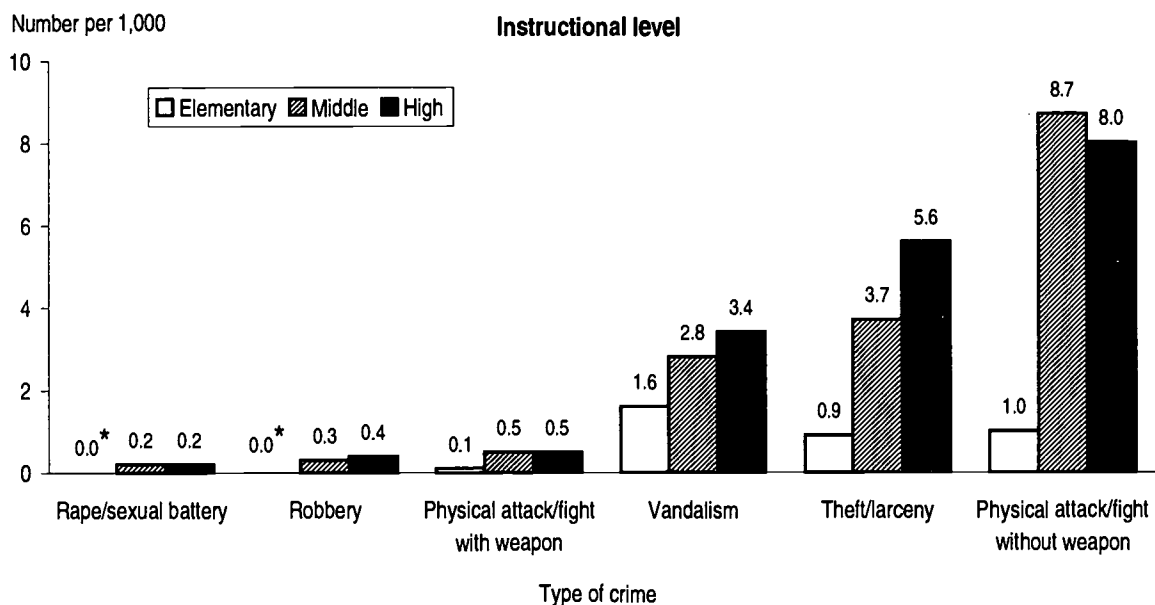
Figure 7.1.—Percentage of public schools reporting one or more criminal incidents to police, by type of crime and instructional level: 1996–97



NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

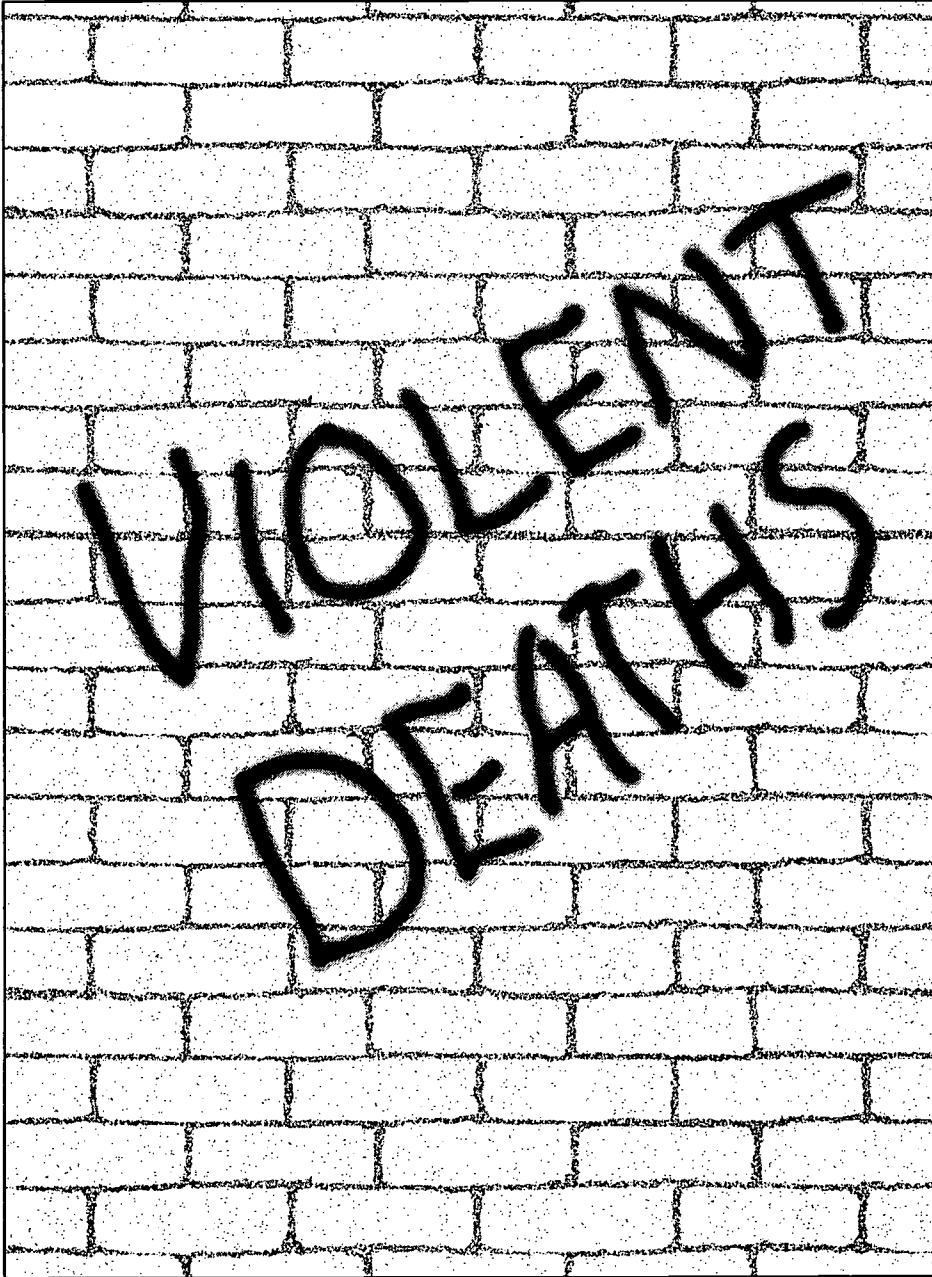
Figure 7.2.—Number of crimes per 1,000 public school students, by type of crime, instructional level, and urbanicity: 1996–97



* Less than 0.05.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.



Violent Deaths at School

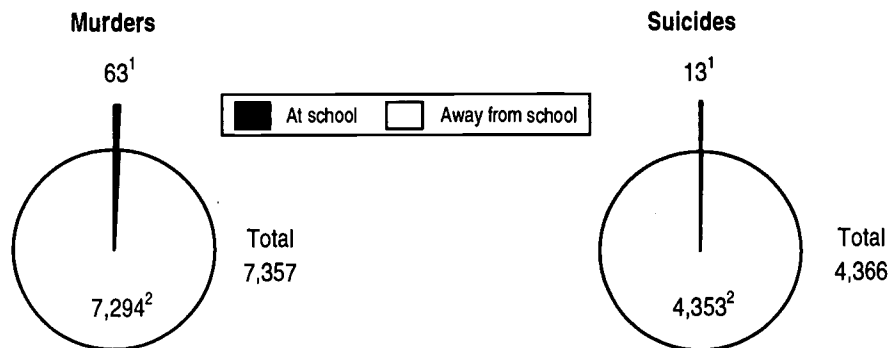
8. Violent deaths at school and away from school

Violent deaths are tragic events that affect not only the individuals directly involved but also everyone in the schools where they occur. Violent deaths at school have been the focus of recent attention; monitoring the magnitude of this problem is important.

- Seventy-six youth were murdered or committed suicide at school³ during the combined 1992–93 and 1993–94 school years (the latest period for which data are available) (figure 8.1 and table 8.1). Nonstudent violent deaths also occurred at school. During this period, there was a total of 105 violent deaths at school of which 29 involved nonstudents.
- Most murders and suicides of young people occurred while they were away from school. In the combined 1992 and 1993 calendar years, 7,357 young people ages 5 through 19 were murdered, and 4,366 committed suicide in all locations (figure 8.1).
- Students in higher grades were more likely to be victims of violent death at school than those in lower grades during the combined 1992–93 and 1993–94 school years (figure 8.2 and table 8.1). Students in grades 9 through 12 had an estimated rate of school-associated violent death that was 13 times greater than that of students in grades 8 and under.
- Of those who were murdered or who committed suicide at school during the combined 1992–93 and 1993–94 school years, black students were more likely than their counterparts from other racial–ethnic groups to be victims (figure 8.2 and table 8.1).
- Students in urban schools also had a higher level of risk than their peers in suburban or rural schools (figure 8.2 and table 8.1). The estimated rate of school-associated violent death for students in urban schools was nine times greater than the rate for students in rural schools and two times greater than that for students in suburban schools during the combined 1992–93 and 1993–94 school years.

³ Homicides or suicides could have happened during any time of the day, not just during school hours. For this indicator, “at school” includes on school property, on the way to or from school, and while attending or traveling to or from an official school-sponsored event.

Figure 8.1.—Number of murders and suicides of students at school and of youth ages 5 through 19 away from school: Combined 1992 and 1993



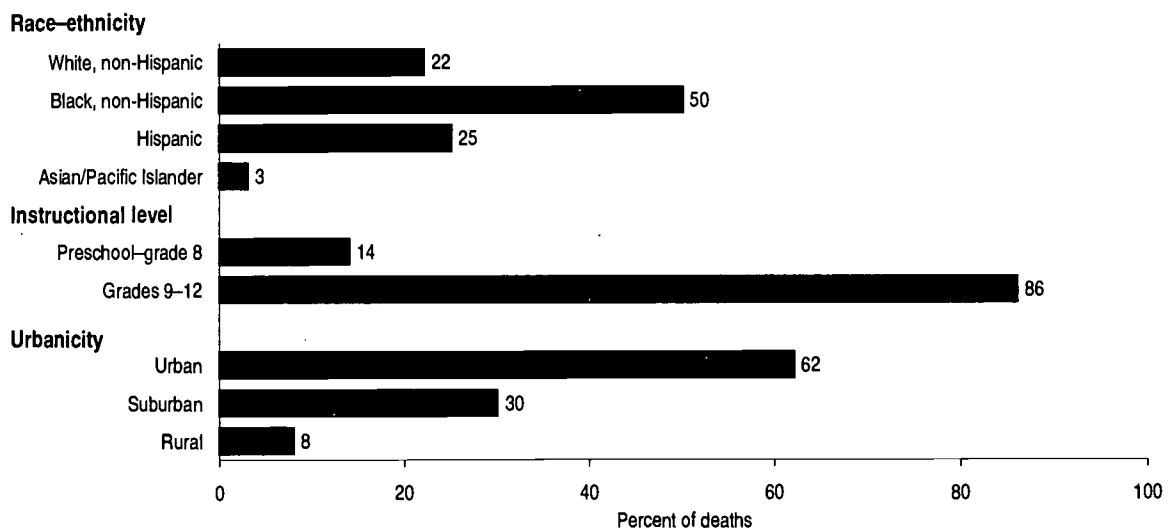
¹Student murders and suicides during the school years 1992–93 and 1993–94.

²Murders and suicides of youth ages 5 through 19 during the calendar years 1992 and 1993.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

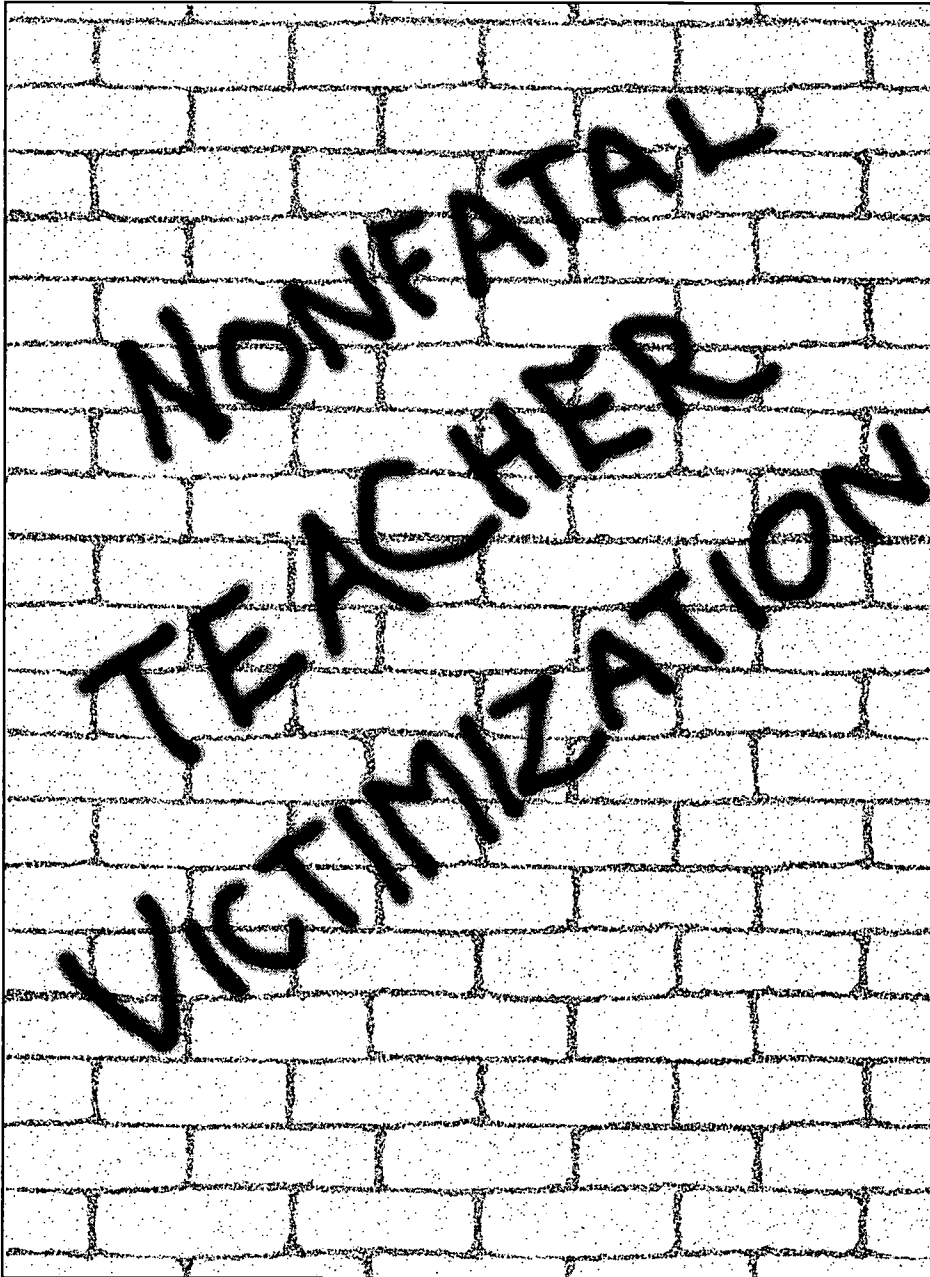
SOURCE: S.P. Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association* 275 (22) (1996): 1729–1733; Special tabulation using the FBI Supplementary Homicide Reports, 1992 and 1993; U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics of the United States, 1992 and 1993.

Figure 8.2.—Percentage distribution of murders and suicides of students at school, by race-ethnicity, instructional level, and urbanicity: 1992–93 and 1993–94 school years



NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: S.P. Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association* 275 (22) (1996): 1729–1733.



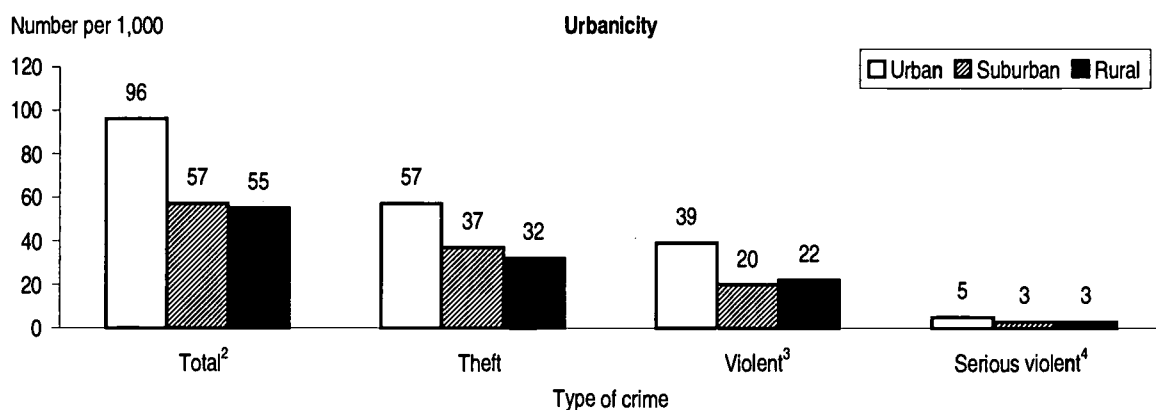
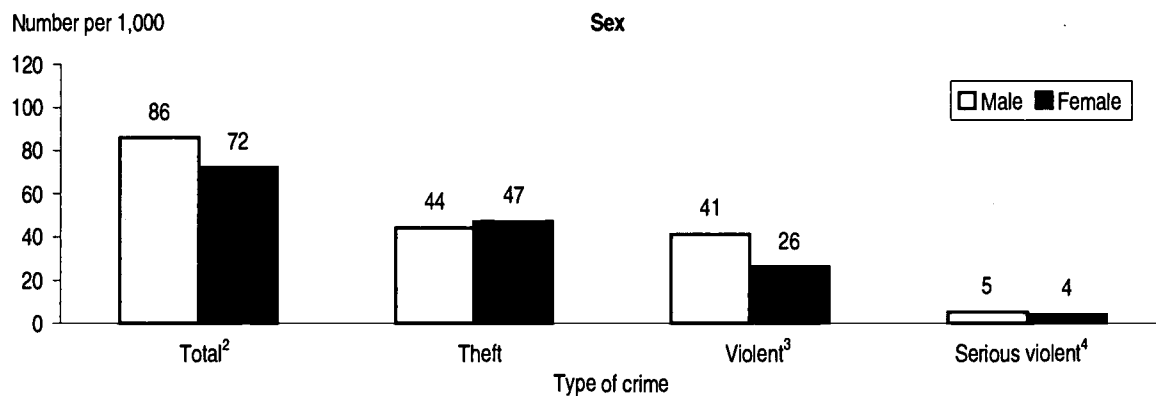
**Nonfatal Teacher Victimization at School—
Teacher Reports**

9. Nonfatal teacher victimization at school

Students are not the only ones who are victims of crime at school. Teachers in school are also the targets of violence. In addition to the personal toll such violence takes on teachers, teachers who worry for their safety may have difficulty teaching and may leave the profession altogether. Information on the number of crimes against teachers at school can help show how severe and widespread the problem is.

- Over the 5-year period from 1992 and 1996, teachers were the victims of 1,581,000 nonfatal crimes at school, including 962,000 thefts and 619,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 9.1). On average, this translates into 316,000 nonfatal crimes per year. Among the violent crimes against teachers, there were about 89,000 serious violent crimes (14 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, this translates into 18,000 serious violent crimes per year.
- During the 1992–96 time period, the rate of serious violent crime at school was similar for elementary and secondary teachers (on average, 4 incidents per 1,000 teachers) regardless of their instructional level, sex, race-ethnicity, and the urbanicity of the schools where they taught (figure 9.1 and table 9.1).
- In the period from 1992 to 1996, middle and junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than senior high school teachers (59 versus 32 crimes per 1,000 teachers), who in turn were more likely to be victims of violent crime than elementary school teachers (32 versus 17 crimes per 1,000 teachers) (figure 9.1 and table 9.1).
- During the 1992–96 time period, compared with elementary school teachers, senior high school teachers were more likely to be targets of theft (64 versus 38 incidents per 1,000 teachers).
- The violent crime rate among teachers at school varied by sex. Over the 5-year period from 1992 to 1996, male teachers were more likely to be victims of violent crimes than female teachers (41 versus 26 crimes per 1,000 teachers) (figure 9.1 and table 9.1).
- Teachers were differentially affected by crimes at school according to where they taught. For example, during the 1992 to 1996 time period, urban teachers were more likely to be victims of violent crimes than suburban teachers (39 versus 20 crimes per 1,000 teachers). Urban teachers were also more likely to experience theft (57 incidents per 1,000 teachers) than suburban and rural teachers (37 and 32 incidents per 1,000 teachers, respectively) (figure 9.1 and table 9.1).

Figure 9.1.—Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996¹



¹The data were aggregated from 1992 to 1996 due to the small number of teachers in each year's sample.

²Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault, and theft.

³Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

⁴Serious violent crimes include rape/sexual assault, robbery, and aggravated assault, which are included in violent crime.

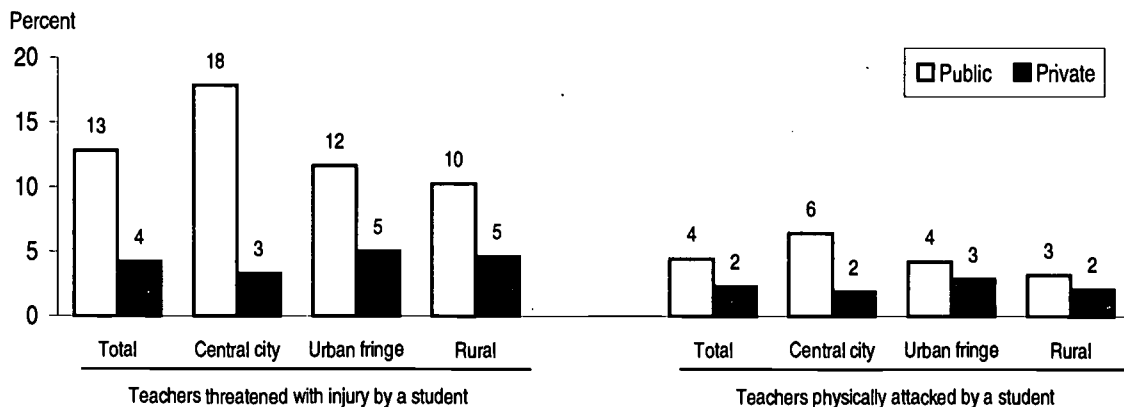
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

10. Prevalence of teachers being threatened with injury or attacked by students

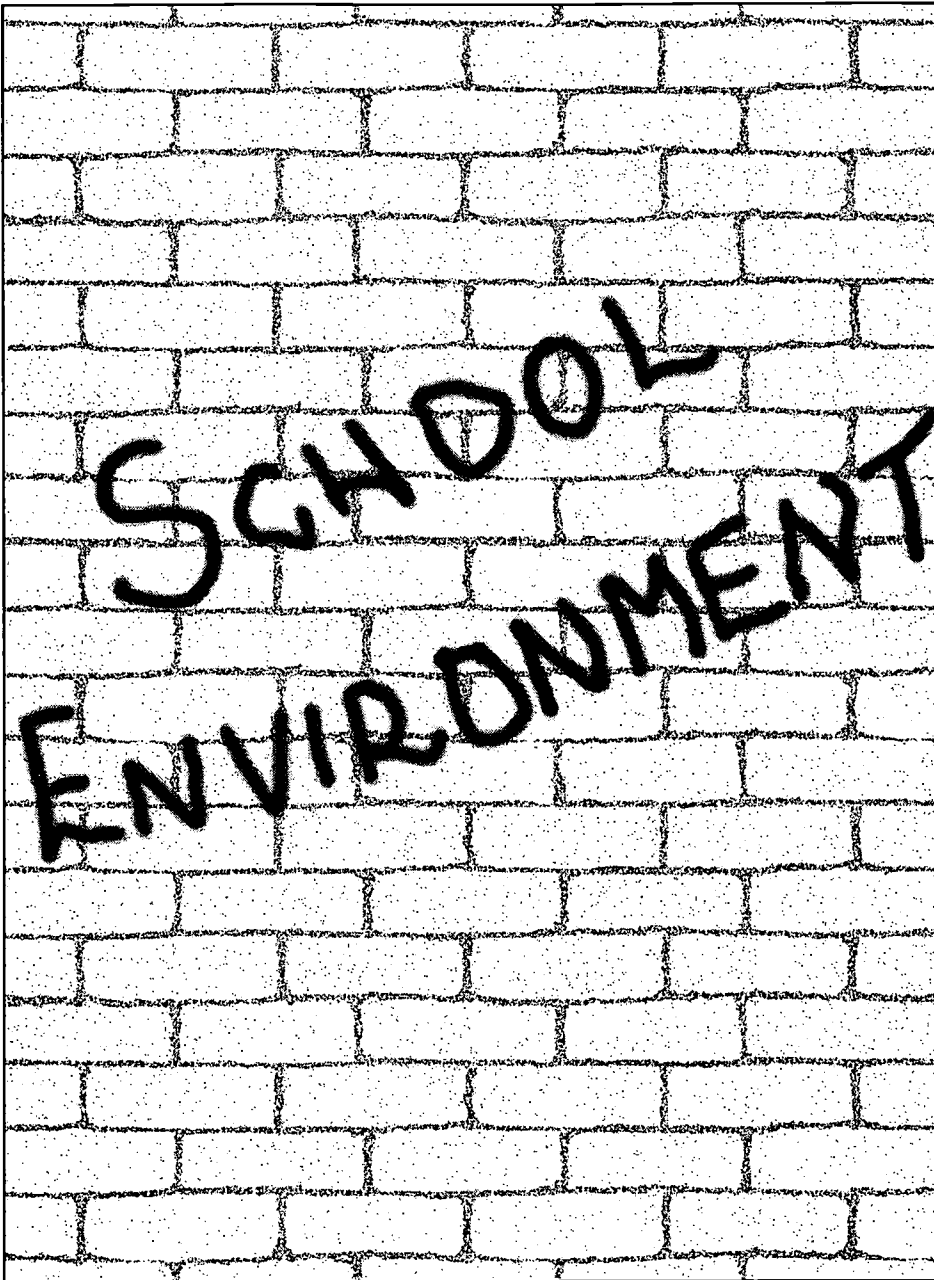
Some of the offenses against teachers are committed by students. Data on physical attacks and threats against elementary and secondary teachers by students can provide a snapshot of the prevalence of this problem.

- In the 1993–94 school year, 12 percent of all elementary and secondary school teachers (341,000) were threatened with injury by a student from their school, and 4 percent (120,000) were physically attacked by a student (table 10.1).
- Teachers in central city schools were more likely to be victims than were teachers in urban fringe or rural schools in 1993–94 (table 10.1). About 15 percent of teachers in central city schools had been threatened with injury by students, compared with 11 and 10 percent of teachers in urban fringe and rural schools. About 6 percent of teachers in central city schools had been attacked by students, compared with 4 and 3 percent of teachers in urban fringe and rural schools.
- Public school teachers were more likely than private school teachers to be victimized by students in school in 1993–94 (figure 10.1 and table 10.1). Almost 13 percent of public school teachers had been threatened with injury by students, compared with 4 percent of private school teachers, and 4 percent of public school teachers had been physically attacked by students, compared with 2 percent of private school teachers. Teachers in public central city schools were about five times more likely to be targets of threats of injury and about three times more likely to be targets of attacks than their colleagues in private central city schools.
- In 1993–94, secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student from their school (15 percent versus 9 percent) (table 10.1). However, elementary school teachers were more likely than secondary school teachers to have been physically attacked by a student (5 percent versus 3 percent). The prevalence of teacher victimization by students did not vary according to the racial–ethnic backgrounds of teachers.

Figure 10.1.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and control: 1993–94 school year



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and School Questionnaires).



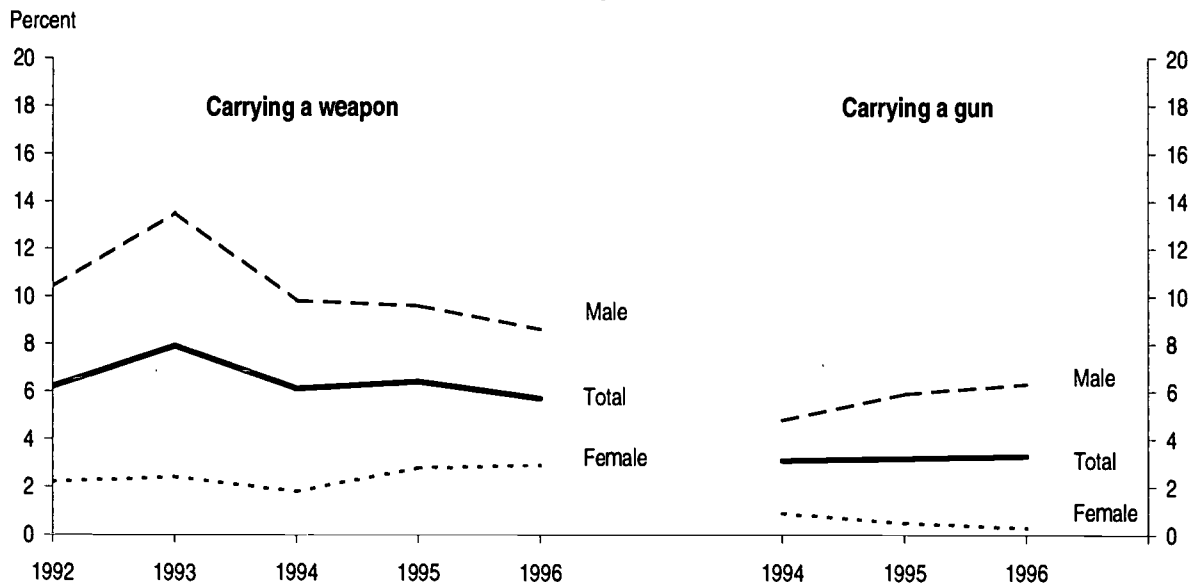
School Environment

11. Prevalence of students carrying weapons to school

The presence of deadly weapons at school can create an intimidating and threatening atmosphere, making teaching and learning difficult. The percentages of students who report that they carry a weapon or a gun to school is an indicator of how widespread the problem of weapons at school is.

- There was a decline between 1993 and 1996 in the percentage of male high school seniors who reported carrying a weapon to school at least 1 day within the 4 weeks before the survey—the percentage fell from 14 percent in 1993 to 9 percent in 1996 (figure 11.1 and table 11.1). However, there was little change in the percentage of female students who reported carrying a weapon to school during this period (from 2 to 3 percent).
- About 3 percent of high school seniors reported carrying a gun to school at least 1 day during the 4-week period preceding the survey (figure 11.1 and table 11.1). This percentage remained fairly stable from 1994 to 1996.
- Among high school seniors in 1996, males were about 3 times more likely to report carrying a weapon to school and over 20 times more likely to report carrying a gun to school than were their female counterparts (figure 11.1 and table 11.1).
- Eight percent of white 9th through 12th graders carried a weapon to school in 1997 (figure 11.2 and table 11.2). Between 1993 and 1997, the percentage of black 9th through 12th grade students who reported carrying a weapon to school at least 1 day within 30 days before the survey fell from 15 percent to 9 percent (a 40 percent reduction).

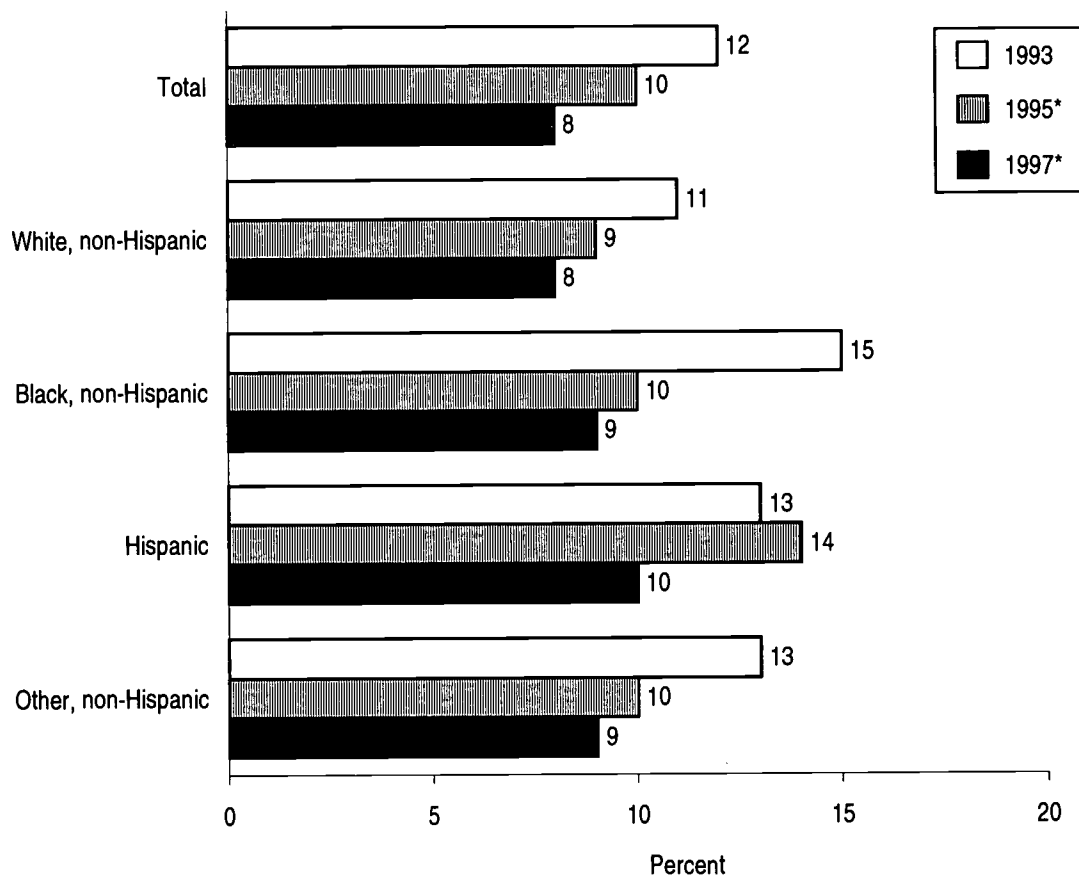
Figure 11.1.—Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: Selected years 1992 to 1996



NOTE: Examples of weapons are knives, guns, and clubs. "To school" was not defined for the questionnaire respondent. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992 to 1996.

Figure 11.2.—Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by race-ethnicity: 1993, 1995, and 1997



*Response rates do not meet NCES standards. See table B1 for details.

NOTE: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire respondent.

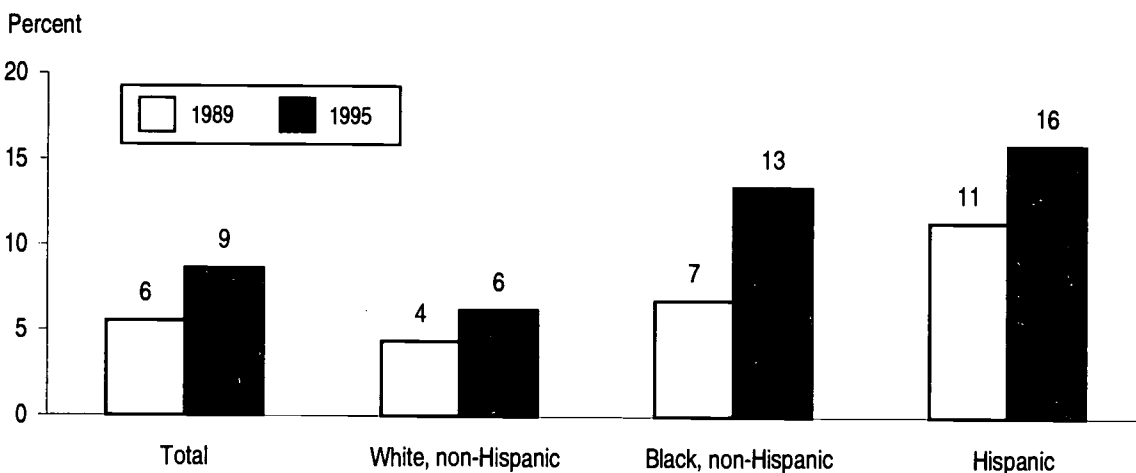
SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, and 1997.

12. Students' perceptions of personal safety at school and when traveling to and from school

One consequence of school violence is the fear that it can instill in students. Students who fear for their own safety may not be able or ready to learn. Concerns about vulnerability to attacks by others at school and on the way to and from school may also have a detrimental effect on the school environment and learning.

- Between 1989 and 1995, there were increases in the percentages of students feeling unsafe while they were at school and while they were going to and from school (figures 12.1 and 12.2 and table 12.1). In 1989, 6 percent of students ages 12 through 19 sometimes or most of the time feared they were going to be attacked or harmed at school, while in 1995 this percentage rose to 9 percent. Between these years, the percentage of students fearing they would be attacked while traveling to and from school rose from 4 percent to 7 percent.
- In 1989 and 1995, larger percentages of black and Hispanic students than white students feared attacks at school and when traveling to and from school (figures 12.1 and 12.2 and table 12.1).
- Much of the increase between 1989 and 1995 in the percentage of students ages 12 through 19 fearing for their own safety at school came from an increase in the percentage of black students who did so (figure 12.1 and table 12.1). In 1995, this percentage was 13 percent, nearly double the percentage in 1989 (7 percent).
- Examining student perceptions by location indicates that there was a large increase between 1989 and 1995 in the percentage of suburban black students who feared being attacked when traveling to and from school (figure 12.3 and table 12.1). The percentage of suburban black students ages 12 through 19 fearing attacks increased almost threefold—from 6 percent to 16 percent.

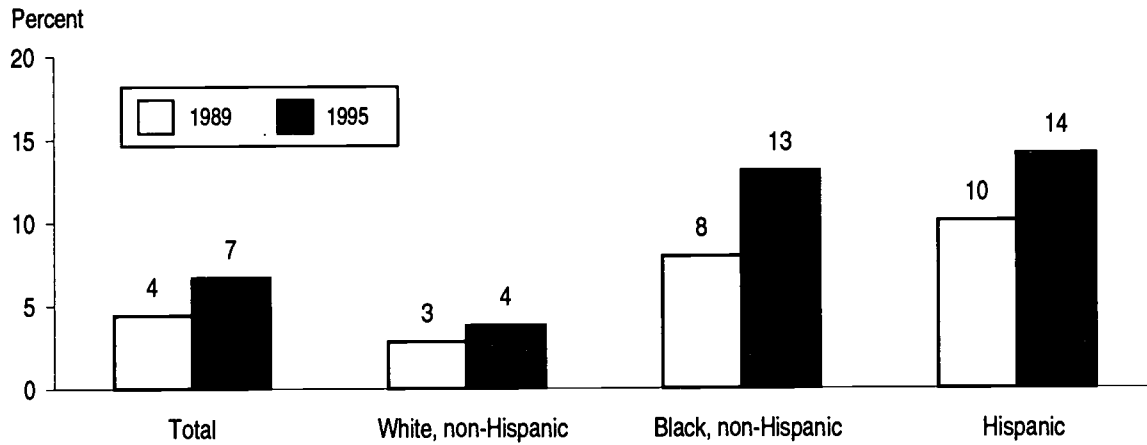
Figure 12.1.—Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school, by race-ethnicity: 1989 and 1995



NOTE: Includes students who reported that they sometimes or most of the time feared being victimized in this way. "At school" means in the school building, on the school grounds, or on a school bus.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

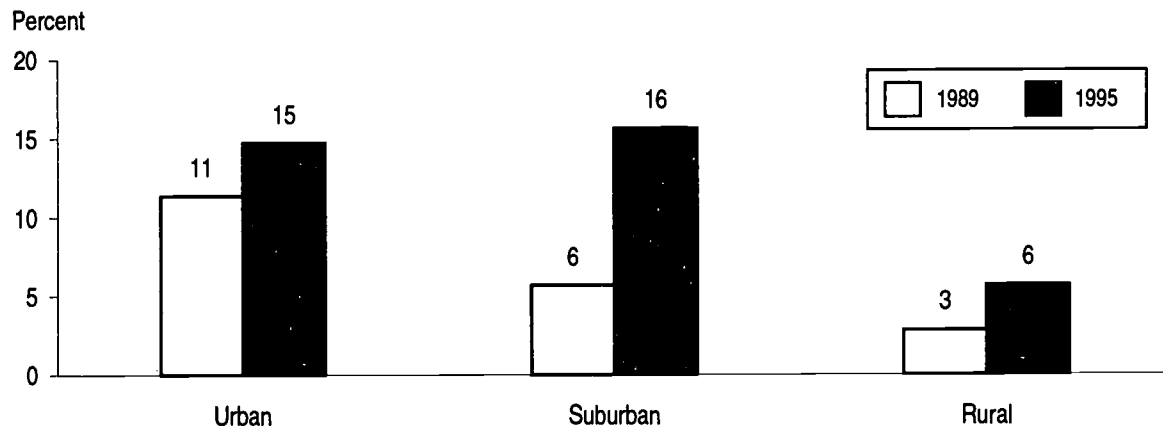
Figure 12.2.—Percentage of students ages 12 through 19 who reported fearing being attacked or harmed on the way to and from school, by race-ethnicity: 1989 and 1995



NOTE: 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 to the National Crime Victimization Survey, 1989 and 1995.

Figure 12.3.—Percentage of black, non-Hispanic students ages 12 through 19 who reported fearing being attacked or harmed on the way to and from school, by urbanicity: 1989 and 1995



NOTE: Includes students who reported that they sometimes or most of the time feared being victimized in this way.

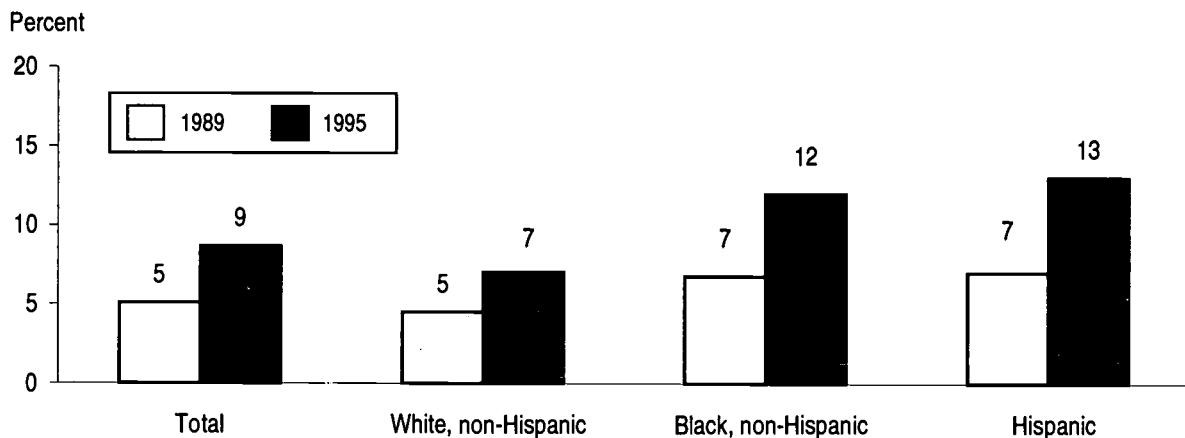
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

13. Students' reports of avoiding places at school

One consequence of crime at school is that students begin to perceive specific areas at school as unsafe. In order to try to ensure their own safety, they begin to avoid these areas. Changes in the percentage of students avoiding areas at school may be a good barometer of how safe schools are—at least in the minds of those who attend these schools.

- Between 1989 and 1995, there was an increase in the percentage of students ages 12 through 19 who avoided one or more places at school—from 5 percent in 1989 to 9 percent in 1995 (figure 13.1 and table 13.1). This percentage represented 2.1 million students in 1995 who reported avoiding some areas at school for fear of their own safety.
- The percentage of black students avoiding specific areas at school rose from 7 percent in 1989 to 12 percent in 1995, and for Hispanic students it rose from 7 percent in 1989 to 13 percent in 1995 (figure 13.1 and table 13.1). The percentage of white students avoiding areas at school rose from 5 percent to 7 percent.
- In suburban areas in 1989, there were no significant differences in the percentages of white, black, and Hispanic students who avoided one or more places at school (figure 13.2 and table 13.1). However, in 1995, black and Hispanic students in suburban areas were much more likely than suburban white students to stay away from some places at school.

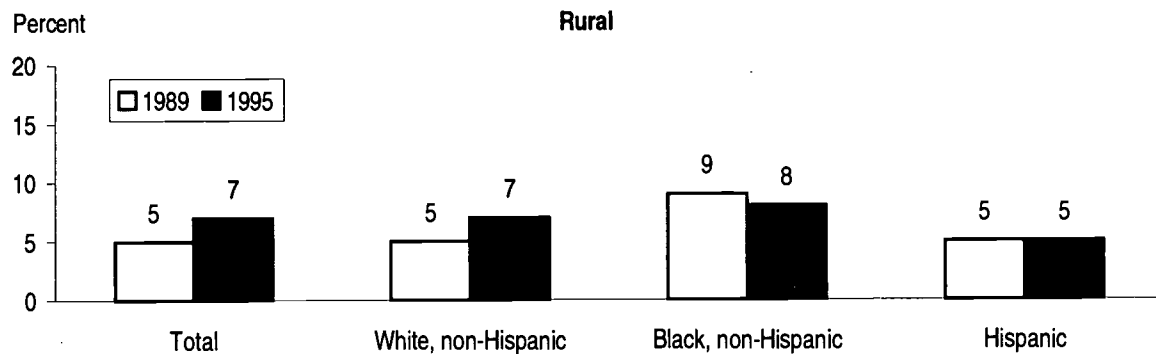
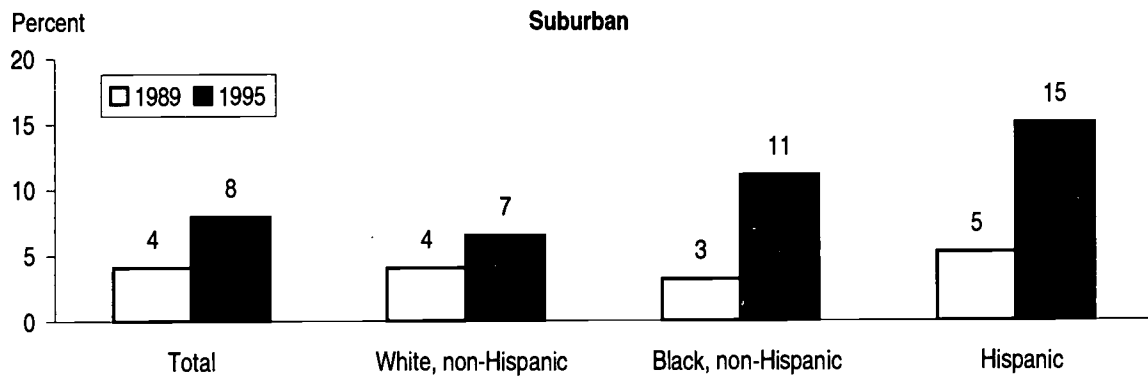
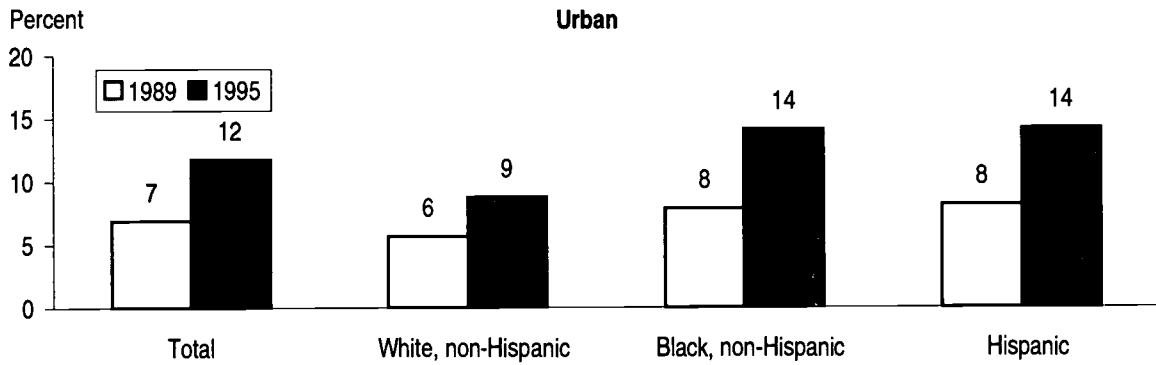
Figure 13.1.—Percentage of students ages 12 through 19 who reported that they avoided one or more places in school, by race-ethnicity: 1989 and 1995



NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Figure 13.2.—Percentage of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and race-ethnicity: 1989 and 1995



NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building.

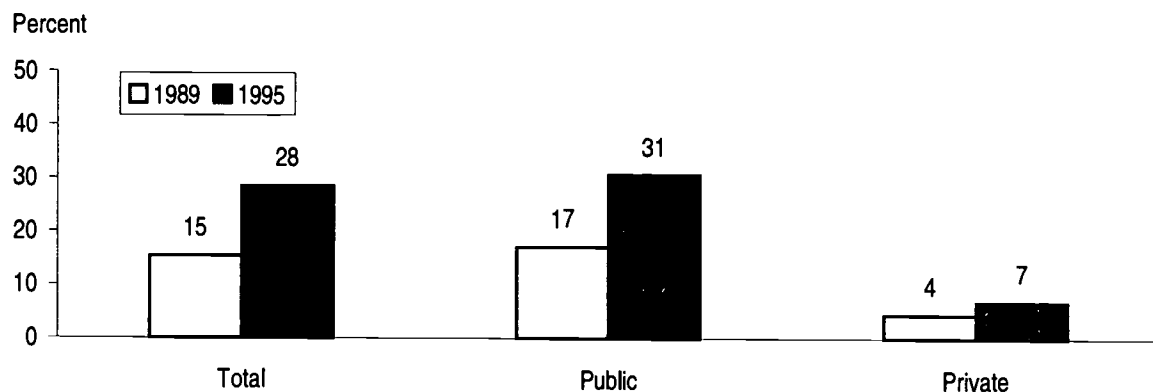
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

14. Students' reports of gangs at school

Gangs are organized groups that are often involved in drugs, weapons trafficking, and criminal activities. The presence of gangs in school can be very disruptive to the school environment. Gangs may not only create fear among students but also increase the level of violence in school. The percentage of students who report the presence of street gangs in their schools indicates the existence and severity of the gang problem in schools.

- Between 1989 and 1995, the percentage of students who reported that street gangs were present at their schools increased (figure 14.1 and table 14.1). In 1989, 15 percent of students reported gangs being present in their schools. By 1995, this percentage had risen to 28 percent.
- Gangs were more likely to exist in public schools than in private schools (figure 14.1 and table 14.1). In 1989, 17 percent of students in public schools reported that street gangs were present in their schools compared with 4 percent in private schools. Similar results were reported in 1995. However, between these two years, the percentage of public school students reporting that gangs were present in their schools almost doubled (from 17 percent in 1989 to 31 percent in 1995) as has the percentage of private school students reporting gang presence (from 4 percent to 7 percent).
- In 1995, urban students were more likely to report that there were street gangs at their schools (41 percent) than were suburban students (26 percent) or rural students (20 percent) (figure 14.2 and table 14.1). Similar results occurred in 1989. Between 1989 and 1995, reports of gang presence increased in all three categories of students' place of residence.
- In both years, black students were more likely than white students to report the existence of street gangs in their schools, and Hispanic students were more likely than either white or black students to do so (table 14.1). Between 1989 and 1995, reports of gang presence increased for whites, blacks, and Hispanics.

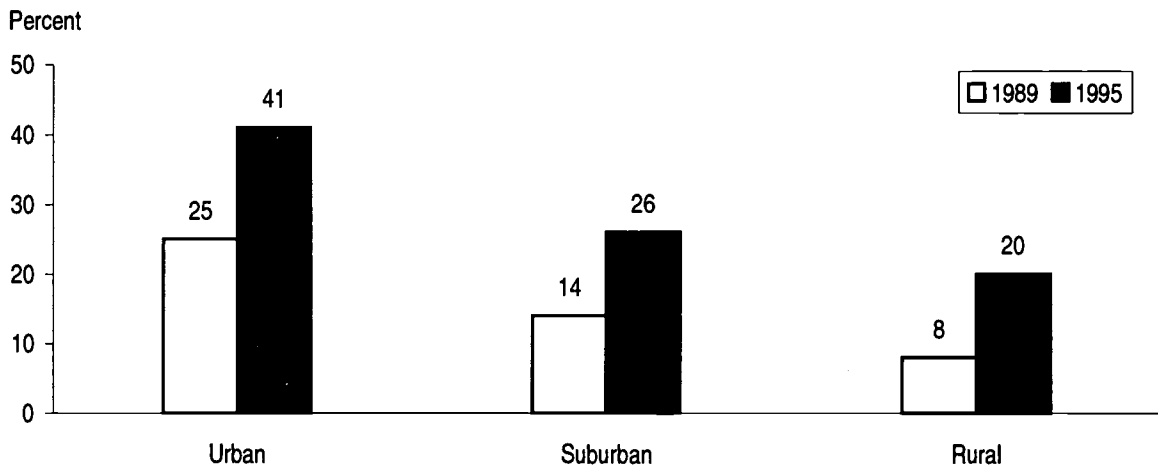
Figure 14.1.—Percentage of students ages 12 through 19 who reported that street gangs were present at school, by control of school: 1989 and 1995



NOTE: "At school" was not defined for the survey respondent.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Figure 14.2.—Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity: 1989 and 1995



NOTE: "At school" was not defined for the survey respondent.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

15. Public school principals' reports of discipline problems at school

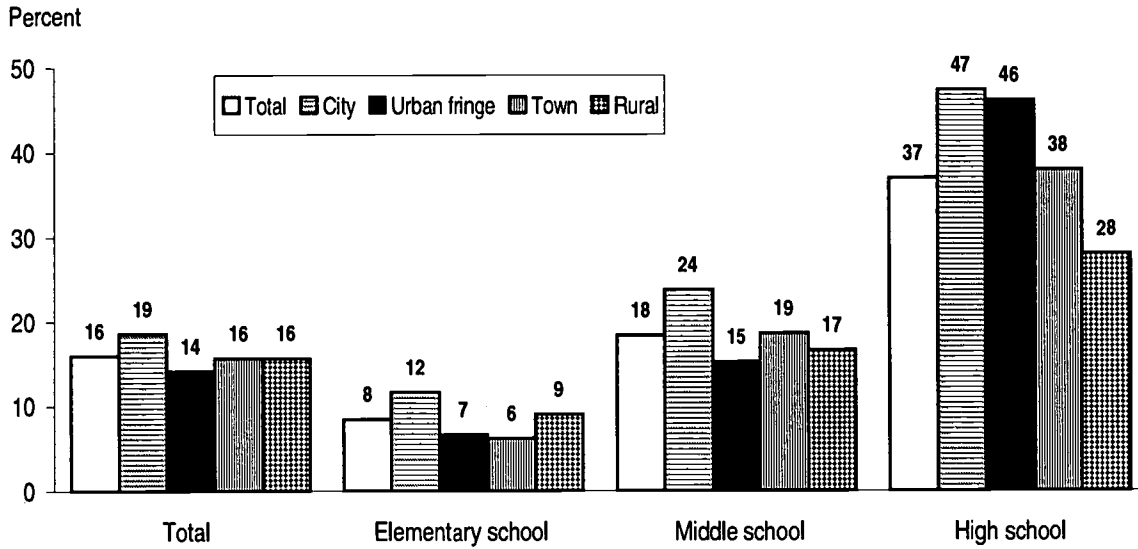
Discipline problems in a school may contribute to an overall climate in which violence may occur.

Schools that suffer from student drug or alcohol use, racial tensions, or verbal and physical abuse of teachers may be filled with pressures that result in school violence.

- During the 1996–97 school year, 16 percent of all public school principals reported that one or more discipline issues had been a serious problem in their school⁴ (figure 15.1 and table 15.1). About the same percentage of principals in city, urban fringe, town, and rural settings reported one or more serious discipline problems.
- Public elementary schools were the least likely to report any serious discipline issues, followed by middle schools and then high schools (figure 15.1 and table 15.1). About 8 percent of elementary school principals reported one or more of these issues as a serious problem, while 18 percent of principals in middle schools and 37 percent of those in high schools did so.
- While overall there were no significant differences in reported serious problems by urbanicity, a greater percentage of principals in public city high schools than in rural high schools reported having serious discipline problems—47 percent compared with 28 percent (figure 15.1 and table 15.1).

⁴ These issues were student tardiness, student absenteeism/class cutting, physical conflicts among students, robbery or theft of items worth over \$10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs.

Figure 15.1.—Percentage of public schools reporting that 1 or more of 17 discipline issues* was a serious problem in their school, by instructional level and urbanicity: 1996–97



*Student tardiness, student absenteeism/class cutting, physical conflicts among students, robbery or theft of items worth over \$10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs.

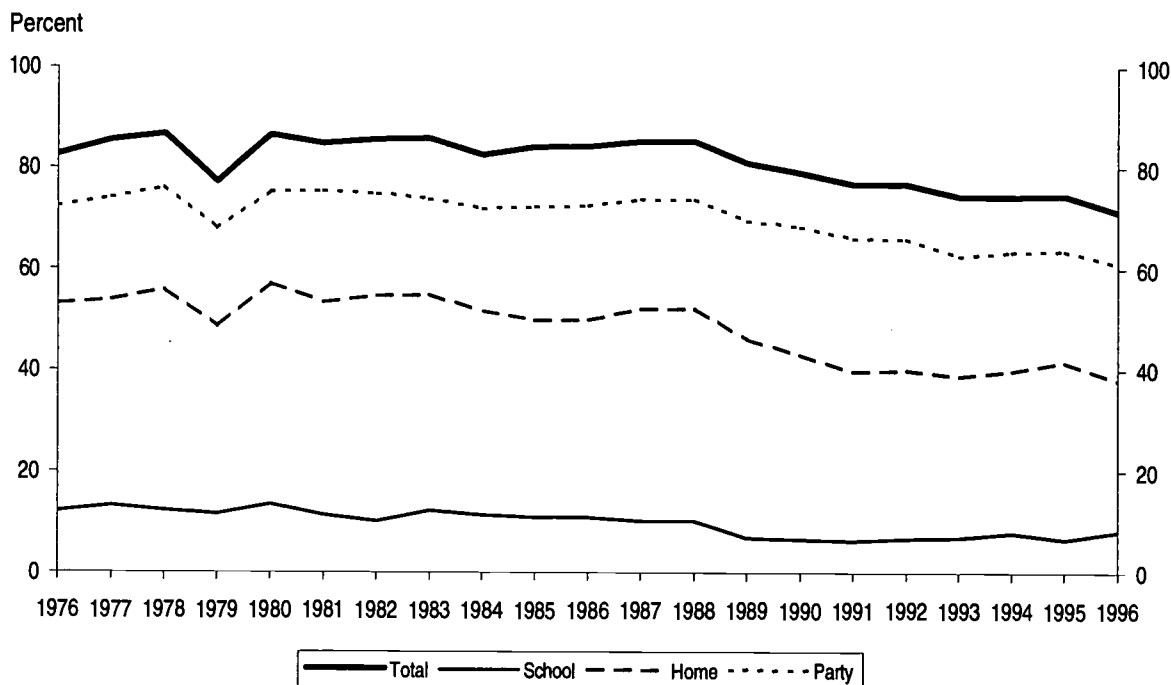
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

16. Prevalence of 12th graders using alcohol at school and away from school

The presence of alcohol on school grounds, while a crime in itself, may lead to other crimes and misbehavior. The consumption of alcohol may lead to a school environment that is harmful to students, teachers, and staff.

- Although 12th graders were less likely to use alcohol at school than at home or at parties, in 1996 about 8 percent of 12th graders had consumed alcohol at school (figure 16.1 and table 16.1). The percentage of 12th graders who had used alcohol at school in the past 12 months declined over the last two decades—falling from 12 percent in 1976 to 8 percent in 1996.
- For both males and females, rates of drinking alcohol at school fell between 1976 and 1996 (figure 16.2 and table 16.1). During this period, the rates for drinking at school fell more sharply among males than among females. However, in 1996, male 12th graders were more likely than their female counterparts to have had at least one drink at school in the past year.

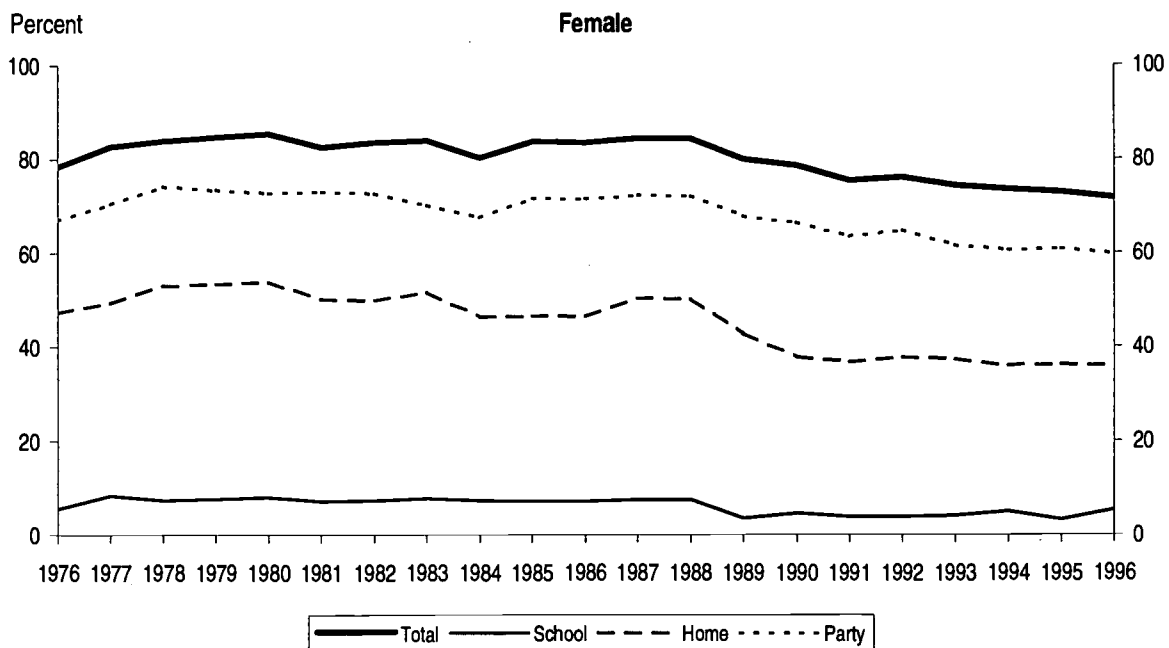
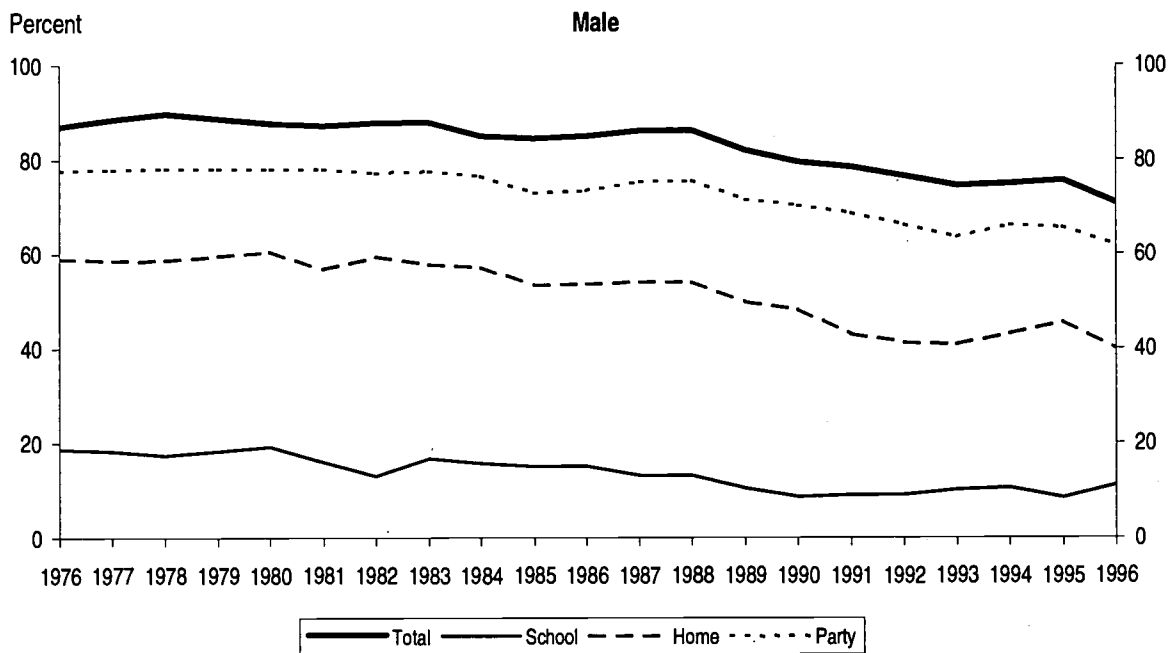
Figure 16.1.—Percentage of 12th graders who reported using alcohol in the past 12 months, by place: 1976 to 1996



NOTE: "School" was not defined for the survey respondent. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Figure 16.2.—Percentage of 12th graders who reported using alcohol in the past 12 months, by location and sex: 1976 to 1996



NOTE: "School" was not defined for the survey respondent. Response rates for this survey do not meet NCES standards. See table B1 for details.

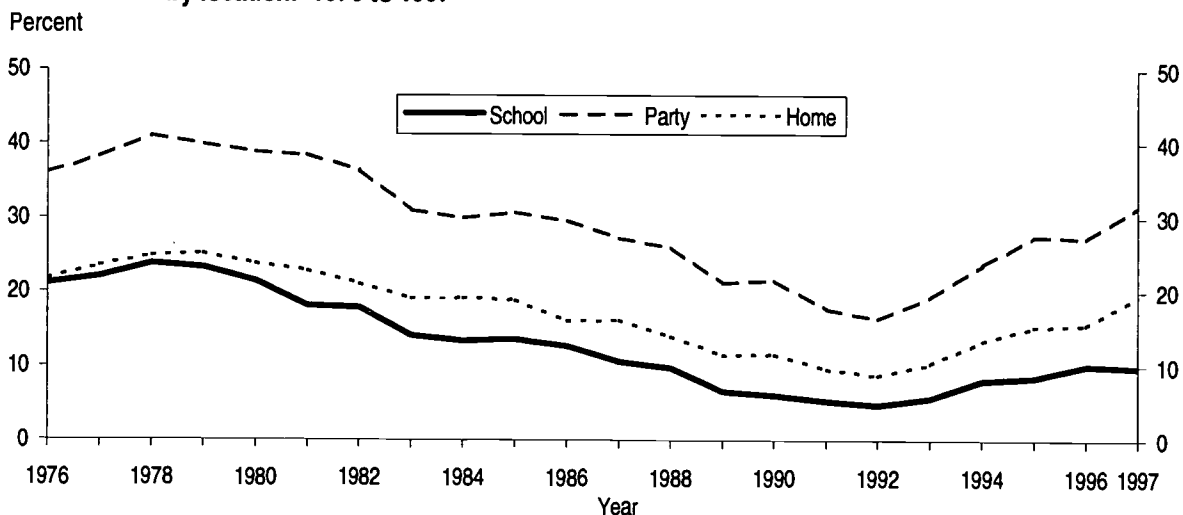
SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

17. Prevalence of 12th graders using other drugs at school and away from school

The presence of other drugs at school also causes disruptions in the learning environment. The consumption of these substances leads to a school environment that is harmful to students, teachers, and school administrators.

- The percentage of 12th graders who had taken various illegal drugs at school in the previous 12 months declined between 1976 and 1992. Marijuana was the illegal drug (other than alcohol) that was most likely to be used at school (figure 17.1 and table 17.1).
- Use of drugs other than marijuana and stimulants is relatively low at school. With the exception of marijuana, stimulants were used more often than other illegal drugs in the late 1970s and early 1980s, but 12th graders in the 1990s were about as likely to use stimulants at school as other illegal drugs (figure 17.2 and table 17.1).
- Between 1976 and 1992, marijuana use and use of stimulants at school declined among 12th graders (figures 17.1 and 17.2 and table 17.1). In the case of marijuana, use fell from 21 percent in 1976 to 5 percent in 1992.
- Since 1992, use of marijuana and stimulants at school has increased among 12th graders (figures 17.1 and 17.2 and table 17.1). In 1997, about 10 percent had used marijuana at school in the past 12 months, while about 4 percent had used stimulants.
- Over the last two decades, marijuana use by 12th graders at parties has been consistently higher than at school (figure 17.1 and tables 17.1 and 17.2). Since the late 1980s, marijuana use at home has also been higher than at school. The increase in marijuana use in the 1990s at home and at parties was also more severe than the increase for marijuana use at school.

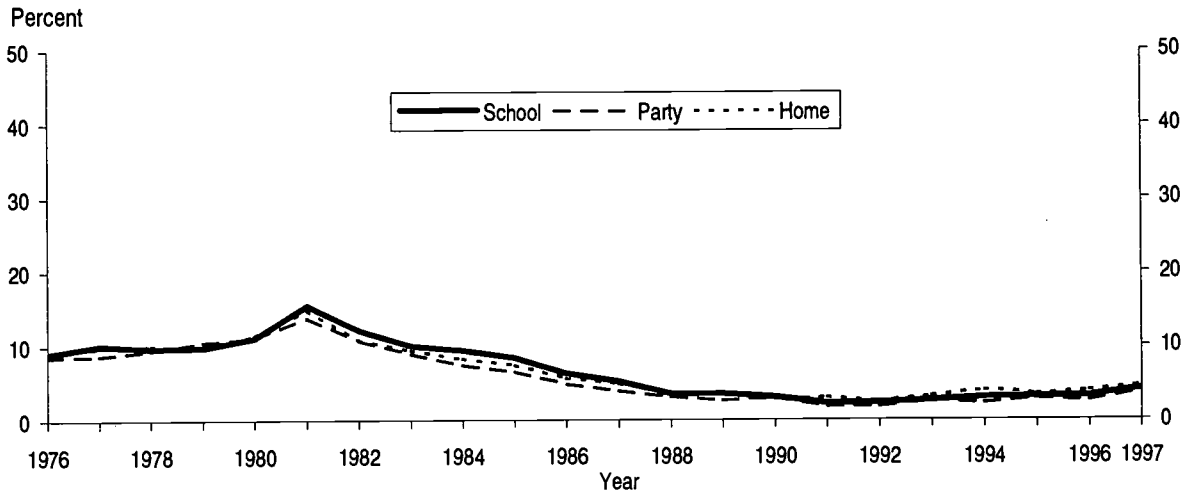
Figure 17.1.—Percentage of 12th graders who reported using marijuana in the past 12 months, by location: 1976 to 1997



NOTE: Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.

Figure 17.2.—Percentage of 12th graders who reported using stimulants in the past 12 months, by location: 1976 to 1997



NOTE: Response rates do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.

Table 1.1a—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-----------|-----------|---------------------|------------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 3,554,000 | 2,283,600 | 1,270,300 | 287,400 | 4,028,600 | 2,388,100 | 1,640,500 | 349,000 | 3,992,900 | 2,443,400 | 1,549,500 | 362,800 |
| Sex | | | | | | | | | | | | |
| Male | 2,178,300 | 1,292,200 | 886,200 | 216,800 | 2,308,400 | 1,289,900 | 1,018,500 | 213,200 | 2,234,500 | 1,304,300 | 930,200 | 232,800 |
| Female | 1,375,700 | 991,500 | 384,200 | 70,600 | 1,720,200 | 1,098,200 | 622,000 | 135,700 | 1,758,300 | 1,139,100 | 619,300 | 130,000 |
| Age | | | | | | | | | | | | |
| 12-14 | 1,955,600 | 1,150,400 | 805,200 | 204,200 | 2,273,500 | 1,265,800 | 1,007,700 | 209,400 | 2,259,900 | 1,289,500 | 970,500 | 227,900 |
| 15-18 | 1,598,400 | 1,133,200 | 465,200 | 83,200 | 1,755,100 | 1,122,300 | 632,800 | 139,600 | 1,733,000 | 1,153,900 | 579,100 | 134,900 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 2,678,300 | 1,725,500 | 952,800 | 182,000 | 3,017,300 | 1,820,600 | 1,196,700 | 213,700 | 2,848,100 | 1,802,800 | 1,045,300 | 198,900 |
| Black, non-Hispanic | 461,000 | 271,500 | 189,500 | 75,700 | 544,600 | 307,400 | 237,200 | 97,300 | 585,700 | 336,200 | 249,600 | 65,500 |
| Hispanic | 303,000 | 191,300 | 111,700 | 29,700 ² | 363,800 | 195,900 | 168,000 | 27,300 | 449,100 | 234,000 | 215,100 | 83,500 |
| Other, non-Hispanic | 111,600 | 95,300 | 16,300 ² | † | 102,900 | 64,200 | 38,700 | 10,600 ² | 110,000 | 70,400 | 39,600 | 14,800 ² |
| Urbanicity | | | | | | | | | | | | |
| Urban | 895,600 | 575,200 | 320,500 | 101,100 | 1,029,700 | 561,300 | 488,500 | 112,700 | 1,036,900 | 547,900 | 489,000 | 156,400 |
| Suburban | 1,902,900 | 1,247,000 | 655,900 | 143,000 | 2,151,800 | 1,340,700 | 811,100 | 157,800 | 2,128,500 | 1,333,400 | 795,000 | 174,800 |
| Rural | 755,500 | 461,500 | 294,000 | 43,300 | 847,000 | 486,200 | 360,900 | 78,400 | 827,500 | 562,000 | 265,500 | 31,700 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 261,200 | 135,700 | 125,500 | 27,400 ² | 280,000 | 105,900 | 174,100 | 27,900 | 206,600 | 99,500 | 107,100 | 46,000 |
| \$7,500-14,999 | 348,300 | 200,100 | 148,200 | 42,600 | 359,100 | 209,700 | 149,400 | 41,100 | 343,200 | 216,700 | 126,500 | 18,100 ² |
| \$15,000-24,999 | 430,800 | 199,700 | 231,200 | 64,800 | 512,700 | 270,800 | 241,900 | 36,000 | 512,200 | 314,500 | 197,600 | 48,800 |
| \$25,000-34,999 | 530,300 | 334,700 | 195,600 | 31,200 ² | 723,000 | 473,200 | 249,800 | 43,600 | 600,000 | 320,100 | 279,900 | 62,300 |
| \$35,000-49,999 | 786,500 | 570,300 | 216,200 | 38,600 ² | 720,400 | 420,500 | 299,900 | 73,800 | 786,900 | 488,400 | 298,500 | 58,800 |
| \$50,000-74,999 | 529,800 | 410,000 | 119,800 | 12,000 ² | 674,100 | 432,900 | 241,200 | 51,500 | 703,700 | 439,500 | 264,200 | 55,600 |
| \$75,000 or more | 395,500 | 255,600 | 140,000 | 35,400 ² | 430,300 | 312,700 | 117,500 | 21,900 ² | 453,600 | 317,300 | 136,300 | 22,400 ² |

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table 1.1b—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | 1996 | | | | |
|-------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 3,667,000 | 2,213,900 | 1,453,200 | 273,500 | 3,347,700 | 2,075,600 | 1,272,100 | 255,000 |
| Sex | | | | | | | | |
| Male | 2,106,600 | 1,235,100 | 871,400 | 180,900 | 1,932,800 | 1,067,800 | 865,000 | 175,200 |
| Female | 1,560,400 | 978,700 | 581,700 | 92,600 | 1,414,900 | 1,007,800 | 407,100 | 79,800 |
| Age | | | | | | | | |
| 12-14 | 2,191,300 | 1,227,400 | 964,000 | 178,900 | 1,872,600 | 1,093,600 | 779,100 | 118,900 |
| 15-18 | 1,475,700 | 986,500 | 489,200 | 94,600 | 1,475,100 | 982,000 | 493,100 | 136,200 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 2,648,200 | 1,632,900 | 1,015,300 | 133,500 | 2,378,700 | 1,488,900 | 889,800 | 130,400 |
| Black, non-Hispanic | 511,000 | 266,700 | 244,300 | 86,600 | 449,000 | 299,700 | 149,300 | 52,000 |
| Hispanic | 391,800 | 228,500 | 163,300 | 41,600 | 395,100 | 205,400 | 189,700 | 60,500 |
| Other, non-Hispanic | 116,000 | 85,800 | 30,300 | 11,900 ² | 124,900 | 81,600 | 43,300 | 12,100 ² |
| Urbanicity | | | | | | | | |
| Urban | 960,600 | 554,000 | 406,600 | 124,800 | 949,800 | 553,000 | 396,700 | 119,100 |
| Suburban | 1,983,900 | 1,211,100 | 772,700 | 109,300 | 1,810,000 | 1,103,600 | 706,400 | 111,700 |
| Rural | 722,500 | 448,700 | 273,900 | 39,500 | 587,900 | 418,900 | 168,900 | 24,200 ² |
| Household income | | | | | | | | |
| Less than \$7,500 | 159,100 | 52,700 | 106,400 | 43,200 | 136,800 | 87,900 | 48,900 | 13,500 ² |
| \$7,500-14,999 | 317,300 | 169,000 | 148,400 | 44,100 | 263,600 | 149,400 | 114,200 | 29,200 |
| \$15,000-24,999 | 469,200 | 277,400 | 191,800 | 34,100 | 467,500 | 244,300 | 223,100 | 58,600 |
| \$25,000-34,999 | 577,900 | 330,200 | 247,700 | 51,500 | 465,700 | 271,500 | 194,200 | 35,600 |
| \$35,000-49,999 | 699,900 | 439,100 | 260,800 | 37,400 | 644,600 | 394,900 | 249,700 | 52,000 |
| \$50,000-74,999 | 648,700 | 426,500 | 222,100 | 39,300 | 633,300 | 426,400 | 206,900 | 37,400 |
| \$75,000 or more | 516,100 | 345,500 | 170,600 | 13,600 ² | 451,300 | 332,800 | 118,500 | 16,000 ² |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Table 1.2a—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-------|-------|-----------------|------------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 150 | 96 | 54 | 12 | 164 | 97 | 67 | 14 | 158 | 96 | 61 | 14 |
| Sex | | | | | | | | | | | | |
| Male | 178 | 106 | 72 | 18 | 182 | 102 | 80 | 17 | 172 | 100 | 71 | 18 |
| Female | 119 | 86 | 33 | 6 | 145 | 92 | 52 | 11 | 143 | 93 | 50 | 11 |
| Age | | | | | | | | | | | | |
| 12-14 | 181 | 106 | 75 | 19 | 203 | 113 | 90 | 19 | 197 | 112 | 85 | 20 |
| 15-18 | 124 | 88 | 36 | 6 | 131 | 84 | 47 | 10 | 125 | 83 | 42 | 10 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 166 | 107 | 59 | 11 | 181 | 109 | 72 | 13 | 167 | 105 | 61 | 12 |
| Black, non-Hispanic | 118 | 70 | 49 | 19 | 137 | 77 | 60 | 25 | 153 | 85 | 68 | 21 |
| Hispanic | 115 | 72 | 42 | 11 ² | 128 | 69 | 59 | 10 | 142 | 74 | 68 | 26 |
| Other, non-Hispanic | 129 | 110 | 19 ² | † | 112 | 70 | 42 | 12 ² | 114 | 73 | 41 | 15 ² |
| Urbanicity | | | | | | | | | | | | |
| Urban | 143 | 92 | 51 | 16 | 155 | 84 | 70 | 17 | 152 | 80 | 72 | 23 |
| Suburban | 163 | 107 | 56 | 12 | 185 | 115 | 70 | 14 | 177 | 111 | 66 | 15 |
| Rural | 130 | 80 | 51 | 7 | 135 | 78 | 58 | 13 | 128 | 87 | 41 | 5 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 129 | 67 | 62 | 14 ² | 136 | 51 | 84 | 13 | 108 | 52 | 56 | 24 |
| \$7,500-14,999 | 115 | 66 | 49 | 14 | 130 | 76 | 54 | 15 | 127 | 80 | 47 | 7 ² |
| \$15,000-24,999 | 129 | 60 | 69 | 19 | 144 | 76 | 68 | 10 | 139 | 85 | 54 | 13 |
| \$25,000-34,999 | 148 | 94 | 55 | 9 ² | 197 | 129 | 68 | 12 | 170 | 91 | 79 | 18 |
| \$35,000-49,999 | 185 | 134 | 51 | 9 ² | 169 | 99 | 70 | 17 | 174 | 108 | 66 | 13 |
| \$50,000-74,999 | 156 | 120 | 35 | 4 ² | 180 | 115 | 64 | 14 | 175 | 109 | 66 | 14 |
| \$75,000 or more | 213 | 138 | 75 | 19 ² | 205 | 149 | 56 | 10 ² | 185 | 130 | 56 | 9 ² |

64

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.
¹Serious violent crimes are included in violent crimes.
²Estimate 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. Population sizes are 23,740,295 students ages 12 through 18 in 1992, 24,557,779 in 1993, and 25,326,989 in 1994. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table 1.2b—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | | 1996 | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 143 | 86 | 57 | 11 | 128 | 79 | 49 | 10 |
| Sex | | | | | | | | |
| Male | 159 | 93 | 66 | 14 | 144 | 80 | 64 | 13 |
| Female | 125 | 78 | 47 | 7 | 111 | 79 | 32 | 6 |
| Age | | | | | | | | |
| 12-14 | 188 | 105 | 83 | 15 | 161 | 94 | 67 | 10 |
| 15-18 | 105 | 70 | 35 | 7 | 102 | 68 | 34 | 9 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 154 | 95 | 59 | 8 | 137 | 85 | 51 | 7 |
| Black, non-Hispanic | 127 | 66 | 61 | 21 | 114 | 76 | 38 | 13 |
| Hispanic | 118 | 69 | 49 | 13 | 112 | 58 | 54 | 17 |
| Other, non-Hispanic | 108 | 80 | 28 | 11 ² | 116 | 76 | 40 | 11 ² |
| Urbanicity | | | | | | | | |
| Urban | 136 | 79 | 58 | 18 | 131 | 77 | 55 | 16 |
| Suburban | 159 | 97 | 62 | 9 | 138 | 84 | 54 | 9 |
| Rural | 117 | 73 | 44 | 6 | 101 | 72 | 29 | 4 ² |
| Household income | | | | | | | | |
| Less than \$7,500 | 91 | 30 | 61 | 25 | 86 | 55 | 31 | 8 ² |
| \$7,500-14,999 | 113 | 60 | 53 | 16 | 95 | 54 | 41 | 11 |
| \$15,000-24,999 | 139 | 82 | 57 | 10 | 132 | 69 | 63 | 17 |
| \$25,000-34,999 | 164 | 94 | 70 | 15 | 138 | 80 | 57 | 11 |
| \$35,000-49,999 | 146 | 92 | 55 | 8 | 141 | 86 | 55 | 11 |
| \$50,000-74,999 | 157 | 104 | 54 | 10 | 147 | 99 | 48 | 9 |
| \$75,000 or more | 180 | 121 | 60 | 5 ² | 144 | 106 | 38 | 5 ² |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 25,715,220 students ages 12 through 18 in 1995 and 26,151,364 in 1996. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Table 1.3a—Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 3,303,900 | 1,621,300 | 1,682,600 | 750,200 | 3,434,200 | 1,699,300 | 1,734,900 | 854,500 | 3,262,100 | 1,523,700 | 1,738,400 | 832,700 |
| Sex | | | | | | | | | | | | |
| Male | 1,978,300 | 1,007,700 | 970,600 | 433,300 | 2,017,100 | 1,004,200 | 1,012,800 | 532,800 | 1,923,300 | 866,200 | 1,057,000 | 522,800 |
| Female | 1,325,600 | 613,600 | 712,000 | 316,900 | 1,417,200 | 695,100 | 722,100 | 321,700 | 1,338,800 | 657,400 | 681,400 | 309,900 |
| Age | | | | | | | | | | | | |
| 12-14 | 1,256,800 | 688,900 | 567,800 | 249,700 | 1,243,200 | 655,800 | 587,400 | 285,500 | 1,136,900 | 574,200 | 562,700 | 231,400 |
| 15-18 | 2,047,100 | 932,400 | 1,114,700 | 500,500 | 2,191,000 | 1,043,500 | 1,147,500 | 569,000 | 2,125,200 | 949,500 | 1,175,700 | 601,300 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 2,326,700 | 1,170,700 | 1,156,000 | 457,100 | 2,349,200 | 1,146,000 | 1,203,200 | 505,100 | 2,232,700 | 1,054,300 | 1,178,400 | 490,000 |
| Black, non-Hispanic | 461,300 | 227,100 | 234,200 | 139,000 | 607,200 | 304,200 | 303,000 | 198,400 | 506,700 | 229,900 | 276,800 | 175,900 |
| Hispanic | 383,400 | 163,900 | 219,500 | 113,200 | 380,600 | 187,800 | 192,900 | 123,300 | 423,300 | 191,800 | 231,500 | 141,500 |
| Other, non-Hispanic | 132,400 | 59,600 | 72,800 | 40,900 ² | 97,100 | 61,300 | 35,800 | 21,700 ² | 99,400 | 47,600 | 51,700 | 25,300 |
| Urbanicity | | | | | | | | | | | | |
| Urban | 1,128,300 | 536,400 | 591,900 | 265,800 | 1,256,000 | 592,100 | 663,900 | 359,200 | 1,095,100 | 489,500 | 605,600 | 320,200 |
| Suburban | 1,671,100 | 848,200 | 822,900 | 360,100 | 1,519,800 | 776,100 | 743,700 | 364,700 | 1,594,300 | 729,700 | 864,600 | 396,000 |
| Rural | 504,500 | 236,800 | 267,700 | 124,300 | 658,400 | 331,200 | 327,200 | 130,700 | 572,700 | 304,400 | 268,200 | 116,500 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 379,500 | 192,900 | 186,600 | 75,200 | 423,500 | 180,300 | 243,300 | 107,100 | 354,400 | 157,800 | 196,600 | 108,600 |
| \$7,500-14,999 | 491,500 | 197,500 | 294,000 | 168,600 | 494,700 | 261,600 | 233,200 | 136,900 | 389,900 | 170,800 | 219,200 | 116,500 |
| \$15,000-24,999 | 592,300 | 246,500 | 345,800 | 143,500 | 563,600 | 257,100 | 306,500 | 152,700 | 430,100 | 181,000 | 249,100 | 110,800 |
| \$25,000-34,999 | 501,400 | 217,400 | 284,000 | 121,600 | 511,500 | 261,800 | 249,800 | 129,800 | 487,200 | 226,000 | 261,200 | 122,300 |
| \$35,000-49,999 | 479,800 | 242,600 | 237,200 | 80,200 | 549,500 | 253,600 | 295,900 | 144,700 | 494,200 | 233,500 | 260,700 | 120,900 |
| \$50,000-74,999 | 380,800 | 228,800 | 152,000 | 60,000 | 380,200 | 217,000 | 163,200 | 76,200 | 483,500 | 248,700 | 234,700 | 105,900 |
| \$75,000 or more | 253,800 | 158,400 | 95,400 | 34,600 ² | 226,400 | 127,200 | 99,300 | 38,100 | 292,700 | 156,200 | 136,500 | 60,000 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table 1.3b—Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | 1996 | | | | |
|-------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 3,069,200 | 1,565,800 | 1,503,500 | 601,500 | 3,065,100 | 1,634,500 | 1,430,600 | 670,600 |
| Sex | | | | | | | | |
| Male | 1,791,800 | 883,000 | 908,800 | 377,000 | 1,890,300 | 1,004,000 | 886,400 | 421,200 |
| Female | 1,277,400 | 682,700 | 594,700 | 224,400 | 1,174,800 | 630,500 | 544,300 | 249,300 |
| Age | | | | | | | | |
| 12-14 | 1,045,100 | 556,100 | 489,000 | 180,800 | 1,058,100 | 600,800 | 457,200 | 209,100 |
| 15-18 | 2,024,100 | 1,009,700 | 1,014,500 | 420,700 | 2,007,000 | 1,033,600 | 973,400 | 461,400 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 2,074,900 | 1,094,200 | 980,600 | 374,300 | 2,068,000 | 1,097,500 | 970,500 | 394,100 |
| Black, non-Hispanic | 528,100 | 262,700 | 265,500 | 105,900 | 528,900 | 271,400 | 257,500 | 157,400 |
| Hispanic | 352,200 | 144,000 | 208,200 | 97,900 | 354,100 | 191,500 | 162,600 | 94,200 |
| Other, non-Hispanic | 114,000 | 64,800 | 49,200 | 23,400 ² | 114,100 | 74,100 | 39,900 | 24,800 ² |
| Urbanicity | | | | | | | | |
| Urban | 1,057,300 | 518,000 | 539,400 | 229,900 | 995,900 | 494,800 | 501,200 | 274,800 |
| Suburban | 1,474,700 | 780,800 | 693,900 | 279,400 | 1,490,200 | 809,400 | 680,700 | 294,600 |
| Rural | 537,200 | 267,000 | 270,300 | 92,100 | 579,000 | 330,300 | 248,700 | 101,100 |
| Household income | | | | | | | | |
| Less than \$7,500 | 329,100 | 162,000 | 167,100 | 68,500 | 284,800 | 134,500 | 150,300 | 103,000 |
| \$7,500-14,999 | 428,100 | 191,400 | 236,700 | 97,100 | 422,400 | 213,300 | 209,100 | 127,200 |
| \$15,000-24,999 | 491,400 | 289,100 | 202,300 | 86,100 | 468,600 | 218,800 | 249,800 | 109,800 |
| \$25,000-34,999 | 414,100 | 203,700 | 210,400 | 78,400 | 377,600 | 215,900 | 161,700 | 68,100 |
| \$35,000-49,999 | 490,000 | 242,700 | 247,300 | 104,200 | 468,500 | 252,900 | 215,600 | 69,500 |
| \$50,000-74,999 | 444,200 | 225,000 | 219,100 | 96,400 | 402,300 | 250,100 | 152,300 | 72,300 |
| \$75,000 or more | 291,400 | 140,000 | 151,400 | 38,300 | 329,000 | 222,400 | 106,500 | 29,300 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Supplemental Tables

Table 1.4a—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 139 | 68 | 71 | 32 | 140 | 69 | 71 | 35 | 129 | 60 | 69 | 33 |
| Sex | | | | | | | | | | | | |
| Male | 162 | 82 | 79 | 35 | 159 | 79 | 80 | 42 | 148 | 66 | 81 | 40 |
| Female | 115 | 53 | 62 | 28 | 119 | 58 | 61 | 27 | 109 | 53 | 55 | 25 |
| Age | | | | | | | | | | | | |
| 12-14 | 116 | 64 | 53 | 23 | 111 | 59 | 53 | 26 | 99 | 50 | 49 | 20 |
| 15-18 | 158 | 72 | 86 | 39 | 164 | 78 | 86 | 43 | 153 | 68 | 85 | 43 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 144 | 72 | 72 | 28 | 141 | 69 | 72 | 30 | 131 | 62 | 69 | 29 |
| Black, non-Hispanic | 118 | 58 | 60 | 36 | 153 | 77 | 76 | 50 | 129 | 58 | 70 | 45 |
| Hispanic | 145 | 62 | 83 | 43 | 134 | 66 | 68 | 46 | 134 | 61 | 73 | 45 |
| Other, non-Hispanic | 153 | 69 | 84 | 47 ² | 106 | 67 | 39 | 24 ² | 103 | 49 | 54 | 26 |
| Urbanicity | | | | | | | | | | | | |
| Urban | 181 | 86 | 95 | 43 | 189 | 89 | 100 | 54 | 160 | 72 | 89 | 47 |
| Suburban | 143 | 73 | 70 | 31 | 130 | 67 | 64 | 31 | 132 | 61 | 72 | 33 |
| Rural | 87 | 41 | 46 | 21 | 105 | 53 | 52 | 21 | 89 | 47 | 42 | 18 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 187 | 95 | 92 | 37 | 205 | 87 | 118 | 52 | 185 | 82 | 102 | 57 |
| \$7,500-14,999 | 162 | 65 | 97 | 56 | 180 | 95 | 85 | 50 | 144 | 63 | 81 | 43 |
| \$15,000-24,999 | 178 | 74 | 104 | 43 | 158 | 72 | 86 | 43 | 117 | 49 | 68 | 30 |
| \$25,000-34,999 | 140 | 61 | 79 | 34 | 140 | 71 | 68 | 35 | 138 | 64 | 74 | 35 |
| \$35,000-49,999 | 113 | 57 | 56 | 19 | 129 | 59 | 69 | 34 | 110 | 52 | 58 | 27 |
| \$50,000-74,999 | 112 | 67 | 45 | 18 | 101 | 58 | 43 | 20 | 120 | 62 | 58 | 26 |
| \$75,000 or more | 137 | 85 | 51 | 19 ² | 108 | 60 | 47 | 18 | 120 | 64 | 56 | 25 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 23,740,295 students ages 12 through 18 in 1992, 24,557,779 in 1993, and 25,326,989 in 1994. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.



Table 1.4b—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | | 1996 | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 119 | 61 | 58 | 23 | 117 | 63 | 55 | 26 |
| Sex | | | | | | | | |
| Male | 135 | 67 | 69 | 28 | 141 | 75 | 66 | 31 |
| Female | 102 | 55 | 48 | 18 | 92 | 50 | 43 | 20 |
| Age | | | | | | | | |
| 12-14 | 90 | 48 | 42 | 16 | 91 | 52 | 39 | 18 |
| 15-18 | 144 | 72 | 72 | 30 | 138 | 71 | 67 | 32 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 121 | 64 | 57 | 22 | 119 | 63 | 56 | 23 |
| Black, non-Hispanic | 131 | 65 | 66 | 26 | 134 | 69 | 65 | 40 |
| Hispanic | 106 | 43 | 63 | 30 | 101 | 54 | 46 | 27 |
| Other, non-Hispanic | 106 | 60 | 46 | 22 ² | 106 | 69 | 37 | 23 ² |
| Urbanicity | | | | | | | | |
| Urban | 150 | 74 | 77 | 33 | 138 | 68 | 69 | 38 |
| Suburban | 118 | 63 | 56 | 22 | 114 | 62 | 52 | 23 |
| Rural | 87 | 43 | 44 | 15 | 99 | 57 | 43 | 17 |
| Household income | | | | | | | | |
| Less than \$7,500 | 189 | 93 | 96 | 39 | 179 | 85 | 94 | 65 |
| \$7,500-14,999 | 152 | 68 | 84 | 35 | 153 | 77 | 76 | 46 |
| \$15,000-24,999 | 146 | 86 | 60 | 26 | 132 | 62 | 70 | 31 |
| \$25,000-34,999 | 118 | 58 | 60 | 22 | 112 | 64 | 48 | 20 |
| \$35,000-49,999 | 103 | 51 | 52 | 22 | 102 | 55 | 47 | 15 |
| \$50,000-74,999 | 108 | 55 | 53 | 23 | 93 | 58 | 35 | 17 |
| \$75,000 or more | 102 | 49 | 53 | 13 | 105 | 71 | 34 | 9 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 25,715,220 students ages 12 through 18 in 1995 and 26,151,364 in 1996. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Table 2.1—Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization, grade level, and school control: 1989 and 1995

| School characteristics | 1989 | | | 1995 | | |
|------------------------|-----------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|
| | Type of victimization | | | Type of victimization | | |
| | Any ¹ | Violent ² | Property ³ | Any ¹ | Violent ² | Property ³ |
| Total | 14.5 | 3.4 | 12.2 | 14.6 | 4.2 | 11.6 |
| Grade level | | | | | | |
| Grade 6 | 17.9 | 5.7 | 14.8 | 18.0 | 6.7 | 13.3 |
| Grade 7 | 18.9 | 5.4 | 15.5 | 20.4 | 6.6 | 16.0 |
| Grade 8 | 16.1 | 4.0 | 13.1 | 17.1 | 4.7 | 13.9 |
| Grade 9 | 17.1 | 3.6 | 14.7 | 15.5 | 4.6 | 12.1 |
| Grade 10 | 13.9 | 2.5 | 11.9 | 12.9 | 3.3 | 10.7 |
| Grade 11 | 10.5 | 2.2 | 8.8 | 9.5 | 2.3 | 7.5 |
| Grade 12 | 8.3 | 1.2 | 7.6 | 8.7 | 1.7 | 7.5 |
| Other | 13.5 | 7.0 | 10.0 | 10.3 | 4.6 | 6.4 |
| School control | | | | | | |
| Public | 14.7 | 3.5 | 12.3 | 14.8 | 4.4 | 11.7 |
| Private | 12.8 | 2.9 | 10.8 | 12.4 | 2.3 | 10.7 |
| Not ascertained | 11.8 | 3.1 | 9.6 | — | — | — |

—Fewer than 30 sample cases.

¹Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization."

²Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

³Property victimization includes theft of property from a student's desk, locker, or other locations.

NOTE: "At school" means in the school building, on the school grounds, or on a school bus. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table 3.1—Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996

| Year | With a weapon | | On purpose, without a weapon | | | |
|------|---------------|------|------------------------------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1976 | 5.5 | 8.9 | 2.5 | 13.3 | 16.9 | 10.1 |
| 1977 | 4.8 | 8.0 | 1.7 | 11.1 | 12.8 | 9.5 |
| 1978 | 4.4 | 7.0 | 2.3 | 12.1 | 14.5 | 10.2 |
| 1979 | 4.6 | 7.4 | 2.1 | 12.1 | 15.6 | 8.7 |
| 1980 | 4.4 | 6.9 | 2.1 | 11.2 | 14.3 | 8.4 |
| 1981 | 6.4 | 9.4 | 3.5 | 14.3 | 18.2 | 10.6 |
| 1982 | 4.5 | 6.8 | 2.3 | 12.3 | 15.6 | 9.0 |
| 1983 | 4.6 | 6.9 | 2.5 | 13.7 | 16.7 | 11.1 |
| 1984 | 3.9 | 6.6 | 1.5 | 12.2 | 15.5 | 9.2 |
| 1985 | 5.7 | 9.0 | 2.7 | 14.0 | 18.6 | 9.9 |
| 1986 | 5.2 | 8.7 | 2.2 | 13.6 | 17.0 | 10.6 |
| 1987 | 4.6 | 7.8 | 1.8 | 15.3 | 18.9 | 12.1 |
| 1988 | 4.6 | 7.7 | 1.8 | 13.4 | 16.7 | 10.4 |
| 1989 | 5.5 | 7.9 | 3.3 | 14.0 | 17.0 | 11.3 |
| 1990 | 5.9 | 9.0 | 2.8 | 13.7 | 16.4 | 11.1 |
| 1991 | 5.9 | 8.4 | 3.5 | 14.5 | 16.8 | 12.3 |
| 1992 | 5.1 | 8.0 | 1.8 | 12.8 | 15.6 | 9.8 |
| 1993 | 4.3 | 6.8 | 2.0 | 11.2 | 13.9 | 8.8 |
| 1994 | 4.8 | 7.9 | 1.7 | 11.8 | 15.1 | 8.2 |
| 1995 | 4.9 | 7.5 | 2.3 | 11.6 | 15.2 | 8.2 |
| 1996 | 4.8 | 6.7 | 3.1 | 11.7 | 12.9 | 10.7 |

NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table 3.2—Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996

| Year | Threatened with a weapon | | Threatened by unarmed person | |
|------|--------------------------|------|------------------------------|-------|
| | Total | Male | Female | Total |
| 1976 | 12.4 | 18.2 | 7.0 | 21.1 |
| 1977 | 12.1 | 17.7 | 6.9 | 20.8 |
| 1978 | 11.3 | 16.8 | 6.7 | 19.8 |
| 1979 | 11.6 | 17.1 | 6.8 | 20.1 |
| 1980 | 10.7 | 16.4 | 5.7 | 19.3 |
| 1981 | 14.8 | 20.5 | 9.3 | 23.5 |
| 1982 | 11.9 | 16.0 | 7.7 | 21.4 |
| 1983 | 12.5 | 17.3 | 8.1 | 24.2 |
| 1984 | 12.1 | 17.7 | 7.0 | 22.9 |
| 1985 | 13.3 | 19.6 | 7.7 | 24.2 |
| 1986 | 12.9 | 20.2 | 6.5 | 24.7 |
| 1987 | 11.9 | 17.6 | 7.0 | 24.3 |
| 1988 | 12.4 | 18.7 | 6.6 | 23.7 |
| 1989 | 13.3 | 18.7 | 8.4 | 24.0 |
| 1990 | 13.0 | 18.0 | 8.2 | 24.8 |
| 1991 | 15.8 | 20.9 | 10.7 | 25.5 |
| 1992 | 13.7 | 20.7 | 7.1 | 24.3 |
| 1993 | 15.1 | 21.5 | 9.5 | 23.1 |
| 1994 | 15.0 | 22.3 | 8.3 | 23.5 |
| 1995 | 13.5 | 20.0 | 7.7 | 23.8 |
| 1996 | 13.3 | 17.5 | 9.5 | 21.6 |

NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table 4.1—Percentage and number of students in grades 6 to 12 who reported being bullied at school during the current school year, by urbanicity and selected student characteristics: 1993

| Student characteristics | Percent | | | Number | | | | |
|-------------------------|---------|-------|----------|--------|-----------|-----------|----------|---------|
| | Total | Urban | Suburban | Rural | Total | Urban | Suburban | Rural |
| Total | 8.2 | 7.7 | 9.7 | 8.6 | 1,979,100 | 1,088,700 | 347,400 | 543,100 |
| Sex | | | | | | | | |
| Male | 9.5 | 9.4 | 11.1 | 8.9 | 1,144,600 | 656,100 | 206,500 | 282,000 |
| Female | 6.9 | 6.1 | 8.2 | 8.2 | 834,500 | 432,500 | 140,900 | 261,100 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 8.7 | 8.5 | 9.5 | 8.6 | 1,467,300 | 730,800 | 263,200 | 473,200 |
| Black, non-Hispanic | 7.3 | 6.5 | 10.4 | 9.8 | 279,900 | 189,400 | 37,500 | 53,000 |
| Hispanic | 6.1 | 5.9 | 9.1 | 3.5 | 161,400 | 122,200 | 31,400 | 7,800 |
| Other, non-Hispanic | 9.3 | 8.5 | — | — | 70,500 | 46,200 | — | — |
| Grade level | | | | | | | | |
| Grade 6 | 13.4 | 13.6 | 15.2 | 11.9 | 509,600 | 306,100 | 86,400 | 117,100 |
| Grade 7 | 11.1 | 12.1 | 9.2 | 9.9 | 407,900 | 258,800 | 51,400 | 97,800 |
| Grade 8 | 8.5 | 8.5 | 7.4 | 9.3 | 299,800 | 182,500 | 36,200 | 81,000 |
| Grade 9 | 8.1 | 4.9 | 15.2 | 10.6 | 283,600 | 97,500 | 83,600 | 102,500 |
| Grade 10 | 8.1 | 6.9 | 10.9 | 9.0 | 269,600 | 133,400 | 58,200 | 78,000 |
| Grade 11 | 3.9 | 3.7 | 5.2 | 3.5 | 120,900 | 69,700 | 24,100 | 27,200 |
| Grade 12 | 2.9 | 2.3 | 1.8 | 4.4 | 87,700 | 40,800 | 7,500 | 39,500 |
| Region | | | | | | | | |
| Northeast | 8.6 | 9.7 | 5.4 | 7.5 | 378,900 | 262,900 | 23,600 | 92,400 |
| South | 8.8 | 8.6 | 9.3 | 8.9 | 753,300 | 392,000 | 112,300 | 249,000 |
| Midwest | 7.9 | 7.5 | 9.6 | 7.5 | 466,900 | 237,200 | 103,600 | 126,100 |
| West | 7.3 | 5.3 | 12.6 | 11.9 | 380,100 | 196,600 | 107,900 | 75,600 |

—Fewer than 30 sample cases.

NOTE: Bullying was described as students picking on others a lot or making other students do things like give them money. "At school" means in school, at school activities during the day, or on the way to or from school. Population size is 24,060,000 students in grades 6 to 12. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1993.

Table 5.1—Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996

| Year | Total | Male | Female |
|------|-------|------|--------|
| 1976 | 38.3 | 44.9 | 32.2 |
| 1977 | 39.6 | 45.0 | 34.5 |
| 1978 | 37.6 | 42.1 | 33.9 |
| 1979 | 33.6 | 38.2 | 29.5 |
| 1980 | 34.4 | 37.7 | 31.6 |
| 1981 | 40.0 | 44.2 | 35.8 |
| 1982 | 40.0 | 44.2 | 35.8 |
| 1983 | 38.8 | 42.5 | 35.5 |
| 1984 | 38.0 | 41.8 | 34.6 |
| 1985 | 38.8 | 40.7 | 37.2 |
| 1986 | 40.3 | 44.7 | 36.4 |
| 1987 | 42.0 | 44.9 | 39.5 |
| 1988 | 42.2 | 45.8 | 39.0 |
| 1989 | 40.7 | 42.7 | 38.8 |
| 1990 | 41.3 | 47.3 | 35.6 |
| 1991 | 41.4 | 46.3 | 36.4 |
| 1992 | 37.1 | 41.6 | 32.9 |
| 1993 | 41.5 | 42.2 | 40.9 |
| 1994 | 39.6 | 44.2 | 35.3 |
| 1995 | 40.4 | 44.2 | 36.9 |
| 1996 | 40.7 | 41.6 | 39.9 |

NOTE: "At school" means inside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table 5.2—Percentage of 12th graders who reported that someone had deliberately damaged their property at school during the past 12 months, by sex: 1976 to 1996

| Year | Total | Male | Female |
|------|-------|------|--------|
| 1976 | 25.7 | 33.8 | 18.3 |
| 1977 | 24.8 | 33.9 | 16.2 |
| 1978 | 25.0 | 32.0 | 19.3 |
| 1979 | 24.4 | 33.0 | 16.9 |
| 1980 | 24.9 | 32.5 | 18.1 |
| 1981 | 30.4 | 40.1 | 21.0 |
| 1982 | 25.8 | 32.5 | 19.0 |
| 1983 | 25.4 | 32.9 | 18.5 |
| 1984 | 24.2 | 31.4 | 17.7 |
| 1985 | 26.9 | 34.9 | 19.8 |
| 1986 | 25.8 | 31.2 | 21.0 |
| 1987 | 26.4 | 31.1 | 22.3 |
| 1988 | 27.3 | 34.0 | 21.2 |
| 1989 | 26.4 | 31.9 | 21.4 |
| 1990 | 29.4 | 33.6 | 25.4 |
| 1991 | 27.8 | 33.8 | 21.8 |
| 1992 | 26.2 | 33.5 | 19.1 |
| 1993 | 25.9 | 29.7 | 22.6 |
| 1994 | 26.9 | 33.4 | 20.4 |
| 1995 | 27.6 | 33.6 | 22.8 |
| 1996 | 26.0 | 32.3 | 20.3 |

NOTE: "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table 6.1—Percentage of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents and no serious violent incidents | | | | | | |
|--------------------------------------|---------------|------|--------|-------|---------------------------|------|--------|-------|-------------------------------------------------------------------------------|------|--------|-------|------|------|------|
| | Urban | | | | Urban | | | | Urban | | | | | | |
| | Total | City | fringe | Rural | Total | City | fringe | Rural | Total | City | fringe | Rural | | | |
| Total | 56.7 | 59.3 | 58.4 | 63.2 | 46.9 | 10.1 | 16.8 | 11.2 | 5.4 | 7.8 | 46.5 | 42.4 | 46.7 | 57.8 | 39.2 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 45.1 | 46.9 | 47.0 | 52.6 | 34.2 | 4.2 | 6.1 | 3.3 | 2.0 | 5.1 | 40.8 | 40.8 | 43.2 | 50.6 | 29.1 |
| Middle school | 74.1 | 86.7 | 78.8 | 70.0 | 62.0 | 18.7 | 35.8 | 21.7 | 7.0 | 15.0 | 55.4 | 50.9 | 57.1 | 63.0 | 47.0 |
| High school | 76.9 | 88.8 | 84.0 | 84.2 | 64.1 | 20.6 | 48.0 | 33.0 | 12.7 | 9.4 | 55.9 | 39.9 | 49.4 | 71.5 | 54.7 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 51.6 | 51.9 | 49.3 | 53.7 | 52.5 | 6.8 | 9.5 | 6.9 | 2.6 | 11.0 | 44.7 | 42.2 | 42.4 | 51.2 | 41.5 |
| Southeast | 58.8 | 55.1 | 65.5 | 64.8 | 51.1 | 9.2 | 17.3 | 13.2 | 4.9 | 4.9 | 49.6 | 37.8 | 52.3 | 59.9 | 46.2 |
| Central | 50.8 | 52.5 | 51.7 | 59.9 | 43.6 | 11.1 | 16.4 | 12.4 | 6.4 | 10.2 | 39.7 | 36.1 | 39.3 | 53.4 | 33.5 |
| West | 64.3 | 69.8 | 69.9 | 72.5 | 45.8 | 11.9 | 20.2 | 13.3 | 7.2 | 5.7 | 51.9 | 49.5 | 54.4 | 65.3 | 40.0 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 37.8 | — | — | 44.9 | 38.0 | 3.9 | — | — | 8.8 | 2.5 | 33.8 | — | — | 36.1 | 35.5 |
| 300–999 | 59.6 | 54.2 | 59.2 | 67.3 | 56.8 | 9.3 | 12.5 | 9.0 | 3.2 | 13.9 | 50.2 | 41.7 | 49.5 | 64.1 | 42.9 |
| 1,000 or more | 89.1 | 93.1 | 86.7 | 86.5 | — | 32.9 | 44.2 | 29.8 | 15.9 | — | 56.0 | 48.1 | 56.9 | 70.6 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 46.7 | — | 47.2 | 53.9 | 40.8 | 5.8 | — | 5.9 | 3.3 | 7.3 | 40.9 | — | 41.3 | 50.5 | 33.5 |
| 5–19 percent | 57.7 | 52.0 | 62.9 | 64.0 | 45.0 | 10.9 | 14.5 | 11.3 | 10.6 | 6.8 | 46.6 | 37.4 | 51.1 | 53.5 | 38.1 |
| 20–49 percent | 58.1 | 54.7 | 58.5 | 66.7 | 53.3 | 11.1 | 19.1 | 10.1 | 5.0 | 8.0 | 47.0 | 35.6 | 48.4 | 61.7 | 45.3 |
| 50 percent or more | 68.3 | 64.8 | 62.3 | 81.5 | 74.9 | 14.7 | 17.6 | 17.8 | 4.4 | 11.6 | 53.1 | 47.1 | 42.6 | 77.1 | 63.3 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 54.4 | 50.6 | 57.3 | 64.2 | 41.2 | 8.6 | 12.2 | 9.9 | 7.1 | 5.6 | 45.8 | 38.2 | 47.4 | 57.1 | 35.7 |
| 21–34 percent | 53.2 | 56.0 | 65.5 | 57.2 | 39.5 | 11.7 | 18.4 | 13.3 | 7.1 | 11.6 | 41.6 | 37.5 | 52.2 | 50.2 | 27.9 |
| 35–49 percent | 59.4 | 76.1 | 53.3 | 63.1 | 52.5 | 11.6 | 34.2 | 8.6 | 3.0 | 8.6 | 47.8 | 41.5 | 44.7 | 60.1 | 43.9 |
| 50–74 percent | 58.8 | 60.8 | 54.7 | 66.6 | 52.0 | 8.9 | 22.9 | 10.3 | 2.0 | 2.3 | 49.5 | 37.9 | 42.4 | 64.6 | 49.8 |
| 75 percent or more | 59.2 | 58.5 | — | — | — | 10.2 | 8.4 | — | — | — | 49.0 | 50.2 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.



Table 6.2—Number of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents and no serious violent incidents | | | | | | |
|---------------------------------------------|---------------|--------|--------|--------|---------------------------|-------|-------|-------|-------------------------------------------------------------------------------|-------|--------|-------|-------|--------|-------|
| | Urban | | | | Urban | | | | Urban | | | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | | | |
| Total | 44,000 | 10,600 | 11,000 | 12,400 | 9,900 | 7,900 | 3,000 | 2,100 | 1,100 | 1,600 | 36,100 | 7,600 | 8,900 | 11,400 | 8,300 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 21,600 | 5,900 | 5,900 | 5,800 | 4,100 | 2,000 | 800 | 400 | 200 | 600 | 19,600 | 5,100 | 5,500 | 5,600 | 3,500 |
| Middle school | 10,400 | 2,600 | 2,800 | 3,100 | 1,900 | 2,600 | 1,100 | 800 | 300 | 500 | 7,800 | 1,600 | 2,000 | 2,800 | 1,400 |
| High school | 12,000 | 2,200 | 2,300 | 3,500 | 4,000 | 3,200 | 1,200 | 900 | 500 | 600 | 8,700 | 1,000 | 1,400 | 3,000 | 3,400 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 7,800 | 1,500 | 2,700 | 2,300 | 1,200 | 1,000 | 300 | 400 | 100 | 300 | 6,700 | 1,300 | 2,300 | 2,200 | 900 |
| Southeast | 10,000 | 2,100 | 2,200 | 3,200 | 2,500 | 1,600 | 600 | 400 | 200 | 200 | 8,400 | 1,400 | 1,700 | 3,000 | 2,300 |
| Central | 11,400 | 2,500 | 2,500 | 3,000 | 3,500 | 2,500 | 800 | 600 | 300 | 800 | 8,900 | 1,700 | 1,900 | 2,700 | 2,700 |
| West | 14,800 | 4,600 | 3,600 | 3,900 | 2,700 | 2,800 | 1,300 | 700 | 400 | 300 | 12,000 | 3,300 | 2,900 | 3,500 | 2,400 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 7,700 | — | — | 2,100 | 4,400 | 800 | — | — | 400 | 300 | 6,900 | — | — | 1,700 | 4,100 |
| 300–999 | 29,800 | 7,200 | 8,200 | 9,200 | 5,200 | 4,600 | 1,700 | 1,300 | 400 | 1,300 | 25,100 | 5,600 | 6,900 | 8,700 | 3,900 |
| 1,000 or more | 6,600 | 2,800 | 2,400 | 1,100 | — | 2,400 | 1,300 | 800 | 200 | — | 4,100 | 1,400 | 1,500 | 900 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 11,300 | — | 1,800 | 4,200 | 4,800 | 1,400 | — | 200 | 300 | 900 | 9,900 | — | 1,500 | 4,000 | 4,000 |
| 5–19 percent | 10,100 | 1,800 | 3,900 | 3,000 | 1,400 | 1,900 | 500 | 700 | 500 | 200 | 8,200 | 1,300 | 3,200 | 2,500 | 1,200 |
| 20–49 percent | 10,300 | 2,700 | 3,100 | 2,500 | 2,000 | 2,000 | 900 | 500 | 200 | 300 | 8,300 | 1,700 | 2,600 | 2,300 | 1,700 |
| 50 percent or more | 11,900 | 5,600 | 2,300 | 2,300 | 1,600 | 2,600 | 1,500 | 700 | 100 | 300 | 9,300 | 4,100 | 1,600 | 2,200 | 1,400 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 10,000 | 1,400 | 4,000 | 3,000 | 1,700 | 1,600 | 300 | 700 | 300 | 200 | 8,500 | 1,000 | 3,300 | 2,600 | 1,500 |
| 21–34 percent | 9,200 | 1,500 | 2,600 | 2,900 | 2,200 | 2,000 | 500 | 500 | 400 | 700 | 7,200 | 1,000 | 2,100 | 2,600 | 1,600 |
| 35–49 percent | 7,700 | 1,700 | 1,400 | 2,100 | 2,500 | 1,500 | 800 | 200 | 100 | 400 | 6,200 | 900 | 1,100 | 2,000 | 2,100 |
| 50–74 percent | 9,400 | 2,400 | 1,700 | 3,000 | 2,300 | 1,400 | 900 | 300 | 100 | 100 | 7,900 | 1,500 | 1,400 | 2,900 | 2,200 |
| 75 percent or more | 7,400 | 3,700 | — | — | — | 1,300 | 500 | — | — | — | 6,100 | 3,200 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System; "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 6.3—Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents | | | | | | |
|---------------------------------------------|---------------|---------|---------|---------|---------------------------|--------|--------|-------|----------------------------------------------|-------|---------|---------|---------|---------|--------|
| | Total | Urban | | | Total | Urban | | | Total | Urban | | | | | |
| | | City | Town | Rural | | City | Town | Rural | | City | Town | Rural | | | |
| Total | 424,500 | 146,700 | 110,600 | 103,800 | 63,400 | 22,600 | 11,900 | 4,700 | 2,800 | 3,100 | 401,900 | 134,800 | 105,900 | 101,000 | 60,200 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 78,700 | 19,000 | 25,900 | 22,200 | 11,600 | 2,900 | 1,400 | 400 | 200 | 900 | 75,800 | 17,600 | 25,500 | 22,000 | 10,800 |
| Middle school | 136,400 | 61,000 | 32,600 | 29,800 | 13,000 | 7,800 | 5,200 | 1,400 | 400 | 800 | 128,600 | 55,800 | 31,200 | 29,400 | 12,200 |
| High school | 209,400 | 66,800 | 52,000 | 51,900 | 38,700 | 11,900 | 5,300 | 2,900 | 2,200 | 1,500 | 197,500 | 61,500 | 49,200 | 49,700 | 37,200 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 67,400 | 19,000 | 23,500 | 17,500 | 7,400 | 3,200 | 1,800 | 700 | 400 | 500 | 64,200 | 17,300 | 22,800 | 17,200 | 6,900 |
| Southeast | 95,400 | 24,400 | 34,600 | 20,700 | 15,700 | 4,100 | 1,600 | 1,600 | 300 | 600 | 91,300 | 22,800 | 32,900 | 20,400 | 15,200 |
| Central | 95,000 | 34,800 | 16,400 | 21,800 | 21,900 | 7,800 | 4,700 | 1,000 | 500 | 1,700 | 87,200 | 30,200 | 15,400 | 21,300 | 20,200 |
| West | 166,700 | 68,500 | 36,100 | 43,800 | 18,300 | 7,500 | 3,900 | 1,400 | 1,700 | 400 | 159,200 | 64,600 | 34,600 | 42,100 | 17,900 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 40,000 | — | — | 14,800 | 21,700 | 2,300 | — | — | 1,600 | 600 | 37,700 | — | — | 13,200 | 21,200 |
| 300–999 | 204,100 | 61,900 | 41,500 | 63,000 | 37,700 | 10,800 | 5,800 | 1,700 | 800 | 2,500 | 193,400 | 56,100 | 39,800 | 62,300 | 35,200 |
| 1,000 or more | 180,400 | 82,800 | 67,700 | 26,000 | — | 9,600 | 6,000 | 3,000 | 500 | — | 170,800 | 76,800 | 64,700 | 25,500 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 66,200 | — | 9,100 | 27,000 | 26,400 | 1,800 | — | 200 | 300 | 1,300 | 64,500 | — | 8,900 | 26,800 | 25,100 |
| 5–19 percent | 88,800 | 15,700 | 35,200 | 28,500 | 9,300 | 4,100 | 1,000 | 1,000 | 1,800 | 200 | 84,700 | 14,700 | 34,200 | 26,700 | 9,100 |
| 20–49 percent | 103,500 | 37,900 | 31,600 | 20,700 | 13,400 | 5,200 | 2,800 | 1,300 | 600 | 500 | 98,300 | 35,100 | 30,300 | 20,100 | 12,800 |
| 50 percent or more | 159,400 | 89,000 | 34,700 | 21,400 | 14,300 | 11,500 | 8,000 | 2,200 | 200 | 1,100 | 147,900 | 81,000 | 32,500 | 21,200 | 13,200 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 91,700 | 18,100 | 34,300 | 27,300 | 12,000 | 2,900 | 900 | 1,000 | 600 | 400 | 88,800 | 17,200 | 33,300 | 26,700 | 11,600 |
| 21–34 percent | 83,900 | 22,800 | 26,900 | 21,400 | 12,800 | 5,300 | 2,000 | 2,000 | 400 | 900 | 78,600 | 20,900 | 24,900 | 21,000 | 11,900 |
| 35–49 percent | 72,900 | 23,600 | 15,700 | 16,600 | 17,100 | 3,300 | 2,000 | 300 | 400 | 600 | 69,600 | 21,600 | 15,400 | 16,200 | 16,400 |
| 50–74 percent | 93,900 | 45,900 | 17,000 | 21,400 | 9,700 | 5,500 | 4,400 | 900 | 100 | 100 | 88,500 | 41,500 | 16,100 | 21,200 | 9,600 |
| 75 percent or more | 75,800 | 35,900 | — | — | — | 5,400 | 2,500 | — | — | — | 70,400 | 33,500 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.



Table 6.4—Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | | Serious violent incidents | | | | | Less serious violent or nonviolent incidents | | | | | | | | | |
|--------------------------------------|---------------|-------|------|-------|----------|---------------------------|-------|------|-------|----------|----------------------------------------------|-------|------|-------|----------|-------|-------|------|-------|----------|
| | Total | Urban | | | | Total | Urban | | | | Total | Urban | | | | Total | Urban | | | |
| | | City | Town | Rural | Infringe | | City | Town | Rural | Infringe | | City | Town | Rural | Infringe | | City | Town | Rural | Infringe |
| Total | 10.0 | 11.6 | 8.8 | 10.2 | 9.0 | 0.5 | 0.9 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.4 | 9.5 | 10.7 | 8.4 | 9.9 | 8.5 | | |
| Instructional level | | | | | | | | | | | | | | | | | | | | |
| Elementary school | 3.5 | 2.7 | 3.9 | 4.5 | 3.0 | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.2 | 0.2 | 0.2 | 3.4 | 2.5 | 3.8 | 4.5 | 2.8 | | |
| Middle school | 16.2 | 24.8 | 12.6 | 13.0 | 12.2 | 0.9 | 2.1 | 0.6 | 0.2 | 0.2 | 0.8 | 0.8 | 0.8 | 15.3 | 22.6 | 12.0 | 12.9 | 11.4 | | |
| High school | 18.1 | 20.9 | 15.7 | 17.6 | 18.1 | 1.0 | 1.7 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 17.0 | 19.3 | 14.9 | 16.8 | 17.4 | | |
| Region | | | | | | | | | | | | | | | | | | | | |
| Northeast | 8.1 | 8.8 | 7.7 | 8.2 | 7.4 | 0.4 | 0.8 | 0.2 | 0.2 | 0.2 | 0.5 | 0.5 | 0.5 | 7.7 | 8.0 | 7.5 | 8.0 | 6.9 | | |
| Southeast | 9.2 | 9.1 | 13.6 | 7.2 | 7.0 | 0.4 | 0.6 | 0.6 | 0.1 | 0.3 | 0.3 | 0.3 | 0.3 | 8.8 | 8.5 | 13.0 | 7.1 | 6.7 | | |
| Central | 9.5 | 13.7 | 5.9 | 9.4 | 9.6 | 0.8 | 1.8 | 0.4 | 0.2 | 0.2 | 0.7 | 0.7 | 0.7 | 8.8 | 11.9 | 5.5 | 9.2 | 8.9 | | |
| West | 12.2 | 13.1 | 8.7 | 15.5 | 12.1 | 0.5 | 0.7 | 0.3 | 0.6 | 0.6 | 0.3 | 0.3 | 0.3 | 11.6 | 12.4 | 8.4 | 14.8 | 11.8 | | |
| School enrollment | | | | | | | | | | | | | | | | | | | | |
| Less than 300 | 10.7 | — | — | 17.1 | 11.2 | 0.6 | — | — | — | 1.8 | 0.3 | 0.3 | 0.3 | 10.1 | — | — | 15.3 | 10.9 | | |
| 300–999 | 7.3 | 8.0 | 5.2 | 8.3 | 8.0 | 0.4 | 0.8 | 0.2 | 0.1 | 0.1 | 0.5 | 0.5 | 0.5 | 6.9 | 7.3 | 5.0 | 8.2 | 7.5 | | |
| 1,000 or more | 16.9 | 18.2 | 17.0 | 15.3 | — | 0.9 | 1.3 | 0.8 | 0.3 | 0.3 | — | — | — | 16.0 | 16.8 | 16.3 | 15.0 | — | | |
| Minority enrollment | | | | | | | | | | | | | | | | | | | | |
| Less than 5 percent | 6.9 | — | 4.6 | 7.6 | 7.3 | 0.2 | — | 0.1 | 0.1 | 0.1 | 0.3 | 0.3 | 0.3 | 6.7 | — | 4.4 | 7.6 | 7.0 | | |
| 5–19 percent | 8.7 | 7.4 | 8.1 | 11.1 | 8.0 | 0.4 | 0.5 | 0.2 | 0.7 | 0.2 | 0.2 | 0.2 | 0.2 | 8.3 | 6.9 | 7.9 | 10.4 | 7.8 | | |
| 20–49 percent | 10.2 | 11.6 | 9.7 | 9.7 | 8.9 | 0.5 | 0.9 | 0.4 | 0.3 | 0.3 | 0.4 | 0.4 | 0.4 | 9.7 | 10.8 | 9.3 | 9.4 | 8.5 | | |
| 50 percent or more | 13.2 | 13.1 | 11.8 | 13.3 | 20.0 | 1.0 | 1.2 | 0.8 | 0.1 | 0.1 | 1.6 | 1.6 | 1.6 | 12.3 | 12.0 | 11.1 | 13.2 | 18.4 | | |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | | | | | | |
| Less than 20 percent | 8.1 | 9.1 | 6.8 | 9.9 | 8.0 | 0.3 | 0.5 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 7.9 | 8.6 | 6.6 | 9.7 | 7.8 | | |
| 21–34 percent | 9.2 | 11.3 | 10.5 | 8.2 | 6.5 | 0.6 | 1.0 | 0.8 | 0.2 | 0.2 | 0.5 | 0.5 | 0.5 | 8.6 | 10.3 | 9.7 | 8.1 | 6.0 | | |
| 35–49 percent | 10.7 | 13.7 | 10.3 | 9.4 | 9.6 | 0.5 | 1.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.4 | 0.4 | 10.2 | 12.5 | 10.1 | 9.2 | 9.2 | | |
| 50–74 percent | 11.7 | 16.1 | 8.7 | 9.8 | 9.1 | 0.7 | 1.5 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 11.0 | 14.5 | 8.3 | 9.8 | 9.0 | | |
| 75 percent or more | 11.2 | 9.2 | — | — | — | 0.8 | 0.6 | — | — | — | — | — | — | 10.4 | 8.6 | — | — | — | | |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.1—Percentage of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | Physical attack or fight with a weapon | | | Robbery | | |
|--------------------------------------|--------------------------------------|--------------|-------|----------------------------------------|--------------|-------|---------|--------------|-------|
| | Total | Urban fringe | Rural | Total | Urban fringe | Rural | Total | Urban fringe | Rural |
| Total | 3.0 | 3.7 | 2.1 | 6.0 | 6.5 | 4.9 | 3.1 | 2.7 | 1.1 |
| Instructional level | | | | | | | | | |
| Elementary school | 0.8 | 0.9 | 1.3 | 2.3 | 2.0 | 3.0 | 0.8 | 0.4 | 0.9 |
| Middle school | 5.2 | 7.5 | 3.1 | 11.6 | 10.7 | 11.1 | 5.4 | 6.8 | 1.7 |
| High school | 7.6 | 11.6 | 3.4 | 12.5 | 21.1 | 5.7 | 7.9 | 8.0 | 1.3 |
| Region | | | | | | | | | |
| Northeast | 2.2 | 2.0 | 2.7 | 4.2 | 3.7 | 7.2 | 3.1 | 2.1 | 3.6 |
| Southeast | 3.5 | 8.7 | 0.6 | 5.0 | 4.4 | 3.2 | 2.3 | 2.6 | 1.1 |
| Central | 2.9 | 1.3 | 3.4 | 5.8 | 9.4 | 5.8 | 2.6 | 2.5 | 1.3 |
| West | 3.2 | 4.6 | 1.5 | 8.2 | 8.0 | 4.3 | 4.1 | 3.7 | † |
| School enrollment | | | | | | | | | |
| Less than 300 | 1.3 | — | 1.3 | 1.9 | — | 1.2 | 0.5 | — | † |
| 300–999 | 2.5 | 3.4 | 3.3 | 5.6 | 4.7 | 9.0 | 2.2 | 1.4 | 2.6 |
| 1,000 or more | 11.4 | 8.7 | — | 20.4 | 18.8 | — | 15.8 | 12.0 | — |
| Minority enrollment | | | | | | | | | |
| Less than 5 percent | 1.8 | 2.6 | 2.1 | 3.2 | 1.6 | 4.4 | 1.0 | 1.6 | 1.1 |
| 5–19 percent | 3.2 | 3.6 | 1.8 | 5.6 | 6.8 | 4.3 | 2.1 | 0.9 | 0.8 |
| 20–49 percent | 3.6 | 7.0 | 3.1 | 7.4 | 7.9 | 4.9 | 2.9 | 1.1 | † |
| 50 percent or more | 4.0 | 7.2 | 1.4 | 9.3 | 8.7 | 9.3 | 7.3 | 9.1 | 3.5 |
| Free/reduced-price lunch eligibility | | | | | | | | | |
| Less than 20 percent | 2.9 | 3.5 | 2.4 | 5.1 | 5.2 | 2.6 | 1.2 | 1.2 | 0.6 |
| 21–34 percent | 3.4 | 5.4 | 3.7 | 6.5 | 9.1 | 6.1 | 2.7 | 1.9 | 2.4 |
| 35–49 percent | 4.4 | 5.4 | 2.4 | 6.1 | 1.0 | 6.2 | 2.9 | 2.2 | † |
| 50–74 percent | 1.6 | 4.2 | † | 6.0 | 8.4 | 2.3 | 3.8 | 3.8 | † |
| 75 percent or more | 3.0 | — | — | 6.7 | — | — | 5.6 | — | — |

†Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.2—Percentage of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | |
|--------------------------------------|-------------------------------------------|------|------|-------|------------------|------|------|-------|-----------|------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 27.8 | 30.4 | 28.2 | 21.3 | 30.7 | 34.5 | 28.9 | 24.0 | 37.8 | 40.9 | 43.6 | 30.1 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 12.1 | 13.3 | 14.9 | 8.6 | 18.8 | 21.3 | 17.4 | 13.7 | 30.5 | 31.6 | 38.5 | 20.6 |
| Middle school | 51.2 | 65.8 | 47.8 | 42.5 | 44.0 | 60.7 | 44.1 | 26.6 | 47.3 | 60.4 | 44.8 | 41.6 |
| High school | 55.1 | 74.3 | 63.3 | 35.5 | 55.2 | 69.7 | 61.2 | 42.5 | 51.7 | 64.8 | 55.8 | 42.9 |
| Region | | | | | | | | | | | | |
| Northeast | 22.8 | 20.6 | 21.8 | 17.9 | 26.4 | 34.7 | 20.8 | 20.2 | 37.0 | 37.8 | 45.7 | 33.0 |
| Southeast | 28.7 | 31.8 | 31.0 | 21.2 | 31.7 | 25.6 | 39.8 | 28.0 | 36.4 | 39.2 | 35.8 | 33.6 |
| Central | 26.4 | 26.4 | 29.5 | 19.5 | 25.7 | 27.8 | 22.3 | 19.6 | 30.3 | 35.0 | 30.0 | 28.1 |
| West | 31.6 | 36.9 | 31.9 | 25.3 | 37.6 | 44.2 | 36.7 | 28.0 | 46.6 | 47.5 | 61.7 | 28.9 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 16.6 | — | — | 18.0 | 17.6 | — | — | 19.3 | 23.4 | — | 26.1 | 24.6 |
| 300–999 | 26.5 | 24.2 | 23.8 | 24.1 | 30.5 | 28.5 | 26.6 | 28.6 | 40.1 | 36.6 | 47.8 | 37.1 |
| 1,000 or more | 67.0 | 69.7 | 61.7 | — | 68.0 | 75.0 | 63.3 | — | 61.6 | 64.5 | 63.7 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 22.3 | — | 22.3 | 17.4 | 24.2 | — | 20.1 | 20.3 | 29.1 | — | 27.3 | 24.7 |
| 5–19 percent | 27.4 | 19.6 | 30.7 | 25.9 | 28.1 | 21.6 | 27.2 | 26.2 | 40.0 | 41.2 | 41.4 | 26.0 |
| 20–49 percent | 31.5 | 40.9 | 26.3 | 21.5 | 30.5 | 30.6 | 34.5 | 24.2 | 37.8 | 37.8 | 42.1 | 39.8 |
| 50 percent or more | 31.7 | 29.3 | 32.7 | 37.4 | 41.3 | 43.0 | 32.5 | 42.1 | 46.9 | 42.9 | 65.3 | 51.1 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 28.9 | 27.5 | 29.6 | 18.4 | 30.0 | 26.4 | 29.5 | 21.2 | 37.3 | 40.1 | 40.2 | 32.0 |
| 21–34 percent | 27.3 | 32.4 | 33.0 | 21.4 | 24.7 | 39.2 | 21.9 | 15.5 | 33.6 | 45.0 | 38.1 | 17.7 |
| 35–49 percent | 28.3 | 48.9 | 20.8 | 21.2 | 34.8 | 47.2 | 35.3 | 27.7 | 37.9 | 56.6 | 40.6 | 35.8 |
| 50–74 percent | 28.0 | 33.0 | 28.5 | 21.6 | 31.1 | 32.1 | 31.6 | 23.8 | 39.2 | 32.8 | 49.6 | 37.1 |
| 75 percent or more | 24.8 | 23.1 | — | — | 35.5 | 33.5 | — | — | 41.6 | 39.8 | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.3—Number of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | |
|--------------------------------------|--------------------------------------|------|------|-------|----------------------------------------|-------|------|-------|---------|-------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 2,326 | 912 | 256 | 451 | 4,695 | 1,845 | 580 | 1,039 | 2,389 | 1,461 | 171 | 237 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 404 | 141 | † | 149 | 1,108 | 499 | † | 355 | 395 | 239 | † | 103 |
| Middle school | 731 | 281 | 91 | 93 | 1,626 | 665 | 247 | 335 | 760 | 467 | † | 51 |
| High school | 1,192 | 491 | 164 | 209 | 1,960 | 681 | 334 | 349 | 1,235 | 755 | 171 | 83 |
| Region | | | | | | | | | | | | |
| Northeast | 333 | 124 | 36 | 61 | 627 | 224 | 36 | 165 | 468 | 233 | 36 | 82 |
| Southeast | 595 | 155 | 120 | 31 | 850 | 456 | 90 | 158 | 394 | 220 | 36 | 52 |
| Central | 661 | 327 | † | 273 | 1,313 | 298 | 98 | 463 | 582 | 356 | † | 103 |
| West | 738 | 307 | 100 | 86 | 1,904 | 868 | 356 | 253 | 946 | 652 | 98 | † |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 255 | — | 68 | 154 | 383 | — | 187 | 135 | 101 | — | — | † |
| 300–999 | 1,232 | 334 | 128 | 297 | 2,804 | 1,051 | 273 | 821 | 1,123 | 619 | 73 | 237 |
| 1,000 or more | 840 | 545 | 60 | — | 1,508 | 794 | 120 | — | 1,166 | 810 | 30 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 430 | — | 97 | 247 | 773 | — | 158 | 515 | 231 | — | 61 | 133 |
| 5–19 percent | 557 | 210 | 68 | 56 | 974 | 156 | 265 | 136 | 366 | 215 | 57 | 26 |
| 20–49 percent | 636 | 341 | 62 | 117 | 1,320 | 589 | 121 | 185 | 520 | 424 | 36 | † |
| 50 percent or more | 704 | 342 | 60 | 31 | 1,628 | 1,060 | 36 | 203 | 1,273 | 822 | 30 | 78 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 531 | 123 | 244 | 98 | 946 | 218 | 261 | 108 | 222 | 110 | † | 26 |
| 21–34 percent | 589 | 167 | † | 205 | 1,120 | 308 | 100 | 344 | 473 | 226 | 36 | 133 |
| 35–49 percent | 566 | 250 | 138 | 117 | 785 | 426 | 32 | 301 | 373 | 279 | 36 | † |
| 50–74 percent | 250 | 166 | 85 | † | 959 | 528 | 60 | 100 | 607 | 456 | 30 | † |
| 75 percent or more | 373 | 191 | — | — | 844 | 349 | — | — | 698 | 373 | — | — |

†Fewer than 30 sample cases.

‡No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.4—Number of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | Theft or larceny | | | Vandalism | | | | | | | | |
|--------------------------------------|-------------------------------------------|-------|-------|------------------|-------|--------|-----------|-------|-------|-------|--------|-------|-------|-------|-------|
| | Urban | | | Urban | | | Urban | | | | | | | | |
| | Total | City | Rural | Total | City | Rural | Total | City | Rural | | | | | | |
| Total | 21,600 | 5,500 | 5,400 | 6,200 | 4,500 | 23,800 | 6,200 | 5,400 | 7,100 | 5,100 | 29,300 | 7,400 | 7,000 | 8,500 | 6,400 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 5,800 | 1,700 | 1,900 | 1,200 | 1,000 | 9,000 | 2,700 | 2,200 | 2,600 | 1,600 | 14,600 | 3,900 | 4,000 | 4,200 | 2,400 |
| Middle school | 7,200 | 2,000 | 1,700 | 2,200 | 1,300 | 6,200 | 1,900 | 1,600 | 1,900 | 800 | 6,600 | 1,800 | 1,600 | 2,000 | 1,300 |
| High school | 8,600 | 1,800 | 1,800 | 2,800 | 2,200 | 8,600 | 1,700 | 1,700 | 2,600 | 2,600 | 8,100 | 1,600 | 1,500 | 2,300 | 2,600 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 3,400 | 600 | 1,200 | 1,200 | 400 | 4,000 | 1,000 | 1,100 | 1,300 | 500 | 5,600 | 1,100 | 1,700 | 2,000 | 800 |
| Southeast | 4,900 | 1,200 | 1,000 | 1,600 | 1,000 | 5,400 | 1,000 | 1,300 | 1,700 | 1,400 | 6,200 | 1,500 | 1,300 | 1,800 | 1,700 |
| Central | 5,900 | 1,200 | 1,400 | 1,700 | 1,500 | 5,800 | 1,300 | 1,100 | 1,800 | 1,600 | 6,800 | 1,600 | 1,400 | 1,500 | 2,200 |
| West | 7,300 | 2,400 | 1,700 | 1,700 | 1,500 | 8,700 | 2,900 | 1,900 | 2,200 | 1,700 | 10,700 | 3,100 | 2,600 | 3,300 | 1,700 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 3,400 | — | — | 700 | 2,100 | 3,600 | — | — | 1,100 | 2,200 | 4,700 | — | — | 1,200 | 2,800 |
| 300–999 | 13,300 | 3,200 | 3,300 | 4,500 | 2,200 | 15,200 | 3,800 | 3,700 | 5,100 | 2,600 | 20,000 | 4,900 | 5,200 | 6,500 | 3,400 |
| 1,000 or more | 4,900 | 2,100 | 1,700 | 1,000 | — | 5,000 | 2,200 | 1,700 | 900 | — | 4,500 | 1,900 | 1,700 | 800 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 5,400 | — | 800 | 2,300 | 2,000 | 5,900 | — | 700 | 2,500 | 2,400 | 7,000 | — | 1,000 | 2,800 | 2,900 |
| 5–19 percent | 4,800 | 700 | 1,900 | 1,400 | 800 | 4,900 | 800 | 1,700 | 1,700 | 800 | 7,000 | 1,500 | 2,800 | 1,900 | 800 |
| 20–49 percent | 5,600 | 2,000 | 1,400 | 1,400 | 800 | 5,400 | 1,500 | 1,800 | 1,200 | 900 | 6,700 | 1,800 | 1,800 | 1,600 | 1,500 |
| 50 percent or more | 5,500 | 2,500 | 1,200 | 1,000 | 800 | 7,200 | 3,700 | 1,200 | 1,400 | 900 | 8,200 | 3,700 | 1,400 | 1,900 | 1,100 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 5,300 | 700 | 2,100 | 1,800 | 800 | 5,500 | 700 | 2,100 | 1,900 | 900 | 6,900 | 1,100 | 2,600 | 1,800 | 1,300 |
| 21–34 percent | 4,700 | 800 | 1,300 | 1,400 | 1,200 | 4,300 | 1,000 | 900 | 1,500 | 900 | 5,800 | 1,200 | 1,700 | 1,900 | 1,000 |
| 35–49 percent | 3,700 | 1,100 | 500 | 1,000 | 1,000 | 4,500 | 1,000 | 900 | 1,200 | 1,300 | 4,900 | 1,300 | 600 | 1,300 | 1,700 |
| 50–74 percent | 4,500 | 1,300 | 900 | 1,300 | 1,000 | 5,000 | 1,300 | 1,000 | 1,700 | 1,100 | 6,200 | 1,300 | 1,100 | 2,200 | 1,600 |
| 75 percent or more | 3,100 | 1,500 | — | — | — | 4,400 | 2,100 | — | — | — | 5,200 | 2,500 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Supplemental Tables

Table 7.5—Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | |
|--------------------------------------|--------------------------------------|-------|------|-------|----------------------------------------|-------|-------|-------|---------|-------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 4,200 | 1,900 | 300 | 800 | 11,000 | 5,400 | 1,700 | 1,800 | 7,200 | 4,500 | 600 | 500 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 700 | 300 | † | 300 | 1,600 | 900 | † | 500 | 400 | 200 | † | 100 |
| Middle school | 1,400 | 600 | 100 | 200 | 4,100 | 2,700 | 300 | 500 | 2,300 | 1,900 | † | 100 |
| High school | 2,100 | 1,100 | 200 | 400 | 5,300 | 1,800 | 1,400 | 800 | 4,400 | 2,400 | 600 | 300 |
| Region | | | | | | | | | | | | |
| Northeast | 500 | 200 | ‡ | 100 | 1,100 | 600 | ‡ | 200 | 1,600 | 900 | 300 | 200 |
| Southeast | 1,200 | 400 | 200 | 200 | 1,600 | 900 | 100 | 200 | 1,300 | 300 | ‡ | 300 |
| Central | 1,200 | 600 | † | 500 | 4,300 | 2,400 | 200 | 1,100 | 2,100 | 1,600 | † | 100 |
| West | 1,300 | 700 | 400 | 100 | 3,900 | 1,600 | 1,300 | 400 | 2,200 | 1,600 | 300 | † |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 300 | — | 100 | 200 | 1,400 | — | 1,000 | 300 | 200 | — | 200 | † |
| 300–999 | 2,000 | 600 | 100 | 600 | 5,700 | 3,300 | 300 | 1,400 | 3,000 | 1,900 | 300 | 500 |
| 1,000 or more | 1,800 | 1,300 | 100 | — | 3,900 | 2,100 | 400 | — | 3,900 | 2,600 | 100 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 700 | — | 100 | 500 | 900 | — | 100 | 600 | 300 | — | 100 | ‡ |
| 5–19 percent | 800 | 400 | 100 | 100 | 2,400 | 400 | 1,300 | 100 | 600 | 300 | 100 | 100 |
| 20–49 percent | 1,500 | 800 | 100 | 200 | 2,200 | 1,100 | 200 | 300 | 1,500 | 900 | 300 | † |
| 50 percent or more | 1,200 | 700 | 100 | ‡ | 5,400 | 3,900 | 700 | 800 | 4,800 | 3,400 | 100 | 300 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 800 | 300 | 100 | 200 | 1,400 | 300 | 400 | 200 | 700 | 300 | † | 100 |
| 21–34 percent | 1,100 | 400 | † | 400 | 2,400 | 900 | 1,000 | 400 | 1,500 | 700 | ‡ | 200 |
| 35–49 percent | 1,000 | 500 | 100 | 200 | 1,500 | 1,000 | ‡ | 400 | 900 | 500 | 100 | † |
| 50–74 percent | 600 | 400 | † | † | 2,900 | 2,300 | 500 | 100 | 2,000 | 1,700 | 100 | † |
| 75 percent or more | 600 | 400 | — | — | 2,700 | 900 | — | — | 2,000 | 1,200 | — | — |

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

‡Values are less than 50.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.6—Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | |
|--------------------------------------|-------------------------------------------|--------|--------|--------|------------------|--------|--------|--------|-----------|--------|--------|--------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | fringe | Rural | Total | City | fringe | Rural | Total | City | fringe | Rural |
| Total | 187,900 | 62,100 | 54,800 | 24,700 | 115,500 | 39,900 | 28,300 | 18,300 | 98,500 | 32,700 | 22,800 | 17,200 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 21,500 | 2,900 | 8,300 | 3,000 | 19,500 | 5,700 | 6,400 | 2,900 | 34,800 | 9,000 | 10,800 | 5,000 |
| Middle school | 73,300 | 34,100 | 19,100 | 5,400 | 31,500 | 12,300 | 8,100 | 3,400 | 23,800 | 9,400 | 4,000 | 3,400 |
| High school | 93,100 | 25,200 | 27,400 | 16,300 | 64,600 | 22,000 | 13,800 | 12,100 | 39,900 | 14,300 | 8,000 | 8,900 |
| Region | | | | | | | | | | | | |
| Northeast | 29,100 | 8,800 | 12,200 | 3,000 | 18,100 | 4,000 | 6,000 | 2,600 | 17,100 | 4,400 | 4,700 | 1,200 |
| Southeast | 50,700 | 9,800 | 22,700 | 6,800 | 23,300 | 7,400 | 6,400 | 4,200 | 17,300 | 5,600 | 3,900 | 4,200 |
| Central | 45,600 | 18,300 | 8,200 | 8,200 | 23,000 | 7,500 | 4,200 | 5,300 | 18,600 | 4,400 | 3,000 | 6,700 |
| West | 62,500 | 25,200 | 11,700 | 6,700 | 51,200 | 21,100 | 11,700 | 6,200 | 45,500 | 18,300 | 11,200 | 5,000 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 15,600 | — | — | 8,200 | 9,900 | — | — | 6,100 | 12,300 | — | — | 6,900 |
| 300–999 | 87,900 | 27,500 | 18,400 | 14,500 | 51,400 | 13,500 | 9,900 | 10,700 | 54,000 | 15,100 | 11,600 | 10,000 |
| 1,000 or more | 84,400 | 34,200 | 35,300 | — | 54,200 | 25,900 | 18,300 | 8,400 | 32,200 | 16,700 | 11,000 | 4,200 |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 24,300 | — | 3,100 | 8,300 | 21,400 | — | 3,400 | 8,700 | 18,700 | — | 2,400 | 8,100 |
| 5–19 percent | 35,600 | 5,500 | 15,600 | 3,900 | 29,400 | 5,800 | 10,500 | 3,600 | 19,700 | 3,400 | 8,000 | 1,600 |
| 20–49 percent | 54,000 | 16,800 | 17,500 | 6,200 | 25,900 | 11,000 | 8,800 | 3,100 | 18,500 | 7,300 | 4,000 | 3,400 |
| 50 percent or more | 72,600 | 38,100 | 18,500 | 6,200 | 34,800 | 21,500 | 5,500 | 2,900 | 40,400 | 21,400 | 8,500 | 4,000 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 40,000 | 6,400 | 16,100 | 4,500 | 29,500 | 7,200 | 10,100 | 3,900 | 19,300 | 3,600 | 7,100 | 3,200 |
| 21–34 percent | 34,900 | 8,800 | 13,800 | 5,000 | 26,100 | 7,400 | 6,200 | 4,400 | 17,700 | 4,700 | 4,900 | 2,500 |
| 35–49 percent | 33,300 | 10,700 | 8,700 | 6,800 | 21,600 | 6,500 | 5,100 | 4,900 | 14,700 | 4,400 | 1,600 | 4,800 |
| 50–74 percent | 45,900 | 22,900 | 9,200 | 3,700 | 22,400 | 10,600 | 4,500 | 2,500 | 20,100 | 8,000 | 2,500 | 3,300 |
| 75 percent or more | 28,800 | 13,200 | — | — | 15,800 | 8,200 | — | — | 25,800 | 12,000 | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.7—Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | |
|--------------------------------------|--------------------------------------|------|--------|-------|----------------------------------------|------|--------|-------|---------|------|--------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | fringe | Rural | Total | City | fringe | Rural | Total | City | fringe | Rural |
| Total | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.4 | 0.2 | 0.3 | 0.2 | 0.4 | 0.1 | 0.1 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Middle school | 0.2 | 0.2 | 0.2 | 0.2 | 0.5 | 1.1 | 0.2 | 0.5 | 0.3 | 0.8 | 0.1 | 0.1 |
| High school | 0.2 | 0.3 | 0.1 | 0.2 | 0.5 | 0.6 | 0.4 | 0.4 | 0.4 | 0.7 | 0.3 | 0.2 |
| Region | | | | | | | | | | | | |
| Northeast | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 | 0.2 | 0.2 | 0.4 | 0.1 | 0.2 |
| Southeast | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 |
| Central | 0.1 | 0.2 | 0.0 | 0.2 | 0.4 | 1.0 | 0.2 | 0.5 | 0.2 | 0.6 | 0.1 | 0.0 |
| West | 0.1 | 0.1 | 0.1 | 0.1 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.3 | 0.1 | 0.1 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 0.1 | — | — | 0.1 | 0.4 | — | — | 0.2 | 0.1 | — | — | 0.1 |
| 300–999 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.4 | 0.1 | 0.3 | 0.1 | 0.3 | 0.0 | 0.1 |
| 1,000 or more | 0.2 | 0.3 | 0.1 | — | 0.4 | 0.5 | 0.3 | — | 0.4 | 0.6 | 0.3 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 0.1 | — | 0.0 | 0.1 | 0.1 | — | 0.0 | 0.2 | 0.0 | — | 0.0 | 0.0 |
| 5–19 percent | 0.1 | 0.2 | 0.1 | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 |
| 20–49 percent | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 |
| 50 percent or more | 0.1 | 0.1 | 0.1 | 0.0 | 0.5 | 0.6 | 0.2 | 1.1 | 0.4 | 0.5 | 0.4 | 0.4 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 |
| 21–34 percent | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.4 | 0.4 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 |
| 35–49 percent | 0.1 | 0.3 | 0.1 | 0.1 | 0.2 | 0.6 | 0.0 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 |
| 50–74 percent | 0.1 | 0.1 | 0.1 | 0.1 | 0.4 | 0.8 | 0.2 | 0.1 | 0.2 | 0.6 | 0.1 | 0.1 |
| 75 percent or more | 0.1 | 0.1 | — | — | 0.4 | 0.2 | — | — | 0.3 | 0.3 | — | — |

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students. Values of 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 7.8—Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996-97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | |
|--------------------------------------|-------------------------------------------|------|-------|-------|------------------|------|-------|-------|-----------|------|-------|-------|
| | Urban | | Rural | | Urban | | Rural | | Urban | | Rural | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 4.4 | 4.9 | 4.4 | 3.5 | 2.7 | 3.2 | 2.9 | 2.6 | 2.3 | 2.6 | 2.5 | 2.4 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 1.0 | 0.4 | 1.2 | 0.8 | 0.9 | 0.8 | 0.9 | 0.7 | 1.6 | 1.3 | 2.0 | 1.3 |
| Middle school | 8.7 | 13.8 | 7.4 | 5.1 | 3.7 | 5.0 | 3.4 | 3.2 | 2.8 | 3.8 | 3.1 | 3.1 |
| High school | 8.0 | 7.9 | 8.3 | 7.6 | 5.6 | 6.9 | 5.7 | 5.6 | 3.4 | 4.5 | 2.9 | 4.2 |
| Region | | | | | | | | | | | | |
| Northeast | 3.5 | 4.1 | 4.0 | 3.0 | 2.2 | 1.9 | 2.6 | 2.6 | 2.0 | 2.1 | 3.1 | 1.2 |
| Southeast | 4.9 | 3.6 | 8.9 | 4.0 | 2.3 | 2.7 | 1.9 | 1.9 | 1.7 | 2.1 | 1.3 | 1.9 |
| Central | 4.6 | 7.2 | 2.9 | 3.6 | 2.3 | 2.9 | 2.6 | 2.3 | 1.9 | 1.7 | 1.9 | 3.0 |
| West | 4.6 | 4.8 | 2.8 | 4.4 | 3.7 | 4.0 | 4.3 | 4.1 | 3.3 | 3.5 | 3.8 | 3.3 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 4.2 | — | — | 4.2 | 2.6 | — | 3.7 | 3.1 | 3.3 | — | 4.9 | 3.6 |
| 300-999 | 3.1 | 3.6 | 2.3 | 3.1 | 1.8 | 1.8 | 2.3 | 2.3 | 1.9 | 2.0 | 2.3 | 2.1 |
| 1,000 or more | 7.9 | 7.5 | 8.9 | 7.6 | 5.1 | 5.7 | 4.9 | — | 3.0 | 3.7 | 2.5 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 2.5 | — | 1.6 | 2.3 | 2.2 | — | 2.3 | 2.4 | 2.0 | — | 2.1 | 2.3 |
| 5-19 percent | 3.5 | 2.6 | 3.6 | 4.1 | 2.9 | 2.7 | 3.7 | 3.1 | 1.9 | 1.6 | 2.6 | 1.4 |
| 20-49 percent | 5.3 | 5.2 | 5.4 | 6.3 | 2.5 | 3.4 | 1.4 | 2.1 | 1.8 | 2.3 | 1.7 | 2.3 |
| 50 percent or more | 6.0 | 5.6 | 6.3 | 8.7 | 2.9 | 3.2 | 3.0 | 4.1 | 3.4 | 3.2 | 4.1 | 5.6 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 3.5 | 3.2 | 3.2 | 3.0 | 2.6 | 3.6 | 3.0 | 2.6 | 1.7 | 1.8 | 2.0 | 2.1 |
| 21-34 percent | 3.8 | 4.3 | 5.3 | 2.5 | 2.8 | 3.6 | 3.1 | 2.2 | 1.9 | 2.3 | 2.1 | 1.3 |
| 35-49 percent | 4.9 | 6.2 | 5.7 | 4.1 | 3.2 | 3.8 | 2.9 | 2.7 | 2.2 | 2.5 | 2.3 | 2.7 |
| 50-74 percent | 5.7 | 8.0 | 4.7 | 4.6 | 2.8 | 3.7 | 2.2 | 2.4 | 2.5 | 2.8 | 2.9 | 3.1 |
| 75 percent or more | 4.3 | 3.4 | — | — | 2.3 | 2.1 | — | — | 3.8 | 3.1 | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 8.1—Number and percentage of school-associated violent deaths, by selected characteristics: 1992–93 and 1993–94 school years

| Selected characteristics | Total | | Student | | Nonstudent | |
|-------------------------------|--------|---------|-----------------|---------|------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 105 | 100.0 | 76 | 100.0 | 29 | 100.0 |
| Type of fatality | | | | | | |
| Homicide | 85 | 81.0 | 63 | 82.9 | 22 | 75.9 |
| Suicide | 20 | 19.0 | 13 | 17.1 | 7 | 24.1 |
| Sex | | | | | | |
| Male | 87 | 82.9 | — | — | — | — |
| Female | 18 | 17.1 | — | — | — | — |
| Race—ethnicity | | | | | | |
| White, non-Hispanic | 34 | 32.4 | 17 | 22.4 | 17 | 58.6 |
| Black, non-Hispanic | 48 | 45.7 | 38 | 50.0 | 10 | 34.5 |
| Hispanic | 21 | 20.0 | 19 | 25.0 | 2 | 6.9 |
| Asian/Pacific Islander | 2 | 1.9 | 2 | 2.6 | 0 | 0.0 |
| Instructional level | | | | | | |
| Preschool—grade 8 | — | — | 10 ² | 13.7 | — | — |
| Grades 9–12 | — | — | 63 | 86.3 | — | — |
| Urbanicity of school district | | | | | | |
| Urban | 63 | 60.0 | 47 | 61.8 | 16 | 55.2 |
| Suburban | 32 | 30.5 | 23 | 30.3 | 9 | 31.0 |
| Rural | 10 | 9.5 | 6 | 7.9 | 4 | 13.8 |

—Not available.

¹The rate is the estimated annualized rate of school-associated violent deaths per 100,000 students based on 1992–93 enrollment figures.

²Instructional level unknown for three students.

NOTE: A school-associated violent death was any homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Cases included the deaths of nonstudents as well as students and staff members. Population size is 97,134,000. Due to rounding or missing cases, details may not add to totals.

SOURCE: S. P. Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association* 275 (22) (1996): 1729–1733.

Table 9.1—Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996¹

| Teacher characteristics | Total crimes from 1992 to 1996 | | | | Average annual number of crimes per 1,000 teachers | | | |
|-----------------------------------|--------------------------------|--------------------|----------------------|------------------------------|----------------------------------------------------|-----------------|----------------------|------------------------------|
| | Total ² | Theft | Violent ³ | Serious violent ⁴ | Total ² | Theft | Violent ³ | Serious violent ⁴ |
| Total | 1,581,100 | 962,100 | 619,000 | 89,000 | 76 | 46 | 30 | 4 |
| Instructional level | | | | | | | | |
| Elementary | 606,700 | 416,200 | 190,500 | 47,900 | 55 | 38 | 17 | 4 |
| Middle/Junior high | 423,000 | 180,100 | 242,900 | 17,500 ⁵ | 103 | 44 | 59 | 4 ⁵ |
| Senior high | 551,400 | 365,700 | 185,600 | 23,600 ⁵ | 96 | 64 | 32 | 4 ⁵ |
| Sex | | | | | | | | |
| Male | 450,700 | 233,500 | 217,100 | 28,000 | 86 | 44 | 41 | 5 |
| Female | 1,130,400 | 728,500 | 401,900 | 61,000 | 72 | 47 | 26 | 4 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 1,370,300 | 830,000 | 540,300 | 73,600 | 78 | 47 | 31 | 4 |
| Black, non-Hispanic | 135,700 | 91,500 | 44,200 | 13,000 ⁵ | 69 | 47 | 23 | 7 ⁵ |
| Hispanic | 49,700 | 34,400 | 15,300 ⁵ | † | 55 | 38 | 17 ⁵ | † |
| Other, non-Hispanic | 25,400 ⁵ | 6,200 ⁵ | 19,200 ⁵ | 2,300 ⁵ | 91 ⁵ | 22 ⁵ | 69 ⁵ | 8 ⁵ |
| Urbanicity of school ⁶ | | | | | | | | |
| Urban | 912,300 | 544,900 | 367,400 | 51,700 | 96 | 57 | 39 | 5 |
| Suburban | 370,200 | 237,800 | 132,400 | 19,500 ⁵ | 57 | 37 | 20 | 3 ⁵ |
| Rural | 211,500 | 124,700 | 86,800 | 11,900 ⁵ | 55 | 32 | 22 | 3 ⁵ |

†No cases were reported in this cell, although the crime defined by the cell could have happened to some teachers with these characteristics if a different sample had been drawn.

¹The data were aggregated from 1992 to 1996 due to the small number of teachers in each year's sample.

²Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault, and theft.

³Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

⁴Serious violent crimes include rape/sexual assault, robbery, and aggravated assault, which are included in violent crime.

⁵The estimate was based on fewer than 10 cases.

⁶Teachers teaching in more than one school in different locales are not included.

NOTE: On average there were about 4.2 million teachers per year over the 5-year period for a total population size of 20,909,729 teachers. The average annual number of full-time equivalent teachers is approximately 2.9 million. The population reported here includes part-time teachers as well as other instructional and support staff. Due to rounding or missing data, details may not sum to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Supplemental Tables

Table 10.1—Percentage and number of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 school year

| Selected characteristics | Teachers threatened with injury by a student | | | | | Teachers physically attacked by a student | | | | | | | | | | | |
|--------------------------|----------------------------------------------|--------------------------|--------------|-------------------|---------|-------------------------------------------|--------------|-------------------|-------|--------------------------|--------------|-------------------|---------|--------|--------|--------|--|
| | Percent | | Number | | | Percent | | Number | | | | | | | | | |
| | Total | Urban fringe/ large town | Central city | Small town/ rural | Total | Urban fringe/ large town | Central city | Small town/ rural | Total | Urban fringe/ large town | Central city | Small town/ rural | | | | | |
| Total | 11.7 | 10.7 | 15.1 | 9.8 | 341,000 | 99,600 | 132,100 | 109,300 | 4.1 | 5.6 | 4.0 | 3.1 | 119,200 | 48,100 | 37,000 | 34,100 | |
| Sex | | | | | | | | | | | | | | | | | |
| Male | 14.7 | 14.0 | 19.5 | 11.8 | 115,900 | 33,800 | 45,100 | 37,000 | 3.9 | 5.8 | 3.6 | 2.7 | 30,800 | 13,500 | 8,800 | 8,500 | |
| Female | 10.5 | 9.5 | 13.5 | 9.1 | 225,100 | 65,800 | 87,000 | 72,400 | 4.2 | 5.4 | 4.1 | 3.3 | 88,400 | 34,600 | 28,200 | 25,700 | |
| Race-ethnicity | | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 11.5 | 10.5 | 15.4 | 9.9 | 294,300 | 88,400 | 103,900 | 102,000 | 4.1 | 5.7 | 3.9 | 3.1 | 102,700 | 37,900 | 32,800 | 32,000 | |
| Black, non-Hispanic | 11.9 | 12.6 | 13.0 | 8.5 | 23,600 | 5,300 | 14,600 | 3,700 | 3.9 | 4.2 | 4.3 | 2.4 | 7,700 | 4,800 | 1,900 | 1,000 | |
| Hispanic | 13.1 | 10.6 | 15.3 | 10.1 | 15,800 | 3,400 | 10,200 | 2,200 | 5.2 | 6.4 | 4.3 | 2.7 | 6,100 | 4,200 | 1,300 | 500 | |
| Other, non-Hispanic | 13.4 | 13.0 | 16.9 | 9.4 | 7,300 | 2,500 | 3,300 | 1,400 | 5.2 | 6.6 | 5.0 | 3.6 | 2,800 | 1,200 | 1,000 | 500 | |
| Teacher level | | | | | | | | | | | | | | | | | |
| Elementary | 8.7 | 7.4 | 11.7 | 7.3 | 133,600 | 35,900 | 56,300 | 41,400 | 4.9 | 6.5 | 4.6 | 3.8 | 75,400 | 31,100 | 22,400 | 22,000 | |
| Secondary | 15.0 | 14.2 | 19.3 | 12.5 | 207,400 | 63,700 | 75,800 | 67,900 | 3.2 | 4.3 | 3.2 | 2.2 | 43,800 | 17,000 | 14,600 | 12,200 | |
| Control | | | | | | | | | | | | | | | | | |
| Public | 12.8 | 11.6 | 17.8 | 10.2 | 325,400 | 92,600 | 126,800 | 106,000 | 4.4 | 6.4 | 4.2 | 3.2 | 110,700 | 45,100 | 32,900 | 32,600 | |
| Private | 4.2 | 5.0 | 3.3 | 4.6 | 15,600 | 7,000 | 5,300 | 3,300 | 2.3 | 1.9 | 2.9 | 2.1 | 8,500 | 3,000 | 4,000 | 1,500 | |

NOTE: Population size is 2,940,000 teachers. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and School Questionnaires).

Table 11.1—Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: 1992 to 1996

| Year | Carrying a weapon | | | Carrying a gun | | |
|------|-------------------|------|--------|----------------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1992 | 6.2 | 10.4 | 2.2 | — | — | — |
| 1993 | 7.9 | 13.5 | 2.4 | — | — | — |
| 1994 | 6.1 | 9.8 | 1.8 | 3.1 | 4.8 | 0.9 |
| 1995 | 6.4 | 9.6 | 2.8 | 3.2 | 5.9 | 0.5 |
| 1996 | 5.7 | 8.6 | 2.9 | 3.3 | 6.3 | 0.3 |

—Question was not asked in the 1992 and 1993 surveys.

NOTE: Examples of weapons are guns, knives, and clubs. "To school" was not defined for the questionnaire respondent. Population size is not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992 to 1996.

Table 11.2—Percentage of students in grades 9 to 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, and 1997

| Student characteristics | 1993 | 1995* | 1997* |
|-------------------------|------|-------|-------|
| Total | 11.7 | 9.6 | 8.5 |
| Sex | | | |
| Male | 17.8 | 14.1 | 12.5 |
| Female | 5.1 | 4.9 | 3.7 |
| Race-ethnicity | | | |
| White, non-Hispanic | 10.8 | 8.9 | 7.8 |
| Black, non-Hispanic | 14.8 | 10.1 | 9.2 |
| Hispanic | 13.1 | 14.0 | 10.4 |
| Other, non-Hispanic | 12.7 | 9.6 | 9.4 |
| Grade | | | |
| Ninth | 12.5 | 10.6 | 10.2 |
| Tenth | 11.4 | 10.3 | 7.7 |
| Eleventh | 11.8 | 10.0 | 9.4 |
| Twelfth | 10.7 | 7.5 | 7.0 |

*Response rates do not meet NCES standards. See table B1 for details.

NOTE: Examples of weapons are guns, knives, and clubs. "On school property" was not defined for the questionnaire respondent. Population size is not available.

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, and 1997.

Table 12.1—Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school or on the way to and from school, by selected student characteristics: 1989 and 1995

| Student characteristics | Feared attack or harm at school* | | | | | | Feared attack or harm on the way to and from school* | | | | | | | | | | |
|-------------------------|----------------------------------|-------|-----------|-------|-------|-----------|------------------------------------------------------|-------|-----------|-------|-------|-----------|-----|------|------|------|------|
| | 1989 | | | 1995 | | | 1989 | | | 1995 | | | | | | | |
| | Total | Urban | Sub-urban | Total | Urban | Sub-urban | Total | Urban | Sub-urban | Total | Urban | Sub-urban | | | | | |
| Total | 5.5 | 7.5 | 4.8 | 4.8 | 8.6 | 12.3 | 7.5 | 7.1 | 7.1 | 4.4 | 8.2 | 3.5 | 2.3 | 6.7 | 11.7 | 5.3 | 4.1 |
| Sex | | | | | | | | | | | | | | | | | |
| Male | 5.7 | 7.8 | 5.1 | 4.6 | 8.3 | 11.1 | 7.4 | 7.2 | 7.2 | 3.8 | 6.5 | 3.4 | 1.9 | 5.4 | 9.6 | 4.3 | 3.1 |
| Female | 5.4 | 7.2 | 4.5 | 5.0 | 9.0 | 13.5 | 7.5 | 7.0 | 7.0 | 5.1 | 9.9 | 3.6 | 2.6 | 8.0 | 13.9 | 6.4 | 5.1 |
| Race-ethnicity | | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 4.4 | 5.7 | 4.1 | 4.1 | 6.2 | 8.7 | 5.7 | 5.7 | 5.7 | 2.8 | 4.7 | 2.7 | 1.9 | 3.8 | 7.5 | 3.0 | 3.1 |
| Black, non-Hispanic | 6.8 | 7.3 | 6.0 | 6.5 | 13.4 | 14.7 | 11.2 | 13.4 | 13.4 | 7.9 | 11.4 | 5.7 | 2.8 | 13.1 | 14.7 | 15.6 | 5.5 |
| Hispanic | 11.4 | 13.5 | 10.2 | 7.6 | 15.9 | 16.3 | 17.1 | 11.9 | 11.9 | 10.1 | 13.0 | 7.8 | 6.3 | 14.1 | 15.8 | 13.1 | 11.9 |
| Other, non-Hispanic | 8.0 | 6.3 | 7.7 | 12.5 | 9.3 | 12.0 | 9.2 | 3.7 | 3.7 | 6.0 | 6.7 | 6.2 | 4.0 | 8.1 | 14.0 | 5.6 | 5.4 |

*Includes students who reported that they sometimes or most of the time feared being victimized in this way.

NOTE: "At school" means in the school building, on the school grounds, or on a school bus. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table 13.1—Percentage and number of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and selected student characteristics: 1989 and 1995

| Student characteristics | Percent | | | | | | Number | | | | | | | | | |
|-------------------------|---------|-------|-----------|-------|-------|-------|-----------|-------|-----------|---------|-----------|---------|-----------|---------|---------|---------|
| | 1989 | | | 1995 | | | 1989 | | | 1995 | | | | | | |
| | Total | Urban | Sub-urban | Rural | Total | Urban | Sub-urban | Rural | Total | Urban | Sub-urban | Rural | | | | |
| Total | 5.1 | 6.9 | 4.1 | 5.1 | 8.7 | 11.8 | 7.9 | 6.9 | 1,096,000 | 400,100 | 409,000 | 287,000 | 2,073,900 | 741,900 | 897,200 | 434,900 |
| Sex | | | | | | | | | | | | | | | | |
| Male | 5.1 | 6.9 | 4.0 | 5.2 | 8.7 | 12.4 | 7.6 | 7.2 | 569,000 | 203,200 | 210,600 | 155,300 | 1,077,000 | 397,700 | 446,700 | 232,600 |
| Female | 5.1 | 6.8 | 4.1 | 4.9 | 8.6 | 11.1 | 8.2 | 6.7 | 527,000 | 196,900 | 198,400 | 131,700 | 996,900 | 344,200 | 450,500 | 202,300 |
| Race-ethnicity | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 4.5 | 5.6 | 4.0 | 4.6 | 7.0 | 8.7 | 6.5 | 6.9 | 685,600 | 160,300 | 321,300 | 204,000 | 1,145,900 | 242,700 | 561,700 | 341,400 |
| Black, non-Hispanic | 6.8 | 7.8 | 3.2 | 8.6 | 12.0 | 14.1 | 11.0 | 8.0 | 229,000 | 135,500 | 28,300 | 65,200 | 448,900 | 270,100 | 117,400 | 61,400 |
| Hispanic | 6.5 | 8.1 | 5.2 | 4.5 | 13.0 | 14.2 | 15.0 | 5.0 | 131,600 | 78,200 | 40,900 | 12,500 | 377,300 | 188,100 | 166,000 | 23,100 |
| Other, non-Hispanic | 6.3 | 9.6 | 4.7 | 4.3 | 10.9 | 14.5 | 10.0 | 6.9 | 49,800 | 26,100 | 18,400 | 5,300 | 102,000 | 40,900 | 52,000 | 9,000 |
| Age | | | | | | | | | | | | | | | | |
| 12 | 6.5 | 8.8 | 4.9 | 6.8 | 11.6 | 13.2 | 12.2 | 8.8 | 209,300 | 77,500 | 71,900 | 59,800 | 432,900 | 128,400 | 218,900 | 85,600 |
| 13 | 6.0 | 6.7 | 6.5 | 4.5 | 10.9 | 11.2 | 11.2 | 10.1 | 200,600 | 58,800 | 103,400 | 38,400 | 411,600 | 114,700 | 196,100 | 100,800 |
| 14 | 6.3 | 8.4 | 5.0 | 6.3 | 8.6 | 11.7 | 7.7 | 7.1 | 203,900 | 73,100 | 76,700 | 54,000 | 320,800 | 115,600 | 139,400 | 65,900 |
| 15 | 5.0 | 8.4 | 3.2 | 4.8 | 8.7 | 15.0 | 6.3 | 6.2 | 160,900 | 72,000 | 49,400 | 39,500 | 321,300 | 153,300 | 108,700 | 59,200 |
| 16 | 4.0 | 6.0 | 2.9 | 3.8 | 6.8 | 9.0 | 6.5 | 5.5 | 130,500 | 52,000 | 45,300 | 33,100 | 250,500 | 80,100 | 114,100 | 56,300 |
| 17 | 3.6 | 3.6 | 3.1 | 4.6 | 6.5 | 10.2 | 4.7 | 6.0 | 118,000 | 32,100 | 46,700 | 39,100 | 205,200 | 86,300 | 71,400 | 47,500 |
| 18 | 3.5 | 5.4 | 1.7 | 4.6 | 5.8 | 10.3 | 4.5 | 3.8 | 60,900 | 26,300 | 13,600 | 21,000 | 105,600 | 48,000 | 38,100 | 19,500 |
| 19 | 5.2 | 10.8 | 2.2 | 2.8 | 7.9 | 15.4 | 7.9 | † | 12,100 | 8,300 | 2,000 | 1,900 | 26,000 | 15,500 | 10,500 | † |
| Control | | | | | | | | | | | | | | | | |
| Public | 5.4 | 7.5 | 4.4 | 5.0 | 9.3 | 13.2 | 8.6 | 7.1 | 1,042,200 | 383,400 | 394,900 | 263,900 | 2,022,700 | 720,500 | 869,700 | 432,600 |
| Private | 1.5 | 1.7 | 1.2 | 2.4 | 2.3 | 2.6 | 2.2 | 1.2 | 28,200 | 11,000 | 11,300 | 5,900 | 49,100 | 21,400 | 25,400 | 2,200 |

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

NOTE: Places include the entrance into the school, any hallways and stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics; School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table 14.1—Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity and selected student characteristics: 1989 and 1995

| Student characteristics | 1989 | | | 1995 | | | | |
|-------------------------|-------|-------|----------|-------|-------|-------|----------|-------|
| | Total | Urban | Suburban | Rural | Total | Urban | Suburban | Rural |
| Total | 15.3 | 24.8 | 14.0 | 7.9 | 28.4 | 40.7 | 26.3 | 19.9 |
| Sex | | | | | | | | |
| Male | 15.8 | 27.5 | 13.7 | 7.8 | 28.9 | 40.7 | 27.2 | 20.4 |
| Female | 14.8 | 22.1 | 14.3 | 7.9 | 27.9 | 40.8 | 25.3 | 19.3 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 11.7 | 19.8 | 11.2 | 7.3 | 23.0 | 34.0 | 22.6 | 17.8 |
| Black, non-Hispanic | 19.8 | 24.2 | 17.5 | 12.7 | 34.7 | 42.2 | 32.9 | 18.4 |
| Hispanic | 31.6 | 37.2 | 33.9 | 5.5 | 49.5 | 53.5 | 47.9 | 41.9 |
| Other, non-Hispanic | 25.4 | 37.4 | 23.6 | 4.4 | 31.2 | 36.7 | 28.5 | 30.2 |
| Age | | | | | | | | |
| 12 | 12.1 | 16.7 | 11.4 | 8.4 | 19.3 | 29.0 | 16.9 | 14.1 |
| 13 | 14.5 | 22.2 | 13.5 | 8.3 | 26.7 | 36.0 | 26.3 | 18.0 |
| 14 | 17.9 | 28.1 | 17.3 | 8.5 | 30.6 | 44.6 | 27.8 | 21.1 |
| 15 | 16.2 | 29.8 | 12.6 | 8.8 | 32.7 | 46.6 | 30.3 | 22.1 |
| 16 | 16.4 | 27.0 | 15.6 | 7.1 | 30.2 | 43.2 | 29.1 | 20.5 |
| 17 | 15.3 | 24.1 | 14.8 | 7.0 | 31.0 | 44.6 | 26.3 | 25.7 |
| 18 | 14.5 | 25.3 | 12.7 | 6.0 | 28.8 | 39.6 | 29.0 | 18.6 |
| 19 | 16.9 | 36.1 | 7.0 | 7.6 | 30.7 | 54.1 | 23.8 | 15.9 |
| Control | | | | | | | | |
| Public | 16.5 | 27.2 | 15.3 | 8.1 | 30.6 | 45.4 | 28.6 | 20.5 |
| Private | 4.4 | 6.1 | 3.7 | 2.7 | 6.8 | 9.6 | 5.6 | 2.2 |

NOTE: "At school" was not defined for the questionnaire respondent. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table 15.1—Percentage and number of public schools reporting that 1 or more of 17 discipline issues* was a serious problem in their school, by urbanicity and selected school characteristics: 1996–97

| School characteristics | Percent | | | | | Number | | | | |
|--------------------------------------|---------|------|--------------|------|-------|--------|-------|--------------|-------|-------|
| | Total | City | Urban fringe | Town | Rural | Total | City | Urban fringe | Town | Rural |
| Total | 16.0 | 18.6 | 14.1 | 15.7 | 15.7 | 12,400 | 3,300 | 2,700 | 3,100 | 3,300 |
| Instructional level | | | | | | | | | | |
| Elementary school | 8.4 | 11.7 | 6.6 | 6.2 | 9.1 | 4,100 | 1,500 | 800 | 700 | 1,100 |
| Middle school | 18.4 | 23.8 | 15.2 | 18.5 | 16.6 | 2,600 | 700 | 500 | 800 | 500 |
| High school | 36.9 | 47.3 | 46.1 | 37.9 | 28.0 | 5,800 | 1,200 | 1,300 | 1,600 | 1,700 |
| Region | | | | | | | | | | |
| Northeast | 13.2 | 22.5 | 9.5 | 13.8 | 8.8 | 2,000 | 700 | 500 | 600 | 200 |
| Southeast | 18.4 | 18.7 | 15.3 | 20.1 | 18.5 | 3,100 | 700 | 500 | 1,000 | 900 |
| Central | 13.6 | 12.2 | 16.2 | 15.0 | 11.9 | 3,100 | 600 | 800 | 800 | 900 |
| West | 18.3 | 21.2 | 16.3 | 13.7 | 21.1 | 4,300 | 1,400 | 900 | 700 | 1,200 |
| School size | | | | | | | | | | |
| Less than 300 | 9.5 | 10.0 | † | 8.0 | 12.0 | 1,900 | 200 | † | 400 | 1,400 |
| 300–999 | 15.4 | 15.4 | 11.8 | 16.3 | 19.6 | 7,700 | 2,100 | 1,600 | 2,200 | 1,800 |
| 1,000 or more | 37.6 | 37.4 | 38.3 | 37.2 | 34.7 | 2,800 | 1,100 | 1,000 | 500 | 100 |
| Minority enrollment | | | | | | | | | | |
| Less than 5 percent | 10.3 | 5.5 | 7.1 | 13.8 | 9.4 | 2,500 | † | 300 | 1,100 | 1,100 |
| 5–19 percent | 17.3 | 15.2 | 16.5 | 21.2 | 15.3 | 3,000 | 500 | 1,000 | 1,000 | 500 |
| 20–49 percent | 17.0 | 17.5 | 12.8 | 13.0 | 26.2 | 3,000 | 900 | 700 | 500 | 1,000 |
| 50 percent or more | 21.7 | 21.8 | 18.9 | 16.4 | 33.1 | 3,800 | 1,900 | 700 | 500 | 700 |
| Free/reduced-price lunch eligibility | | | | | | | | | | |
| Less than 20 percent | 13.1 | 15.7 | 11.8 | 17.4 | 9.0 | 2,400 | 400 | 800 | 800 | 400 |
| 21–34 percent | 15.6 | 22.9 | 17.0 | 15.4 | 11.4 | 2,700 | 600 | 700 | 800 | 600 |
| 35–49 percent | 19.0 | 28.5 | 1.9 | 23.1 | 21.0 | 2,500 | 600 | † | 800 | 1,000 |
| 50–74 percent | 16.0 | 14.0 | 25.4 | 9.3 | 17.8 | 2,600 | 600 | 800 | 400 | 800 |
| 75 percent or more | 17.5 | 17.6 | 13.8 | 14.4 | 23.8 | 2,200 | 1,100 | 300 | 300 | 500 |

*Student tardiness, student absenteeism/class cutting, physical conflicts among students, robbery or theft of items worth over \$10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

‡Values are less than 50.

NOTE: Population size is 78,000 public schools. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table 16.1—Percentage of 12th graders who reported using alcohol in the past 12 months, by place and sex: 1976 to 1996

| Year | Total | | | Male | | | Female | | | |
|------|-------|--------|-------|--------|--------|-------|--------|--------|-------|------|
| | Total | School | Home | Total | School | Home | Total | School | Home | |
| | Party | Home | Party | School | Home | Party | School | Home | Party | |
| 1976 | 82.6 | 12.1 | 53.0 | 72.3 | 18.7 | 58.9 | 77.7 | 5.5 | 47.3 | 67.0 |
| 1977 | 85.5 | 13.2 | 53.8 | 74.0 | 18.3 | 58.5 | 77.9 | 8.3 | 49.4 | 70.4 |
| 1978 | 86.7 | 12.2 | 55.8 | 76.1 | 17.4 | 58.6 | 78.1 | 7.3 | 53.1 | 74.2 |
| 1979 | 77.2 | 11.5 | 48.5 | 67.9 | 18.3 | 59.5 | 78.0 | 7.6 | 53.4 | 73.4 |
| 1980 | 86.5 | 13.4 | 57.0 | 75.3 | 19.2 | 60.4 | 78.0 | 7.9 | 53.8 | 72.7 |
| 1981 | 84.8 | 11.3 | 53.3 | 75.4 | 16.0 | 56.7 | 78.0 | 7.0 | 50.1 | 73.0 |
| 1982 | 85.6 | 10.1 | 54.6 | 74.9 | 13.0 | 59.4 | 77.1 | 7.2 | 49.8 | 72.6 |
| 1983 | 85.8 | 12.2 | 54.7 | 73.8 | 16.7 | 57.8 | 77.6 | 7.7 | 51.6 | 70.1 |
| 1984 | 82.5 | 11.3 | 51.6 | 71.9 | 15.7 | 57.1 | 76.5 | 7.2 | 46.3 | 67.5 |
| 1985 | 84.1 | 10.9 | 49.7 | 72.3 | 15.0 | 53.3 | 72.9 | 7.1 | 46.5 | 71.6 |
| 1986 | 84.2 | 10.9 | 49.8 | 72.4 | 15.1 | 53.6 | 73.4 | 7.1 | 46.4 | 71.5 |
| 1987 | 85.2 | 10.2 | 52.1 | 73.7 | 13.1 | 53.9 | 75.3 | 7.4 | 50.3 | 72.2 |
| 1988 | 85.2 | 10.2 | 52.1 | 73.8 | 13.1 | 54.0 | 75.5 | 7.4 | 50.2 | 72.1 |
| 1989 | 81.0 | 6.9 | 46.1 | 69.5 | 10.4 | 49.7 | 71.5 | 3.5 | 42.7 | 67.7 |
| 1990 | 79.0 | 6.6 | 42.9 | 68.3 | 8.6 | 48.2 | 70.3 | 4.6 | 37.7 | 66.3 |
| 1991 | 76.8 | 6.3 | 39.6 | 66.0 | 8.9 | 42.9 | 68.6 | 3.8 | 36.6 | 63.4 |
| 1992 | 76.8 | 6.7 | 40.0 | 66.0 | 9.0 | 41.3 | 66.2 | 3.8 | 37.7 | 64.6 |
| 1993 | 74.4 | 7.0 | 38.8 | 62.5 | 10.1 | 40.7 | 63.6 | 4.0 | 37.1 | 61.4 |
| 1994 | 74.3 | 7.8 | 39.9 | 63.3 | 10.5 | 43.0 | 66.1 | 5.0 | 35.9 | 60.5 |
| 1995 | 74.5 | 6.6 | 41.5 | 63.6 | 8.4 | 45.5 | 65.6 | 3.2 | 36.1 | 60.8 |
| 1996 | 71.3 | 8.1 | 37.8 | 60.8 | 11.1 | 39.8 | 61.8 | 5.3 | 36.0 | 59.8 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table 17.1—Percentage of 12th graders who reported taking illegal drugs at school in the past 12 months, by type of drug: 1976 to 1997

| Year | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine |
|------|-----------|-----|------------|---------------|---------|
| 1976 | 21.1 | 2.3 | 9.0 | 2.9 | 2.0 |
| 1977 | 22.0 | 2.2 | 10.1 | 2.9 | 2.1 |
| 1978 | 23.8 | 2.2 | 9.7 | 2.6 | 1.9 |
| 1979 | 23.3 | 1.9 | 9.8 | 2.5 | 2.5 |
| 1980 | 21.4 | 2.1 | 11.1 | 2.5 | 2.6 |
| 1981 | 18.1 | 2.3 | 15.5 | 2.2 | 2.5 |
| 1982 | 17.9 | 1.9 | 12.1 | 1.5 | 1.7 |
| 1983 | 14.1 | 1.9 | 10.0 | 1.4 | 1.0 |
| 1984 | 13.4 | 1.3 | 9.4 | 1.0 | 2.3 |
| 1985 | 13.6 | 1.2 | 8.4 | 1.5 | 2.9 |
| 1986 | 12.7 | 1.4 | 6.3 | 1.5 | 3.0 |
| 1987 | 10.6 | 1.4 | 5.2 | 1.0 | 1.9 |
| 1988 | 9.8 | 1.3 | 3.5 | 0.8 | 1.7 |
| 1989 | 6.6 | 1.2 | 3.5 | 0.7 | 1.1 |
| 1990 | 6.1 | 1.4 | 3.1 | 0.9 | 1.4 |
| 1991 | 5.3 | 1.2 | 2.2 | 0.5 | 0.5 |
| 1992 | 4.8 | 1.6 | 2.3 | 0.3 | 0.6 |
| 1993 | 5.7 | 2.3 | 2.6 | 0.5 | 0.8 |
| 1994 | 8.1 | 2.0 | 3.0 | 0.4 | 0.5 |
| 1995 | 8.5 | 2.0 | 3.1 | 0.4 | 1.0 |
| 1996 | 10.1 | 2.5 | 3.2 | 0.8 | 0.8 |
| 1997 | 9.8 | 2.2 | 4.2 | 0.8 | 0.7 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.

Table 17.2—Percentage of 12th graders who reported taking illegal drugs in the past 12 months, by location and type of drug: 1976 to 1997

| Year | At a party | | | | At home | | | | | |
|------|------------|-----|------------|---------------|---------|-----------|-----|------------|---------------|---------|
| | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine |
| 1976 | 36.0 | 3.8 | 8.6 | 3.2 | 4.2 | 21.7 | 3.0 | 9.1 | 5.3 | 2.3 |
| 1977 | 38.1 | 3.7 | 8.7 | 3.6 | 4.9 | 23.5 | 2.7 | 9.8 | 6.1 | 3.3 |
| 1978 | 41.0 | 4.3 | 9.4 | 2.7 | 6.0 | 24.9 | 3.3 | 10.0 | 5.7 | 3.8 |
| 1979 | 39.9 | 4.2 | 10.5 | 3.1 | 8.5 | 25.1 | 3.0 | 10.0 | 5.0 | 5.1 |
| 1980 | 38.8 | 4.6 | 11.1 | 2.8 | 7.9 | 23.8 | 2.8 | 11.4 | 4.8 | 5.0 |
| 1981 | 38.4 | 4.8 | 13.8 | 3.0 | 8.3 | 22.9 | 3.2 | 14.9 | 5.0 | 5.8 |
| 1982 | 36.4 | 4.7 | 10.7 | 1.8 | 8.2 | 21.1 | 3.0 | 10.8 | 3.2 | 5.5 |
| 1983 | 31.0 | 4.2 | 8.9 | 1.7 | 6.2 | 19.1 | 2.4 | 9.4 | 2.9 | 4.3 |
| 1984 | 30.0 | 3.3 | 7.4 | 1.1 | 7.4 | 19.2 | 2.2 | 8.3 | 2.6 | 5.2 |
| 1985 | 30.7 | 3.1 | 6.5 | 1.7 | 9.2 | 18.9 | 2.2 | 7.4 | 3.0 | 5.8 |
| 1986 | 29.6 | 3.4 | 4.9 | 1.3 | 9.7 | 16.1 | 2.6 | 5.6 | 3.1 | 6.2 |
| 1987 | 27.3 | 3.4 | 3.9 | 0.9 | 7.0 | 16.2 | 2.1 | 4.9 | 2.9 | 4.3 |
| 1988 | 26.0 | 3.1 | 3.1 | 0.8 | 5.2 | 14.0 | 2.8 | 3.6 | 2.2 | 4.3 |
| 1989 | 21.2 | 2.5 | 2.6 | 0.6 | 3.7 | 11.5 | 1.9 | 3.4 | 1.5 | 2.0 |
| 1990 | 21.6 | 3.8 | 2.9 | 1.0 | 3.3 | 11.6 | 2.5 | 2.8 | 1.7 | 2.1 |
| 1991 | 17.7 | 3.6 | 1.8 | 0.6 | 1.8 | 9.6 | 2.3 | 3.0 | 1.5 | 1.2 |
| 1992 | 16.4 | 3.8 | 1.8 | 0.5 | 1.7 | 8.8 | 2.4 | 2.5 | 1.6 | 1.1 |
| 1993 | 19.3 | 5.4 | 2.5 | 0.5 | 1.6 | 10.4 | 3.3 | 3.2 | 1.8 | 1.4 |
| 1994 | 23.7 | 4.2 | 2.2 | 0.6 | 1.6 | 13.4 | 3.3 | 4.0 | 1.7 | 1.1 |
| 1995 | 27.5 | 5.4 | 2.8 | 0.9 | 2.2 | 15.3 | 3.4 | 3.4 | 1.7 | 1.7 |
| 1996 | 27.2 | 4.8 | 2.5 | 1.0 | 2.0 | 15.6 | 3.8 | 3.9 | 1.5 | 1.0 |
| 1997 | 31.6 | 6.6 | 3.8 | 1.7 | 3.5 | 19.4 | 4.4 | 4.6 | 1.9 | 2.2 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.

STANDARD ERROR TABLES

136

Table S1.1a—Standard errors for table 1.1a: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-----------|-----------|---------------------------------|-----------------------|-----------|---------------------------------|----------|----------------------|---------------------------------|-----------|----------|----------------------|
| | Total | Theft | Violent violent ¹ | Total | Theft | Violent violent ¹ | Total | Theft | Violent violent ¹ | | | |
| Total | 203,644.3 | 154,081.1 | 107,222.7 | 44,536.4 | 169,290.7 | 121,621.3 | 96,289.1 | 38,215.7 | 149,949.7 | 109,908.1 | 82,814.6 | 34,819.8 |
| Sex | | | | | | | | | | | | |
| Male | 149,601.4 | 108,343.8 | 86,201.1 | 37,941.1 | 119,063.7 | 83,067.6 | 71,956.9 | 28,847.3 | 103,930.7 | 74,506.5 | 60,689.1 | 27,009.0 |
| Female | 112,576.5 | 92,237.1 | 52,635.7 | 20,384.0 | 99,153.6 | 75,317.7 | 53,566.2 | 22,400.1 | 89,537.4 | 68,601.1 | 47,599.9 | 19,486.0 |
| Age | | | | | | | | | | | | |
| 12-14 | 139,878.2 | 100,934.8 | 81,384.6 | 36,674.0 | 117,934.4 | 82,116.3 | 71,494.2 | 28,554.3 | 104,666.7 | 73,987.3 | 62,257.6 | 26,687.5 |
| 15-18 | 123,455.5 | 100,016.1 | 58,831.6 | 22,298.1 | 100,393.5 | 76,316.7 | 54,115.2 | 22,747.9 | 88,735.7 | 69,143.0 | 45,749.1 | 19,887.2 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 170,286.8 | 129,428.7 | 90,048.4 | 34,378.1 | 140,902.0 | 102,698.9 | 79,352.0 | 28,863.1 | 121,027.4 | 90,931.4 | 65,117.6 | 24,711.5 |
| Black, non-Hispanic | 58,526.5 | 43,114.1 | 35,167.3 | 21,174.0 | 49,527.2 | 35,525.3 | 30,641.5 | 18,645.2 | 46,059.2 | 33,322.7 | 28,097.2 | 13,391.2 |
| Hispanic | 45,909.2 | 35,354.3 | 26,206.4 | 12,817.2 ² | 39,148.5 | 27,499.4 | 25,224.1 | 9,408.7 | 39,411.1 | 27,088.0 | 25,827.3 | 15,278.4 |
| Other, non-Hispanic | 26,192.8 | 24,019.0 | 9,342.6 ² | † | 19,223.8 | 14,866.7 | 11,321.7 | 5,743.2 ² | 17,766.1 | 13,920.8 | 10,212.5 | 6,080.9 ² |
| Urbanicity | | | | | | | | | | | | |
| Urban | 86,754.0 | 66,639.7 | 47,407.7 | 24,806.1 | 72,434.7 | 50,416.6 | 45,342.5 | 20,212.3 | 64,800.9 | 44,282.7 | 41,420.8 | 21,592.8 |
| Suburban | 137,522.2 | 106,014.1 | 72,022.1 | 30,037.5 | 113,950.0 | 85,053.4 | 62,742.0 | 24,362.2 | 100,822.6 | 75,520.3 | 55,227.9 | 22,977.0 |
| Rural | 78,342.4 | 58,561.1 | 45,118.0 | 15,670.9 | 64,392.0 | 46,336.9 | 38,964.5 | 16,566.1 | 56,567.4 | 44,948.0 | 29,107.0 | 9,070.5 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 42,171.7 | 29,178.3 | 27,946.4 | 12,294.4 ² | 33,679.6 | 19,529.2 | 25,739.3 | 9,511.9 | 25,246.2 | 16,809.5 | 17,509.8 | 11,069.4 |
| \$7,500-14,999 | 49,734.0 | 36,260.7 | 30,643.4 | 15,526.0 | 38,851.5 | 28,577.0 | 23,625.4 | 11,692.1 | 33,721.4 | 25,934.6 | 19,194.0 | 6,745.6 ² |
| \$15,000-24,999 | 56,260.0 | 36,215.7 | 39,344.4 | 19,457.9 | 47,802.6 | 33,041.4 | 30,984.1 | 10,901.3 | 42,561.2 | 32,071.0 | 24,621.8 | 11,426.0 |
| \$25,000-34,999 | 63,530.0 | 48,605.9 | 35,804.2 | 13,165.1 ² | 58,575.3 | 45,611.2 | 31,554.6 | 12,074.9 | 48,719.5 | 32,397.6 | 29,996.8 | 13,025.8 |
| \$35,000-49,999 | 80,246.7 | 66,306.5 | 37,875.3 | 14,732.5 ² | 58,450.8 | 42,576.2 | 35,027.7 | 16,028.5 | 54,887.4 | 41,391.0 | 31,120.8 | 12,624.2 |
| \$50,000-74,999 | 63,495.9 | 54,664.2 | 27,235.0 | 7,962.5 ² | 56,184.2 | 43,298.8 | 30,935.8 | 13,197.3 | 51,347.3 | 38,916.7 | 29,023.8 | 12,256.2 |
| \$75,000 or more | 53,532.0 | 41,649.7 | 29,687.3 | 14,077.7 ² | 43,148.7 | 35,879.6 | 20,684.8 | 8,375.8 ² | 39,641.5 | 32,230.4 | 20,004.5 | 7,555.6 ² |

† No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

¹Serious violent crimes are included in violent crimes.

²Estimate 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table S1.1b—Standard errors for table 1.1b: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | 1996 | | | | |
|-------------------------|-----------|-----------|----------|------------------------------|-----------|-----------|----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 139,975.3 | 104,689.8 | 75,896.3 | 29,937.7 | 149,860.7 | 107,725.9 | 82,924.2 | 31,469.6 |
| Sex | | | | | | | | |
| Male | 101,583.1 | 73,261.8 | 58,670.6 | 24,334.5 | 104,678.5 | 72,274.4 | 62,801.0 | 24,497.0 |
| Female | 79,448.2 | 62,850.6 | 41,634.2 | 15,627.6 | 86,503.3 | 67,064.9 | 43,369.9 | 16,836.1 |
| Age | | | | | | | | |
| 12-14 | 98,096.1 | 70,192.4 | 58,658.4 | 23,914.5 | 103,344.6 | 72,140.6 | 60,975.9 | 21,497.6 |
| 15-18 | 82,885.2 | 66,047.1 | 40,885.4 | 16,071.3 | 88,003.4 | 67,167.7 | 45,874.4 | 20,512.0 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 116,180.9 | 87,410.4 | 62,655.9 | 21,048.5 | 123,116.9 | 89,567.2 | 67,300.5 | 22,246.5 |
| Black, non-Hispanic | 41,380.4 | 29,296.0 | 26,488.5 | 15,306.2 | 42,561.1 | 32,058.9 | 23,899.6 | 13,442.8 |
| Hispanic | 34,405.8 | 25,850.0 | 20,919.4 | 10,192.9 | 36,641.4 | 25,473.8 | 24,048.9 | 12,338.5 |
| Other, non-Hispanic | 18,186.2 | 15,747.8 | 8,523.5 | 5,194.8 ² | 18,923.6 | 14,972.0 | 10,826.6 | 5,547.3 ² |
| Urbanicity | | | | | | | | |
| Urban | 60,492.3 | 45,052.3 | 35,257.5 | 18,471.9 | 57,121.9 | 45,684.7 | 43,577.7 | 18,801.0 |
| Suburban | 94,903.0 | 71,962.4 | 51,777.2 | 18,594.0 | 100,174.9 | 73,947.1 | 54,982.9 | 19,569.0 |
| Rural | 52,892.5 | 39,685.5 | 30,111.3 | 10,297.6 | 53,323.8 | 40,288.1 | 28,426.7 | 9,944.2 ² |
| Household income | | | | | | | | |
| Less than \$7,500 | 24,528.1 | 14,489.3 | 17,943.1 | 10,322.2 | 24,560.5 | 16,536.9 | 15,905.7 | 6,396.0 ² |
| \$7,500-14,999 | 32,973.7 | 23,335.6 | 20,963.4 | 10,783.2 | 32,053.6 | 23,122.3 | 19,477.6 | 9,217.1 |
| \$15,000-24,999 | 39,561.9 | 28,072.0 | 25,201.4 | 10,356.3 | 42,292.6 | 29,026.0 | 27,411.0 | 12,326.4 |
| \$25,000-34,999 | 44,632.1 | 33,084.1 | 26,766.8 | 6,550.8 | 47,444.6 | 35,409.7 | 26,352.2 | 10,086.4 |
| \$35,000-49,999 | 53,119.6 | 42,012.7 | 27,768.7 | 9,944.4 | 51,549.0 | 37,979.1 | 29,983.9 | 12,698.0 |
| \$50,000-74,999 | 46,335.0 | 37,866.4 | 24,035.8 | 9,576.3 | 50,219.5 | 39,222.0 | 26,689.3 | 10,527.1 |
| \$75,000 or more | 40,094.8 | 31,821.5 | 21,936.2 | 6,550.7 ² | 39,891.5 | 33,367.7 | 18,889.0 | 6,646.5 ² |

¹Serious violent crimes are included in violent crimes.

²Estimate 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Standard Error Tables

Table S1.2a—Standard errors for table 1.2a: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-------|-------|-------------------|------------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 7.4 | 5.8 | 4.3 | 1.8 | 5.8 | 4.4 | 3.6 | 1.5 | 5.1 | 3.9 | 3.0 | 1.3 |
| Sex | | | | | | | | | | | | |
| Male | 10.3 | 8.0 | 6.5 | 3.0 | 7.9 | 5.9 | 5.2 | 2.2 | 6.8 | 5.2 | 4.3 | 2.0 |
| Female | 8.7 | 7.3 | 4.4 | 1.8 | 7.2 | 5.8 | 4.2 | 1.9 | 6.3 | 5.1 | 3.7 | 1.6 |
| Age | | | | | | | | | | | | |
| 12-14 | 10.9 | 8.4 | 7.0 | 3.3 | 8.7 | 6.6 | 5.8 | 2.5 | 7.6 | 5.8 | 5.0 | 2.3 |
| 15-18 | 8.4 | 7.0 | 4.4 | 1.7 | 6.6 | 5.2 | 3.8 | 1.7 | 5.6 | 4.6 | 3.1 | 1.4 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 8.9 | 7.2 | 5.2 | 2.1 | 7.1 | 5.5 | 4.4 | 1.7 | 6.0 | 4.8 | 3.6 | 1.4 |
| Black, non-Hispanic | 13.5 | 10.4 | 8.6 | 5.3 | 11.1 | 8.3 | 7.3 | 4.6 | 10.4 | 7.8 | 7.0 | 3.8 |
| Hispanic | 15.7 | 12.5 | 9.5 | 4.8 ² | 12.4 | 9.1 | 8.4 | 3.3 | 11.0 | 8.0 | 7.7 | 4.7 |
| Other, non-Hispanic | 27.5 | 25.5 | 10.6 ² | † | 19.3 | 15.4 | 12.0 | 6.2 ² | 16.9 | 13.6 | 10.2 | 6.2 ² |
| Urbanicity | | | | | | | | | | | | |
| Urban | 12.1 | 9.8 | 7.2 | 3.9 | 9.4 | 7.0 | 6.4 | 3.0 | 8.2 | 6.0 | 5.6 | 3.1 |
| Suburban | 10.1 | 8.1 | 5.8 | 2.5 | 8.2 | 6.5 | 5.0 | 2.1 | 7.1 | 5.6 | 4.3 | 1.9 |
| Rural | 12.0 | 9.4 | 7.4 | 2.7 | 9.1 | 6.9 | 5.9 | 2.6 | 7.8 | 6.4 | 4.3 | 1.4 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 18.7 | 13.6 | 13.1 | 6.0 ² | 14.6 | 9.0 | 11.6 | 4.5 | 12.0 | 8.4 | 8.7 | 5.6 |
| \$7,500-14,999 | 14.9 | 11.3 | 9.7 | 5.1 | 12.6 | 9.7 | 8.2 | 4.2 | 11.1 | 8.9 | 6.8 | 2.5 ² |
| \$15,000-24,999 | 15.1 | 10.3 | 11.1 | 5.7 | 11.8 | 8.6 | 8.2 | 3.0 | 10.2 | 8.1 | 6.4 | 3.1 |
| \$25,000-34,999 | 15.6 | 12.5 | 9.5 | 3.7 ² | 13.5 | 11.1 | 8.1 | 3.3 | 11.4 | 8.5 | 7.9 | 3.6 |
| \$35,000-49,999 | 16.1 | 13.9 | 8.5 | 3.4 ² | 11.8 | 9.1 | 7.7 | 3.7 | 10.4 | 8.3 | 6.5 | 2.8 |
| \$50,000-74,999 | 16.3 | 14.4 | 7.7 | 2.3 ² | 12.8 | 10.4 | 7.8 | 3.5 | 11.0 | 8.8 | 6.8 | 3.0 |
| \$75,000 or more | 24.3 | 20.0 | 15.0 | 7.4 ² | 17.4 | 15.1 | 9.4 | 3.9 ² | 13.9 | 11.8 | 7.8 | 3.1 ² |

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 23,740,295 students ages 12 through 18 in 1992, 24,557,779 in 1993, and 25,326,989 in 1994.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table S1.2b—Standard errors for table 1.2b: Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | | 1996 | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 4.8 | 3.6 | 2.9 | 1.2 | 4.6 | 3.5 | 2.7 | 1.1 |
| Sex | | | | | | | | |
| Male | 6.4 | 4.9 | 4.1 | 1.7 | 6.3 | 4.6 | 4.1 | 1.7 |
| Female | 5.9 | 4.6 | 3.5 | 1.3 | 5.6 | 4.7 | 2.9 | 1.2 |
| Age | | | | | | | | |
| 12-14 | 7.4 | 5.5 | 4.9 | 2.0 | 7.0 | 5.3 | 4.5 | 1.6 |
| 15-18 | 5.1 | 4.1 | 2.8 | 1.1 | 5.1 | 4.1 | 2.8 | 1.4 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 5.8 | 4.5 | 3.5 | 1.1 | 5.5 | 4.3 | 3.3 | 1.1 |
| Black, non-Hispanic | 9.4 | 6.8 | 6.5 | 3.8 | 9.2 | 7.5 | 5.2 | 3.0 |
| Hispanic | 9.9 | 7.6 | 6.4 | 3.1 | 9.6 | 6.9 | 6.6 | 3.7 |
| Other, non-Hispanic | 15.7 | 13.6 | 8.1 | 5.0 ² | 16.5 | 13.5 | 9.8 | 5.1 ² |
| Urbanicity | | | | | | | | |
| Urban | 7.7 | 5.9 | 5.0 | 2.6 | 7.7 | 5.8 | 4.9 | 2.6 |
| Suburban | 6.6 | 5.2 | 4.1 | 1.4 | 6.2 | 4.8 | 3.8 | 1.4 |
| Rural | 7.6 | 5.9 | 4.6 | 1.6 | 7.3 | 6.2 | 3.8 | 1.4 ² |
| Household income | | | | | | | | |
| Less than \$7,500 | 11.6 | 6.6 | 9.5 | 6.0 | 12.0 | 9.6 | 7.2 | 3.7 ² |
| \$7,500-14,999 | 10.4 | 7.6 | 7.1 | 3.8 | 9.9 | 7.4 | 6.5 | 3.2 |
| \$15,000-24,999 | 10.6 | 8.2 | 6.8 | 2.8 | 10.4 | 7.5 | 7.2 | 3.6 |
| \$25,000-34,999 | 11.3 | 8.6 | 7.5 | 3.3 | 10.8 | 8.3 | 7.0 | 2.9 |
| \$35,000-49,999 | 9.4 | 7.5 | 5.7 | 2.1 | 9.6 | 7.5 | 5.9 | 2.6 |
| \$50,000-74,999 | 10.3 | 8.5 | 6.1 | 2.4 | 10.0 | 8.3 | 5.7 | 2.3 |
| \$75,000 or more | 12.8 | 10.6 | 7.5 | 2.0 ² | 11.4 | 9.8 | 5.8 | 2.1 ² |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 25,715,220 students ages 12 through 18 in 1995 and 26,151,364 in 1996.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Table S1.3a—Standard errors for table 1.3a: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-----------|-----------|-----------|------------------------------|-----------|----------|----------|------------------------------|-----------|----------|----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 194,428.7 | 124,545.6 | 127,429.1 | 78,015.7 | 152,938.7 | 98,406.8 | 99,677.6 | 64,731.7 | 131,868.8 | 81,960.2 | 88,909.0 | 56,778.4 |
| Sex | | | | | | | | | | | | |
| Male | 140,887.0 | 93,148.2 | 91,057.3 | 56,446.2 | 109,448.7 | 71,343.9 | 71,712.2 | 48,893.8 | 94,656.5 | 58,140.9 | 65,560.0 | 43,076.4 |
| Female | 110,048.6 | 69,233.4 | 75,621.1 | 47,104.8 | 87,995.5 | 57,217.1 | 58,531.5 | 36,468.5 | 75,706.9 | 49,315.5 | 50,375.4 | 31,796.6 |
| Age | | | | | | | | | | | | |
| 12-14 | 106,521.6 | 74,154.9 | 66,136.9 | 41,102.9 | 81,219.7 | 55,273.2 | 51,788.8 | 34,053.5 | 68,521.3 | 45,519.5 | 44,982.4 | 26,916.0 |
| 15-18 | 143,916.9 | 88,880.2 | 99,020.3 | 61,409.3 | 115,241.6 | 73,020.0 | 77,351.1 | 50,824.6 | 100,726.4 | 61,442.6 | 69,936.2 | 46,776.7 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 155,893.2 | 102,014.3 | 101,233.6 | 58,233.5 | 120,377.8 | 77,292.3 | 79,615.8 | 47,385.8 | 103,877.7 | 65,458.0 | 70,032.3 | 41,472.0 |
| Black, non-Hispanic | 58,548.6 | 38,952.7 | 39,634.4 | 29,568.1 | 52,812.5 | 35,314.1 | 35,236.6 | 27,699.9 | 42,292.9 | 26,817.7 | 29,806.4 | 23,064.0 |
| Hispanic | 52,574.8 | 32,412.9 | 38,210.4 | 26,400.8 | 40,184.8 | 26,854.5 | 27,258.9 | 21,802.7 | 38,077.7 | 24,210.6 | 26,925.5 | 20,419.6 |
| Other, non-Hispanic | 28,790.8 | 18,609.3 | 20,731.2 | 15,201.3 ² | 18,620.0 | 14,490.9 | 10,870.8 | 8,338.1 ² | 16,800.2 | 11,273.3 | 11,787.4 | 8,044.9 |
| Urbanicity | | | | | | | | | | | | |
| Urban | 99,749.7 | 63,955.6 | 67,775.5 | 42,593.2 | 81,729.0 | 52,029.1 | 55,680.9 | 38,857.1 | 66,980.7 | 41,446.5 | 46,974.5 | 32,399.1 |
| Suburban | 126,892.2 | 83,961.6 | 82,453.6 | 50,705.6 | 91,858.6 | 61,103.4 | 59,571.3 | 39,199.7 | 84,281.7 | 52,471.8 | 58,076.0 | 36,631.3 |
| Rural | 61,696.6 | 39,881.5 | 42,771.1 | 27,791.2 | 55,406.0 | 37,081.6 | 36,827.1 | 21,933.4 | 45,449.5 | 31,474.5 | 29,277.2 | 18,334.5 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 52,261.4 | 35,519.5 | 34,859.6 | 21,092.8 | 42,753.3 | 26,243.7 | 31,084.2 | 19,647.7 | 34,350.0 | 21,699.5 | 24,550.1 | 17,637.7 |
| \$7,500-14,999 | 60,755.9 | 35,994.9 | 45,116.5 | 32,936.6 | 46,814.4 | 32,394.6 | 30,345.2 | 22,503.4 | 36,303.4 | 22,682.1 | 26,102.0 | 18,340.9 |
| \$15,000-24,999 | 67,803.2 | 40,803.9 | 49,529.9 | 30,096.2 | 50,540.4 | 32,078.2 | 35,468.7 | 23,913.3 | 38,429.0 | 23,431.8 | 28,067.6 | 17,835.3 |
| \$25,000-34,999 | 61,470.8 | 37,996.9 | 44,234.5 | 27,454.2 | 47,738.8 | 32,406.8 | 31,554.4 | 21,853.4 | 41,331.6 | 26,560.9 | 28,834.5 | 18,839.3 |
| \$35,000-49,999 | 59,907.8 | 40,437.6 | 39,920.8 | 21,845.5 | 49,791.9 | 31,829.1 | 34,759.9 | 23,209.9 | 41,679.2 | 27,057.9 | 28,803.2 | 18,717.2 |
| \$50,000-74,999 | 52,364.8 | 39,114.9 | 31,076.4 | 18,674.4 | 40,158.8 | 29,135.6 | 24,823.2 | 16,305.8 | 41,146.3 | 28,045.0 | 27,136.2 | 17,398.1 |
| \$75,000 or more | 41,486.0 | 31,807.1 | 24,022.4 | 13,911.6 ² | 29,845.4 | 21,603.9 | 18,848.4 | 11,233.2 | 30,776.4 | 21,579.5 | 20,021.3 | 12,766.9 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table S1.3b—Standard errors for table 1.3b: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | | 1996 | | | |
|-------------------------|-----------|----------|----------|------------------------------|-----------|----------|----------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 131,270.4 | 84,478.6 | 84,969.3 | 50,195.0 | 136,608.5 | 88,793.4 | 87,017.2 | 55,251.7 |
| Sex | | | | | | | | |
| Male | 94,335.7 | 61,541.8 | 61,181.3 | 36,938.8 | 98,270.8 | 64,937.7 | 63,055.8 | 41,502.2 |
| Female | 74,568.3 | 48,918.0 | 49,155.3 | 28,807.7 | 76,685.2 | 50,642.3 | 49,299.7 | 30,536.6 |
| Age | | | | | | | | |
| 12-14 | 69,667.9 | 47,737.1 | 43,253.7 | 25,195.1 | 71,087.9 | 49,043.6 | 43,835.2 | 27,959.2 |
| 15-18 | 98,166.9 | 62,129.1 | 66,100.4 | 39,824.5 | 103,042.4 | 66,300.9 | 67,584.8 | 43,493.3 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 104,201.2 | 68,573.7 | 66,449.5 | 37,434.3 | 106,864.4 | 69,582.9 | 68,788.6 | 40,038.5 |
| Black, non-Hispanic | 41,842.3 | 28,093.6 | 28,368.8 | 18,274.9 | 46,157.8 | 30,926.6 | 30,367.8 | 23,221.1 |
| Hispanic | 34,968.2 | 21,130.0 | 25,632.7 | 17,061.3 | 35,723.4 | 24,621.9 | 23,333.9 | 17,634.2 |
| Other, non-Hispanic | 18,598.4 | 13,178.2 | 12,140.7 | 8,256.4 ² | 18,092.8 | 14,297.4 | 10,376.4 | 8,058.2 ² |
| Urbanicity | | | | | | | | |
| Urban | 67,083.3 | 43,263.2 | 45,075.6 | 27,707.4 | 70,387.7 | 44,927.1 | 46,842.2 | 32,463.4 |
| Suburban | 84,376.9 | 56,120.5 | 53,823.9 | 31,960.6 | 83,229.9 | 56,298.6 | 52,881.2 | 33,311.5 |
| Rural | 43,035.7 | 28,486.3 | 29,342.7 | 16,978.9 | 48,591.5 | 33,723.1 | 30,658.2 | 18,132.2 |
| Household income | | | | | | | | |
| Less than \$7,500 | 34,124.7 | 22,807.4 | 22,896.5 | 13,885.9 | 34,511.9 | 21,511.5 | 24,124.5 | 17,612.8 |
| \$7,500-14,999 | 39,813.7 | 24,330.3 | 28,691.4 | 18,585.2 | 40,596.1 | 27,498.6 | 26,576.6 | 19,917.3 |
| \$15,000-24,999 | 43,891.9 | 29,566.0 | 28,722.9 | 17,137.8 | 43,551.5 | 27,615.6 | 30,157.5 | 19,304.0 |
| \$25,000-34,999 | 39,659.9 | 25,380.2 | 27,378.3 | 15,958.1 | 39,717.5 | 27,613.3 | 24,856.5 | 15,804.7 |
| \$35,000-49,999 | 41,238.5 | 27,655.1 | 27,708.9 | 16,661.0 | 43,206.3 | 28,943.2 | 28,507.8 | 16,388.1 |
| \$50,000-74,999 | 37,725.4 | 26,586.1 | 24,557.0 | 15,667.0 | 37,251.4 | 27,945.2 | 22,016.5 | 14,529.9 |
| \$75,000 or more | 29,818.5 | 20,771.1 | 19,914.9 | 9,944.6 | 31,275.8 | 24,721.0 | 17,649.9 | 9,150.6 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Standard Error Tables

Table S1.4a—Standard errors for table 1.4a: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 1994

| Student characteristics | 1992 | | | 1993 | | | 1994 | | | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 7.1 | 4.8 | 5.0 | 3.2 | 5.4 | 3.7 | 3.8 | 2.5 | 4.6 | 3.0 | 3.3 | 2.2 |
| Sex | | | | | | | | | | | | |
| Male | 9.8 | 7.0 | 6.8 | 4.4 | 7.4 | 5.2 | 5.2 | 3.7 | 6.3 | 4.1 | 4.6 | 3.2 |
| Female | 8.5 | 5.7 | 6.1 | 4.0 | 6.6 | 4.5 | 4.6 | 3.0 | 5.5 | 3.8 | 3.8 | 2.5 |
| Age | | | | | | | | | | | | |
| 12-14 | 8.8 | 6.4 | 5.8 | 3.7 | 6.5 | 4.6 | 4.4 | 3.0 | 5.4 | 3.7 | 3.7 | 2.3 |
| 15-18 | 9.5 | 6.4 | 7.0 | 4.5 | 7.3 | 5.0 | 5.3 | 3.6 | 6.2 | 3.7 | 4.2 | 2.9 |
| Race-ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 8.3 | 5.8 | 5.8 | 3.5 | 6.3 | 4.3 | 4.4 | 2.7 | 5.3 | 3.6 | 3.8 | 2.3 |
| Black, non-Hispanic | 13.5 | 9.5 | 9.6 | 7.3 | 11.6 | 8.3 | 8.3 | 6.7 | 9.6 | 6.4 | 7.1 | 5.6 |
| Hispanic | 17.6 | 11.6 | 13.4 | 9.6 | 12.6 | 8.9 | 9.0 | 7.4 | 10.7 | 7.3 | 8.0 | 6.2 |
| Other, non-Hispanic | 29.7 | 20.4 | 22.5 | 16.9 ² | 18.7 | 15.0 | 11.5 | 8.9 ² | 16.1 | 11.2 | 11.7 | 8.2 |
| Urbanicity | | | | | | | | | | | | |
| Urban | 13.5 | 9.4 | 9.9 | 6.5 | 10.3 | 7.2 | 7.6 | 5.5 | 8.5 | 5.6 | 6.3 | 4.5 |
| Suburban | 9.4 | 6.6 | 6.5 | 4.2 | 6.9 | 4.9 | 4.8 | 3.2 | 6.1 | 4.1 | 4.5 | 2.9 |
| Rural | 9.8 | 6.6 | 7.0 | 4.7 | 8.0 | 5.6 | 5.6 | 3.4 | 6.5 | 4.6 | 4.3 | 2.8 |
| Household income | | | | | | | | | | | | |
| Less than \$7,500 | 22.1 | 16.2 | 15.9 | 10.1 | 17.5 | 11.8 | 13.6 | 9.1 | 15.4 | 10.5 | 11.7 | 8.8 |
| \$7,500-14,999 | 17.5 | 11.2 | 13.7 | 10.3 | 14.6 | 10.8 | 10.2 | 7.8 | 11.9 | 7.9 | 9.0 | 6.5 |
| \$15,000-24,999 | 17.5 | 11.4 | 13.6 | 8.7 | 12.3 | 8.4 | 9.2 | 6.4 | 9.4 | 6.1 | 7.2 | 4.7 |
| \$25,000-34,999 | 15.2 | 10.1 | 11.5 | 7.4 | 11.5 | 8.3 | 8.1 | 5.8 | 10.4 | 7.1 | 7.6 | 5.2 |
| \$35,000-49,999 | 12.7 | 9.0 | 8.9 | 5.0 | 10.4 | 7.0 | 7.6 | 5.3 | 8.4 | 5.7 | 6.0 | 4.0 |
| \$50,000-74,999 | 13.9 | 10.8 | 8.7 | 5.4 | 9.8 | 7.4 | 6.3 | 4.3 | 9.2 | 6.6 | 6.4 | 4.2 |
| \$75,000 or more | 20.0 | 15.9 | 12.4 | 7.4 ² | 13.0 | 9.8 | 8.6 | 5.3 | 11.4 | 8.3 | 7.8 | 5.1 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 23,740,295 students ages 12 through 18 in 1992, 24,557,779 in 1993, and 25,326,989 in 1994. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1994.

Table S1.4b—Standard errors for table 1.4b: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1995 to 1996

| Student characteristics | 1995 | | | | 1996 | | | |
|-------------------------|-------|-------|---------|------------------------------|-------|-------|---------|------------------------------|
| | Total | Theft | Violent | Serious violent ¹ | Total | Theft | Violent | Serious violent ¹ |
| Total | 4.3 | 3.0 | 2.9 | 1.7 | 4.4 | 3.0 | 2.9 | 1.9 |
| Sex | | | | | | | | |
| Male | 6.0 | 4.1 | 4.2 | 2.6 | 6.2 | 4.5 | 4.2 | 2.8 |
| Female | 5.3 | 3.8 | 3.5 | 2.1 | 5.1 | 3.6 | 3.4 | 2.2 |
| Age | | | | | | | | |
| 12-14 | 5.1 | 3.6 | 3.4 | 2.0 | 5.2 | 3.9 | 3.3 | 2.2 |
| 15-18 | 6.0 | 4.2 | 4.2 | 2.6 | 6.0 | 4.2 | 4.1 | 2.7 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 5.1 | 3.6 | 3.4 | 2.0 | 5.1 | 3.7 | 3.4 | 2.1 |
| Black, non-Hispanic | 9.6 | 6.7 | 6.8 | 4.2 | 10.0 | 7.2 | 7.0 | 5.4 |
| Hispanic | 9.4 | 6.0 | 7.2 | 4.9 | 9.1 | 6.7 | 6.1 | 4.6 |
| Other, non-Hispanic | 15.6 | 11.8 | 10.3 | 7.1 ² | 15.8 | 12.9 | 9.4 | 7.4 ² |
| Urbanicity | | | | | | | | |
| Urban | 8.1 | 5.6 | 5.8 | 3.7 | 7.8 | 5.5 | 5.5 | 4.0 |
| Suburban | 5.7 | 4.1 | 3.8 | 2.3 | 5.6 | 4.1 | 3.7 | 2.3 |
| Rural | 6.5 | 4.5 | 4.5 | 2.6 | 7.3 | 5.4 | 4.7 | 2.9 |
| Household income | | | | | | | | |
| Less than \$7,500 | 16.2 | 11.7 | 11.9 | 7.6 | 16.9 | 11.9 | 12.6 | 10.4 |
| \$7,500-14,999 | 12.0 | 8.1 | 9.0 | 5.7 | 12.4 | 8.9 | 8.8 | 6.8 |
| \$15,000-24,999 | 10.8 | 8.4 | 7.0 | 4.5 | 10.4 | 7.1 | 7.6 | 5.0 |
| \$25,000-34,999 | 9.6 | 6.7 | 6.9 | 4.1 | 9.8 | 7.4 | 6.4 | 4.1 |
| \$35,000-49,999 | 7.9 | 5.5 | 5.6 | 3.5 | 8.2 | 6.0 | 5.5 | 3.0 |
| \$50,000-74,999 | 8.6 | 6.1 | 6.0 | 3.9 | 8.0 | 6.3 | 4.9 | 3.3 |
| \$75,000 or more | 9.8 | 6.8 | 7.1 | 3.5 | 9.8 | 8.0 | 5.5 | 2.8 |

¹Serious violent crimes are included in violent crimes.

²Estimate 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. Population sizes are 25,715,220 students ages 12 through 18 in 1995 and 26,151,364 in 1996.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1995 to 1996.

Standard Error Tables

Table S2.1—Standard errors for table 2.1: Percentage of students ages 12 through 19 who reported criminal victimization at school during the previous 6 months, by type of victimization, grade level, and school control: 1989 and 1995

| School characteristics | 1989 | | | 1995 | | |
|------------------------|-----------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|
| | Type of victimization | | | Type of victimization | | |
| | Any ¹ | Violent ² | Property ³ | Any ¹ | Violent ² | Property ³ |
| Total | 0.4 | 0.2 | 0.4 | 0.5 | 0.2 | 0.4 |
| Grade level | | | | | | |
| Grade 6 | 1.6 | 1.0 | 1.5 | 1.4 | 0.9 | 0.5 |
| Grade 7 | 1.2 | 0.7 | 1.1 | 1.2 | 0.7 | 1.1 |
| Grade 8 | 1.1 | 0.6 | 1.0 | 1.1 | 0.6 | 1.0 |
| Grade 9 | 1.1 | 0.6 | 1.1 | 1.1 | 0.6 | 1.0 |
| Grade 10 | 1.1 | 0.5 | 1.0 | 1.0 | 0.5 | 0.9 |
| Grade 11 | 0.9 | 0.5 | 0.9 | 0.9 | 0.4 | 0.8 |
| Grade 12 | 0.9 | 0.3 | 0.8 | 0.9 | 0.4 | 0.8 |
| Other | 2.9 | 2.1 | 2.5 | 2.9 | 1.9 | 2.3 |
| School control | | | | | | |
| Public | 1.4 | 0.7 | 1.3 | 0.5 | 0.3 | 0.5 |
| Private | 1.4 | 0.7 | 1.3 | 1.2 | 0.5 | 1.1 |
| Not ascertained | 2.8 | 1.5 | 2.5 | — | — | — |

—Fewer than 30 sample cases.

¹Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization."

²Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

³Property victimization includes theft of property from a student's desk, locker, or other locations.

NOTE: "At school" means in the school building, on the school grounds, or on a school bus. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table S3.1—Standard errors for table 3.1: Percentage of 12th graders who reported that someone had injured them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996

| Year | With a weapon | | On purpose, without a weapon | | | |
|------|---------------|------|------------------------------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1976 | 0.6 | 1.0 | 0.5 | 0.8 | 1.3 | 1.0 |
| 1977 | 0.5 | 0.9 | 0.4 | 0.8 | 1.1 | 0.9 |
| 1978 | 0.5 | 0.9 | 0.5 | 0.8 | 1.2 | 0.9 |
| 1979 | 0.5 | 0.9 | 0.5 | 0.8 | 1.2 | 0.9 |
| 1980 | 0.5 | 0.9 | 0.5 | 0.8 | 1.2 | 0.9 |
| 1981 | 0.6 | 0.9 | 0.6 | 0.9 | 1.2 | 1.0 |
| 1982 | 0.5 | 0.8 | 0.5 | 0.8 | 1.2 | 0.9 |
| 1983 | 0.5 | 0.9 | 0.5 | 0.9 | 1.3 | 1.0 |
| 1984 | 0.5 | 0.9 | 0.4 | 0.8 | 1.3 | 0.9 |
| 1985 | 0.6 | 1.0 | 0.5 | 0.9 | 1.3 | 1.0 |
| 1986 | 0.6 | 1.0 | 0.5 | 0.9 | 1.3 | 1.0 |
| 1987 | 0.5 | 0.9 | 0.4 | 0.9 | 1.3 | 1.0 |
| 1988 | 0.5 | 0.9 | 0.4 | 0.8 | 1.2 | 1.0 |
| 1989 | 0.6 | 0.9 | 0.6 | 0.9 | 1.3 | 1.1 |
| 1990 | 0.6 | 1.1 | 0.6 | 0.9 | 1.4 | 1.1 |
| 1991 | 0.7 | 1.0 | 0.7 | 1.0 | 1.4 | 1.2 |
| 1992 | 0.6 | 1.0 | 0.5 | 0.9 | 1.4 | 1.1 |
| 1993 | 0.5 | 1.0 | 0.5 | 0.9 | 1.3 | 1.0 |
| 1994 | 0.6 | 1.0 | 0.5 | 0.9 | 1.4 | 1.0 |
| 1995 | 0.6 | 1.0 | 0.5 | 0.9 | 1.4 | 1.0 |
| 1996 | 0.6 | 1.0 | 0.7 | 0.9 | 1.3 | 1.2 |

NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table S3.2—Standard errors for table 3.2: Percentage of 12th graders who reported that someone had threatened to injure, but had not injured, them at school during the past 12 months, by use of a weapon and sex: 1976 to 1996

| Year | Threatened with a weapon | | | Threatened by unarmed person | | |
|------|--------------------------|------|--------|------------------------------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1976 | 0.8 | 1.3 | 0.8 | 1.0 | 1.5 | 1.1 |
| 1977 | 0.8 | 1.3 | 0.8 | 1.0 | 1.5 | 1.1 |
| 1978 | 0.8 | 1.2 | 0.8 | 1.0 | 1.5 | 1.1 |
| 1979 | 0.8 | 1.3 | 0.8 | 1.0 | 1.5 | 1.1 |
| 1980 | 0.8 | 1.3 | 0.8 | 1.0 | 1.5 | 1.1 |
| 1981 | 0.9 | 1.3 | 0.9 | 1.0 | 1.5 | 1.1 |
| 1982 | 0.8 | 1.2 | 0.9 | 1.0 | 1.4 | 1.1 |
| 1983 | 0.8 | 1.3 | 0.9 | 1.1 | 1.6 | 1.2 |
| 1984 | 0.8 | 1.3 | 0.8 | 1.1 | 1.6 | 1.2 |
| 1985 | 0.9 | 1.4 | 0.9 | 1.1 | 1.6 | 1.2 |
| 1986 | 0.8 | 1.4 | 0.8 | 1.1 | 1.6 | 1.2 |
| 1987 | 0.8 | 1.3 | 0.8 | 1.1 | 1.6 | 1.2 |
| 1988 | 0.8 | 1.3 | 0.8 | 1.0 | 1.5 | 1.2 |
| 1989 | 0.9 | 1.4 | 1.0 | 1.1 | 1.6 | 1.3 |
| 1990 | 0.9 | 1.4 | 1.0 | 1.2 | 1.7 | 1.4 |
| 1991 | 1.0 | 1.5 | 1.1 | 1.2 | 1.7 | 1.5 |
| 1992 | 0.9 | 1.5 | 0.9 | 1.2 | 1.8 | 1.4 |
| 1993 | 1.0 | 1.6 | 1.0 | 1.1 | 1.7 | 1.3 |
| 1994 | 1.0 | 1.6 | 1.0 | 1.2 | 1.8 | 1.3 |
| 1995 | 0.9 | 1.6 | 1.0 | 1.2 | 1.8 | 1.4 |
| 1996 | 1.0 | 1.5 | 1.1 | 1.2 | 1.8 | 1.4 |

NOTE: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table S4.1—Standard errors for table 4.1: Percentage and number of students in grades 6 to 12 who reported being bullied at school during the current school year, by urbanicity and selected student characteristics: 1993

| Student characteristics | Percent | | | Number | | | | |
|-------------------------|---------|-------|----------|--------|-----------|----------|----------|----------|
| | Total | Urban | Suburban | Rural | Total | Urban | Suburban | Rural |
| Total | 0.5 | 0.5 | 1.2 | 1.1 | 112,879.5 | 73,439.4 | 45,714.9 | 54,894.1 |
| Sex | | | | | | | | |
| Male | 0.7 | 0.8 | 2.0 | 1.2 | 89,796.9 | 67,888.7 | 36,170.2 | 35,357.1 |
| Female | 0.6 | 0.7 | 1.7 | 1.4 | 66,228.0 | 46,330.3 | 30,825.4 | 37,043.7 |
| Race-ethnicity | | | | | | | | |
| White, non-Hispanic | 0.5 | 0.7 | 1.3 | 1.3 | 89,093.7 | 59,818.6 | 38,334.8 | 56,398.7 |
| Black, non-Hispanic | 0.9 | 1.0 | 7.6 | 2.6 | 35,345.4 | 30,042.5 | 17,905.8 | 12,769.4 |
| Hispanic | 0.8 | 1.0 | 2.8 | 1.9 | 21,782.9 | 20,747.9 | 10,154.9 | 4,108.6 |
| Other, non-Hispanic | 2.7 | 2.5 | — | — | 17,331.0 | 13,491.8 | — | — |
| Grade level | | | | | | | | |
| Grade 6 | 1.5 | 1.5 | 6.6 | 1.9 | 58,077.6 | 42,528.5 | 19,136.2 | 23,967.9 |
| Grade 7 | 1.1 | 1.5 | 2.6 | 2.4 | 38,963.4 | 29,996.7 | 15,359.2 | 20,482.4 |
| Grade 8 | 1.0 | 1.0 | 3.3 | 2.4 | 34,745.2 | 24,110.6 | 16,567.7 | 17,281.8 |
| Grade 9 | 1.1 | 1.1 | 4.5 | 2.8 | 37,784.5 | 21,734.7 | 23,899.5 | 25,220.9 |
| Grade 10 | 1.0 | 1.6 | 2.9 | 2.2 | 33,053.8 | 31,264.3 | 17,756.9 | 19,918.4 |
| Grade 11 | 0.9 | 1.0 | 2.3 | 1.9 | 26,670.8 | 18,497.5 | 9,934.5 | 14,823.6 |
| Grade 12 | 0.8 | 1.0 | 1.3 | 2.0 | 25,939.3 | 17,794.8 | 5,365.5 | 18,472.8 |
| Region | | | | | | | | |
| Northeast | 1.2 | 1.8 | 2.6 | 2.2 | 51,253.3 | 49,360.6 | 12,879.7 | 25,830.6 |
| South | 0.6 | 0.7 | 2.0 | 1.1 | 50,821.5 | 35,704.9 | 26,118.0 | 32,140.1 |
| Midwest | 1.1 | 0.9 | 2.4 | 2.0 | 63,964.4 | 34,969.5 | 24,902.5 | 32,051.4 |
| West | 1.0 | 0.8 | 2.5 | 5.5 | 51,294.7 | 32,471.6 | 27,171.7 | 25,703.1 |

—Fewer than 30 sample cases.

NOTE: Bullying was described as students picking on others a lot or making other students do things like give them money. "At school" means in school, at school activities during the day, or on the way to or from school. Population size is 24,060,000 students in grades 6 to 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1993.

Table S5.1—Standard errors for table 5.1: Percentage of 12th graders who reported that something of theirs had been stolen at school during the past 12 months, by sex: 1976 to 1996

| Year | Total | Male | Female |
|------|-------|------|--------|
| 1976 | 1.2 | 1.7 | 1.5 |
| 1977 | 1.2 | 1.6 | 1.5 |
| 1978 | 1.2 | 1.7 | 1.4 |
| 1979 | 1.2 | 1.7 | 1.5 |
| 1980 | 1.2 | 1.7 | 1.5 |
| 1981 | 1.2 | 1.6 | 1.5 |
| 1982 | 1.2 | 1.6 | 1.5 |
| 1983 | 1.2 | 1.7 | 1.6 |
| 1984 | 1.2 | 1.7 | 1.6 |
| 1985 | 1.2 | 1.7 | 1.5 |
| 1986 | 1.2 | 1.7 | 1.6 |
| 1987 | 1.2 | 1.7 | 1.5 |
| 1988 | 1.2 | 1.6 | 1.6 |
| 1989 | 1.3 | 1.7 | 1.7 |
| 1990 | 1.4 | 1.8 | 1.8 |
| 1991 | 1.3 | 1.8 | 1.8 |
| 1992 | 1.3 | 1.9 | 1.7 |
| 1993 | 1.3 | 1.9 | 1.7 |
| 1994 | 1.3 | 1.9 | 1.7 |
| 1995 | 1.3 | 1.9 | 1.7 |
| 1996 | 1.4 | 2.0 | 1.9 |

NOTE: "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table S5.2—Standard errors for table 5.2: Percentage of 12th graders who reported that someone had deliberately damaged their property at school during the past 12 months, by sex: 1976 to 1996

| Year | Total | Male | Female |
|------|-------|------|--------|
| 1976 | 1.1 | 1.6 | 1.3 |
| 1977 | 1.0 | 1.5 | 1.2 |
| 1978 | 1.0 | 1.6 | 1.2 |
| 1979 | 1.1 | 1.6 | 1.2 |
| 1980 | 1.1 | 1.6 | 1.3 |
| 1981 | 1.1 | 1.6 | 1.3 |
| 1982 | 1.1 | 1.5 | 1.3 |
| 1983 | 1.1 | 1.6 | 1.3 |
| 1984 | 1.1 | 1.6 | 1.3 |
| 1985 | 1.1 | 1.6 | 1.3 |
| 1986 | 1.1 | 1.6 | 1.3 |
| 1987 | 1.1 | 1.6 | 1.3 |
| 1988 | 1.1 | 1.5 | 1.3 |
| 1989 | 1.1 | 1.6 | 1.4 |
| 1990 | 1.2 | 1.7 | 1.6 |
| 1991 | 1.2 | 1.7 | 1.5 |
| 1992 | 1.2 | 1.8 | 1.4 |
| 1993 | 1.2 | 1.7 | 1.5 |
| 1994 | 1.2 | 1.8 | 1.4 |
| 1995 | 1.2 | 1.8 | 1.5 |
| 1996 | 1.3 | 1.9 | 1.5 |

NOTE: "At school" means inside or outside the school building or on a school bus. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table S6.1—Standard errors for table 6.1: Percentage of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents and no serious violent incidents | | | |
|--------------------------------------|---------------|------|------|-------|---------------------------|------|------|-------|-------------------------------------------------------------------------------|------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 2.1 | 3.7 | 3.2 | 4.2 | 0.8 | 2.1 | 1.8 | 1.5 | 2.1 | 4.0 | 3.7 | 4.1 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 3.2 | 5.3 | 4.9 | 6.2 | 1.1 | 2.4 | 1.7 | 2.2 | 3.2 | 5.5 | 6.0 | 6.1 |
| Middle school | 2.3 | 2.8 | 4.5 | 7.2 | 1.9 | 4.1 | 5.0 | 5.0 | 2.8 | 3.9 | 4.8 | 7.0 |
| High school | 2.4 | 3.0 | 5.1 | 4.9 | 2.1 | 3.4 | 5.7 | 2.6 | 3.0 | 3.9 | 5.2 | 5.2 |
| Region | | | | | | | | | | | | |
| Northeast | 4.4 | 10.4 | 7.2 | 11.8 | 1.1 | 2.5 | 2.4 | 4.4 | 4.7 | 10.0 | 8.4 | 11.6 |
| Southeast | 3.8 | 7.6 | 9.0 | 7.2 | 1.6 | 5.0 | 4.8 | 2.3 | 3.9 | 7.4 | 7.8 | 7.1 |
| Central | 4.5 | 6.9 | 8.1 | 7.4 | 2.2 | 4.9 | 4.5 | 3.6 | 4.1 | 6.2 | 6.9 | 6.8 |
| West | 3.5 | 5.7 | 6.9 | 7.8 | 1.4 | 3.7 | 3.5 | 2.6 | 3.7 | 6.9 | 7.2 | 7.8 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 4.9 | — | — | 6.0 | 1.4 | — | — | 1.2 | 4.4 | — | 9.2 | 5.9 |
| 300–999 | 2.2 | 4.1 | 3.5 | 5.2 | 1.2 | 2.6 | 2.2 | 3.2 | 2.5 | 4.4 | 3.6 | 5.3 |
| 1,000 or more | 2.3 | 2.9 | 3.7 | — | 2.4 | 4.3 | 4.3 | — | 3.2 | 5.1 | 9.0 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 3.7 | — | 8.1 | 5.4 | 1.3 | — | 3.0 | 2.2 | 3.5 | — | 8.2 | 5.1 |
| 5–19 percent | 3.8 | 7.6 | 6.2 | 10.4 | 2.1 | 5.3 | 3.3 | 2.9 | 3.6 | 8.3 | 5.9 | 9.6 |
| 20–49 percent | 3.6 | 6.8 | 7.5 | 9.2 | 1.6 | 4.4 | 3.0 | 4.1 | 3.6 | 6.3 | 8.6 | 9.0 |
| 50 percent or more | 3.2 | 4.7 | 7.0 | 10.2 | 1.8 | 2.5 | 4.7 | 5.4 | 3.9 | 4.9 | 8.8 | 10.6 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 3.3 | 8.8 | 6.1 | 9.2 | 1.5 | 3.3 | 2.7 | 2.4 | 3.2 | 8.4 | 6.6 | 8.9 |
| 21–34 percent | 4.3 | 10.3 | 8.6 | 7.0 | 2.0 | 5.6 | 3.9 | 4.5 | 4.3 | 9.8 | 7.2 | 6.5 |
| 35–49 percent | 5.0 | 8.6 | 12.4 | 7.8 | 2.3 | 8.9 | 5.3 | 3.3 | 5.0 | 10.7 | 9.5 | 7.9 |
| 50–74 percent | 4.1 | 7.8 | 9.4 | 8.8 | 1.4 | 5.0 | 4.9 | 1.6 | 4.5 | 7.3 | 9.3 | 9.0 |
| 75 percent or more | 4.7 | 6.7 | — | — | 1.7 | 1.7 | — | — | 4.7 | 6.5 | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S6.2—Standard errors for table 6.2: Number of public schools reporting one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents and no serious violent incidents | | | | | | |
|--------------------------------------|---------------|-------|-------|-------|---------------------------|-------|-------|-------|-------------------------------------------------------------------------------|-------|---------|-------|-------|-------|-------|
| | Urban | | | | Urban | | | | Urban | | | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | | | |
| Total | 1,683.8 | 719.4 | 617.3 | 788.9 | 911.2 | 593.4 | 360.2 | 336.3 | 281.8 | 313.5 | 1,711.5 | 783.2 | 652.4 | 763.8 | 880.8 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 1,531.1 | 702.0 | 613.4 | 696.7 | 736.8 | 516.9 | 295.6 | 213.0 | 43.0 | 284.2 | 1,509.1 | 732.9 | 587.2 | 675.4 | 703.3 |
| Middle school | 337.3 | 97.2 | 189.5 | 224.3 | 247.5 | 255.3 | 127.3 | 184.9 | 113.9 | 150.0 | 409.1 | 120.6 | 194.8 | 227.9 | 233.4 |
| High school | 424.5 | 92.8 | 145.9 | 242.8 | 327.1 | 311.9 | 79.0 | 160.9 | 136.1 | 160.3 | 511.5 | 104.2 | 172.8 | 273.1 | 352.2 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 846.8 | 315.0 | 480.7 | 447.6 | 334.7 | 153.9 | 65.2 | 118.9 | 61.7 | 85.3 | 872.2 | 311.3 | 483.2 | 449.9 | 331.5 |
| Southeast | 768.8 | 411.6 | 388.7 | 482.6 | 423.8 | 259.3 | 172.0 | 157.3 | 101.3 | 111.3 | 801.2 | 377.0 | 369.5 | 452.6 | 410.4 |
| Central | 1,202.2 | 421.2 | 499.8 | 498.5 | 633.1 | 497.5 | 207.9 | 220.9 | 230.2 | 286.3 | 1,072.5 | 388.3 | 437.2 | 413.2 | 567.9 |
| West | 1,005.2 | 532.3 | 514.7 | 459.1 | 491.9 | 307.6 | 240.4 | 181.9 | 148.9 | 152.7 | 1,040.0 | 549.9 | 483.8 | 445.9 | 491.1 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 1,081.4 | — | — | 549.0 | 734.6 | 291.7 | — | — | 262.8 | 141.9 | 980.5 | — | — | 488.7 | 723.7 |
| 300–999 | 1,172.9 | 566.4 | 552.0 | 626.0 | 488.6 | 573.0 | 350.3 | 317.0 | 115.8 | 290.0 | 1,294.5 | 597.7 | 553.0 | 600.8 | 498.6 |
| 1,000 or more | 272.2 | 199.9 | 144.1 | 142.5 | — | 163.7 | 94.5 | 120.8 | 73.0 | — | 302.7 | 219.7 | 154.0 | 146.6 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 944.4 | — | 359.6 | 530.3 | 667.4 | 312.8 | — | 107.1 | 95.0 | 260.3 | 922.6 | — | 362.1 | 530.8 | 618.0 |
| 5–19 percent | 831.3 | 376.5 | 500.8 | 400.7 | 374.1 | 370.2 | 194.7 | 214.2 | 241.4 | 88.9 | 765.4 | 348.3 | 444.1 | 344.8 | 349.0 |
| 20–49 percent | 821.4 | 386.0 | 474.6 | 364.4 | 418.4 | 278.3 | 207.9 | 156.0 | 85.2 | 155.5 | 785.6 | 351.7 | 467.2 | 364.5 | 393.5 |
| 50 percent or more | 879.5 | 473.6 | 342.3 | 393.8 | 338.5 | 273.1 | 187.2 | 185.8 | 74.4 | 105.1 | 934.7 | 504.3 | 326.8 | 393.0 | 346.2 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 733.3 | 242.4 | 521.4 | 391.5 | 402.1 | 263.9 | 80.0 | 182.9 | 104.2 | 107.1 | 741.4 | 239.2 | 501.6 | 386.6 | 396.8 |
| 21–34 percent | 908.9 | 280.9 | 508.8 | 463.3 | 399.5 | 363.7 | 132.1 | 143.2 | 233.5 | 248.7 | 840.3 | 270.8 | 503.0 | 384.8 | 367.0 |
| 35–49 percent | 729.9 | 344.5 | 321.5 | 348.7 | 469.9 | 300.8 | 245.0 | 131.0 | 56.9 | 158.7 | 707.0 | 263.4 | 311.2 | 351.9 | 457.4 |
| 50–74 percent | 990.2 | 434.8 | 403.3 | 571.0 | 506.2 | 236.6 | 182.9 | 155.0 | 66.2 | 70.6 | 988.3 | 382.1 | 393.6 | 573.3 | 504.0 |
| 75 percent or more | 775.9 | 481.7 | — | — | — | 223.1 | 91.5 | — | — | — | 742.9 | 487.1 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S6.3—Standard errors for table 6.3: Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents | | | | | | |
|--------------------------------------|---------------|----------|----------|---------|---------------------------|---------|---------|-------|----------------------------------------------|-------|----------|----------|----------|---------|---------|
| | Total | Urban | | | Total | Urban | | | Total | Urban | | | | | |
| | | City | Town | Rural | | City | Town | Rural | | City | Town | Rural | | | |
| Total | 27,563.3 | 17,185.7 | 16,044.3 | 9,224.4 | 8,853.1 | 3,286.9 | 2,627.4 | 980.1 | 1,336.3 | 731.8 | 26,020.7 | 14,932.0 | 15,679.1 | 8,938.1 | 8,525.8 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 10,889.3 | 2,861.0 | 8,988.4 | 5,844.1 | 3,461.3 | 777.8 | 585.0 | 213.0 | 226.9 | 403.1 | 10,961.9 | 2,684.9 | 8,985.6 | 5,826.3 | 3,440.1 |
| Middle school | 15,619.0 | 14,809.8 | 8,350.3 | 4,420.5 | 2,980.8 | 2,443.9 | 2,452.4 | 420.4 | 135.2 | 340.9 | 13,792.1 | 12,506.3 | 8,209.1 | 4,390.6 | 2,890.8 |
| High school | 14,922.6 | 5,562.6 | 9,420.6 | 6,713.4 | 6,605.7 | 1,820.3 | 749.0 | 849.1 | 1,267.4 | 559.7 | 14,272.1 | 5,297.1 | 8,804.2 | 6,315.9 | 6,401.2 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 12,486.6 | 3,828.3 | 9,631.9 | 3,874.4 | 2,943.9 | 625.3 | 552.7 | 218.0 | 294.0 | 170.2 | 12,267.6 | 3,611.8 | 9,614.3 | 3,862.7 | 2,901.8 |
| Southeast | 12,035.0 | 3,849.4 | 11,720.2 | 4,099.2 | 3,987.8 | 1,063.6 | 534.4 | 838.7 | 112.9 | 329.9 | 11,430.4 | 3,562.8 | 11,085.3 | 4,030.5 | 3,844.7 |
| Central | 15,182.2 | 12,597.7 | 4,314.4 | 4,482.3 | 5,484.1 | 2,517.2 | 2,421.4 | 420.6 | 284.7 | 666.3 | 13,353.1 | 10,336.2 | 4,193.5 | 4,421.4 | 5,108.3 |
| West | 12,204.6 | 7,493.0 | 7,049.4 | 8,874.8 | 4,318.9 | 1,420.7 | 725.8 | 386.4 | 1,287.5 | 232.6 | 12,056.8 | 7,219.6 | 6,963.3 | 8,423.4 | 4,273.1 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 7,851.1 | — | — | 5,312.3 | 4,844.6 | 1,320.8 | — | — | 1,301.0 | 315.5 | 7,147.1 | — | — | 4,345.0 | 4,700.2 |
| 300–999 | 16,699.8 | 13,518.9 | 6,578.9 | 6,903.6 | 6,291.0 | 2,759.3 | 2,455.4 | 404.9 | 314.7 | 657.8 | 15,021.9 | 11,312.8 | 6,405.2 | 6,860.4 | 6,053.7 |
| 1,000 or more | 17,836.9 | 6,696.7 | 14,758.3 | 5,658.9 | — | 1,230.1 | 776.7 | 910.2 | 227.2 | — | 17,283.8 | 6,360.8 | 14,353.0 | 5,636.9 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 8,584.2 | — | 3,325.8 | 4,300.3 | 6,342.4 | 439.7 | — | 107.1 | 96.0 | 395.9 | 8,481.4 | — | 3,328.5 | 4,278.4 | 6,242.7 |
| 5–19 percent | 10,227.4 | 3,203.6 | 6,569.1 | 6,207.8 | 2,701.5 | 1,401.2 | 388.7 | 301.7 | 1,248.1 | 98.4 | 9,656.2 | 3,087.8 | 6,399.0 | 5,587.6 | 2,677.2 |
| 20–49 percent | 14,077.2 | 6,124.0 | 10,172.2 | 5,965.2 | 3,343.3 | 915.3 | 600.8 | 537.2 | 326.4 | 297.1 | 13,590.5 | 5,869.9 | 10,013.2 | 5,880.5 | 3,199.3 |
| 50 percent or more | 21,852.9 | 16,422.5 | 10,916.0 | 4,832.2 | 4,273.3 | 2,849.6 | 2,532.5 | 851.0 | 90.1 | 560.3 | 19,956.9 | 14,127.3 | 10,360.7 | 4,821.1 | 3,922.5 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 9,861.0 | 3,355.6 | 6,037.5 | 4,932.4 | 3,895.4 | 575.3 | 349.6 | 360.1 | 242.1 | 184.9 | 9,782.0 | 3,204.0 | 5,969.1 | 4,891.8 | 3,894.1 |
| 21–34 percent | 11,631.7 | 3,303.3 | 9,243.6 | 4,649.9 | 3,415.8 | 1,063.6 | 593.4 | 830.4 | 239.0 | 370.1 | 10,964.7 | 3,029.0 | 8,507.1 | 4,560.3 | 3,396.0 |
| 35–49 percent | 11,428.3 | 5,130.5 | 8,641.2 | 3,273.0 | 4,277.1 | 751.3 | 671.2 | 148.3 | 303.4 | 274.2 | 11,182.0 | 4,902.1 | 8,642.9 | 3,178.7 | 4,180.1 |
| 50–74 percent | 16,071.1 | 14,035.8 | 6,322.2 | 4,709.5 | 3,190.9 | 2,462.0 | 2,465.8 | 348.4 | 83.8 | 70.6 | 14,284.7 | 11,756.0 | 6,109.8 | 4,708.8 | 3,188.3 |
| 75 percent or more | 10,615.2 | 5,005.5 | — | — | — | 1,341.4 | 503.7 | — | — | — | 10,108.6 | 4,739.2 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or flight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or flight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S6.4—Standard errors for table 6.4: Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Any incidents | | | | Serious violent incidents | | | | Less serious violent or nonviolent incidents | | | |
|--------------------------------------|---------------|------|------|-------|---------------------------|------|------|-------|----------------------------------------------|------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 0.7 | 1.4 | 1.3 | 1.0 | 1.2 | 0.1 | 0.1 | 0.1 | 0.6 | 1.2 | 0.9 | 1.2 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 0.5 | 0.4 | 1.3 | 1.2 | 0.9 | 0.0 | 0.0 | 0.1 | 0.5 | 0.4 | 1.2 | 0.9 |
| Middle school | 1.8 | 5.9 | 3.2 | 2.0 | 2.8 | 1.0 | 0.2 | 0.3 | 1.6 | 5.0 | 2.0 | 2.7 |
| High school | 1.3 | 1.8 | 2.9 | 2.3 | 3.0 | 0.2 | 0.3 | 0.3 | 1.3 | 1.7 | 2.2 | 2.9 |
| Region | | | | | | | | | | | | |
| Northeast | 1.4 | 1.7 | 3.0 | 1.7 | 2.7 | 0.1 | 0.1 | 0.2 | 1.4 | 1.6 | 1.7 | 2.7 |
| Southeast | 1.2 | 1.4 | 4.7 | 1.3 | 1.6 | 0.1 | 0.3 | 0.1 | 1.2 | 1.3 | 1.3 | 1.5 |
| Central | 1.5 | 5.3 | 1.4 | 1.7 | 2.4 | 1.0 | 0.1 | 0.3 | 1.3 | 4.4 | 1.7 | 2.3 |
| West | 0.9 | 1.3 | 1.6 | 3.3 | 3.1 | 0.1 | 0.1 | 0.2 | 0.9 | 1.3 | 3.1 | 3.1 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 1.9 | — | — | 6.2 | 2.4 | 0.3 | — | 0.2 | 1.7 | — | 5.1 | 2.3 |
| 300–999 | 0.6 | 1.8 | 0.8 | 1.0 | 1.4 | 0.1 | 0.3 | 0.1 | 0.5 | 1.5 | 1.0 | 1.3 |
| 1,000 or more | 1.7 | 1.6 | 3.6 | — | 3.8 | 0.1 | 0.2 | 0.1 | 1.6 | 1.5 | 3.2 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 0.9 | — | 1.5 | 1.2 | 1.7 | 0.0 | — | 0.1 | 0.9 | — | 1.2 | 1.7 |
| 5–19 percent | 0.9 | 1.6 | 1.4 | 2.5 | 1.9 | 0.1 | 0.2 | 0.1 | 0.9 | 1.5 | 2.3 | 1.9 |
| 20–49 percent | 1.3 | 1.6 | 3.1 | 2.6 | 2.1 | 0.1 | 0.2 | 0.2 | 1.2 | 1.5 | 2.6 | 2.0 |
| 50 percent or more | 1.8 | 2.6 | 3.8 | 2.4 | 5.7 | 0.3 | 0.4 | 0.1 | 1.6 | 2.3 | 2.4 | 5.2 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 0.8 | 1.7 | 1.1 | 1.7 | 2.6 | 0.0 | 0.2 | 0.1 | 0.8 | 1.6 | 1.7 | 2.6 |
| 21–34 percent | 1.3 | 1.7 | 3.5 | 1.9 | 1.8 | 0.1 | 0.3 | 0.3 | 1.3 | 1.6 | 1.8 | 1.8 |
| 35–49 percent | 1.8 | 2.7 | 5.8 | 2.2 | 2.4 | 0.1 | 0.4 | 0.1 | 1.7 | 2.6 | 2.2 | 2.3 |
| 50–74 percent | 1.9 | 4.8 | 3.2 | 1.6 | 2.7 | 0.3 | 0.9 | 0.2 | 1.7 | 4.0 | 1.6 | 2.7 |
| 75 percent or more | 1.5 | 1.4 | — | — | — | 0.2 | 0.1 | — | 1.4 | 1.3 | — | — |

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students. Values of 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Standard Error Tables

Table S7.1—Standard errors for table 7.1: Percentage of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | | |
|--------------------------------------|--------------------------------------|------|------|-------|----------------------------------------|------|------|-------|---------|------|------|-------|-----|
| | Urban | | | | Urban | | | | Urban | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | |
| Total | 0.5 | 1.0 | 0.5 | 0.9 | 0.5 | 1.7 | 1.2 | 0.9 | 1.2 | 0.4 | 1.3 | 0.7 | 0.6 |
| Instructional level | | | | | | | | | | | | | |
| Elementary school | 0.5 | 1.1 | 0.9 | 1.3 | 0.8 | 2.0 | 1.4 | † | 1.7 | 0.4 | 1.3 | 0.4 | 0.9 |
| Middle school | 1.2 | 2.1 | 1.5 | 2.4 | 1.2 | 3.2 | 3.4 | 2.3 | 4.0 | 0.9 | 3.2 | 2.6 | 1.2 |
| High school | 1.3 | 3.0 | 3.7 | 1.7 | 1.5 | 2.7 | 4.3 | 2.8 | 1.7 | 1.0 | 3.6 | 2.7 | 1.0 |
| Region | | | | | | | | | | | | | |
| Northeast | 0.6 | 1.5 | 1.3 | 2.0 | 1.0 | 2.3 | 1.8 | 0.9 | 3.6 | 0.6 | 2.0 | 1.1 | 2.1 |
| Southeast | 0.9 | 1.4 | 1.4 | 0.6 | 1.3 | 4.7 | 2.0 | 1.4 | 1.6 | 0.6 | 1.7 | 1.5 | 1.1 |
| Central | 1.0 | 3.7 | 1.3 | 2.1 | 1.4 | 2.0 | 3.6 | 1.1 | 2.7 | 0.8 | 3.0 | 1.9 | 1.3 |
| West | 0.8 | 1.1 | 1.9 | 1.5 | 1.2 | 3.2 | 3.2 | 2.7 | 2.2 | 0.8 | 2.3 | 1.6 | † |
| School enrollment | | | | | | | | | | | | | |
| Less than 300 | 0.6 | — | 1.5 | 0.9 | 0.9 | — | — | 3.0 | 0.8 | 0.4 | — | — | † |
| 300–999 | 0.6 | 1.2 | 0.6 | 1.7 | 0.8 | 2.0 | 1.6 | 0.6 | 2.4 | 0.5 | 1.5 | 0.6 | 1.3 |
| 1,000 or more | 1.7 | 2.8 | 2.7 | — | 2.0 | 3.2 | 3.9 | 4.4 | — | 1.8 | 3.4 | 3.3 | — |
| Minority enrollment | | | | | | | | | | | | | |
| Less than 5 percent | 0.8 | — | 1.9 | 1.4 | 0.9 | — | 1.7 | 1.0 | 1.7 | 0.5 | — | 1.7 | 0.9 |
| 5–19 percent | 1.2 | 4.0 | 1.7 | 1.2 | 1.2 | 1.6 | 2.8 | 2.2 | 2.6 | 0.8 | 3.5 | 0.7 | 0.8 |
| 20–49 percent | 0.7 | 1.7 | 1.1 | 2.4 | 1.6 | 4.1 | 2.8 | 1.9 | 3.1 | 0.8 | 2.7 | 0.8 | † |
| 50 percent or more | 1.0 | 0.8 | 3.4 | 1.4 | 1.3 | 2.3 | 2.9 | 1.3 | 4.7 | 1.1 | 1.5 | 2.7 | 2.8 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | |
| Less than 20 percent | 0.8 | 1.5 | 1.6 | 1.8 | 1.2 | 2.6 | 1.8 | 2.3 | 1.9 | 0.5 | 1.5 | 1.3 | 0.6 |
| 21–34 percent | 1.0 | 2.3 | 2.3 | 2.8 | 1.3 | 5.1 | 2.9 | 1.1 | 3.3 | 0.7 | 2.6 | 1.1 | 1.9 |
| 35–49 percent | 1.7 | 7.4 | 4.7 | 1.9 | 1.7 | 7.4 | 1.0 | 1.0 | 2.9 | 1.1 | 5.3 | 1.6 | † |
| 50–74 percent | 0.4 | 1.3 | 1.5 | † | 1.3 | 3.8 | 4.7 | 1.4 | 1.6 | 1.0 | 3.6 | 2.0 | † |
| 75 percent or more | 0.9 | 1.0 | — | — | 1.4 | 1.3 | — | — | — | 1.2 | 1.4 | — | — |

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.



Table S7.2—Standard errors for table 7.2: Percentage of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | | | | |
|--------------------------------------|-------------------------------------------|-------|------|-------|------------------|-------|------|-------|-----------|-------|------|-------|------|-----|------|
| | Total | Urban | | | Total | Urban | | | Total | Urban | | | | | |
| | | City | Town | Rural | | City | Town | Rural | | City | Town | Rural | | | |
| Total | 1.1 | 2.4 | 2.6 | 2.3 | 2.6 | 1.5 | 2.7 | 2.4 | 3.5 | 3.3 | 1.6 | 3.2 | 2.9 | 3.5 | 3.7 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 1.7 | 3.1 | 3.5 | 3.5 | 3.4 | 2.0 | 3.5 | 3.4 | 5.2 | 4.2 | 2.3 | 4.3 | 4.3 | 5.5 | 5.0 |
| Middle school | 2.3 | 3.4 | 4.8 | 4.7 | 6.6 | 2.5 | 4.1 | 5.3 | 5.3 | 5.6 | 2.6 | 3.8 | 5.0 | 4.8 | 7.1 |
| High school | 2.9 | 4.0 | 6.1 | 5.3 | 4.5 | 3.1 | 4.4 | 6.2 | 5.5 | 5.1 | 2.7 | 3.6 | 6.1 | 5.9 | 5.4 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 2.3 | 4.6 | 4.6 | 5.4 | 7.1 | 3.3 | 8.5 | 4.7 | 7.1 | 6.8 | 3.6 | 9.4 | 5.8 | 9.2 | 11.6 |
| Southeast | 2.7 | 6.5 | 7.4 | 5.9 | 4.3 | 3.6 | 5.2 | 8.5 | 7.2 | 6.7 | 3.1 | 5.7 | 8.3 | 6.5 | 6.9 |
| Central | 2.6 | 6.0 | 6.5 | 6.1 | 4.4 | 2.7 | 5.3 | 5.1 | 6.2 | 5.2 | 3.6 | 6.6 | 5.8 | 5.3 | 6.3 |
| West | 3.0 | 4.9 | 6.2 | 5.9 | 5.7 | 3.0 | 5.1 | 6.8 | 6.6 | 7.2 | 3.5 | 4.9 | 6.9 | 7.0 | 6.8 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 2.9 | — | — | 4.6 | 4.1 | 3.1 | — | — | 7.6 | 4.6 | 3.9 | — | — | 8.2 | 5.2 |
| 300–999 | 1.4 | 3.0 | 3.0 | 3.0 | 3.0 | 1.8 | 3.2 | 3.1 | 3.9 | 4.1 | 1.7 | 3.8 | 3.6 | 3.5 | 4.8 |
| 1,000 or more | 3.0 | 4.8 | 6.0 | 8.9 | — | 3.2 | 3.8 | 5.6 | 9.2 | — | 3.3 | 5.1 | 5.5 | 8.8 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 2.4 | — | 7.0 | 4.1 | 3.7 | 2.8 | — | 5.5 | 5.6 | 4.2 | 3.3 | — | 6.7 | 5.6 | 4.5 |
| 5–19 percent | 3.0 | 4.9 | 5.7 | 5.7 | 7.8 | 3.1 | 4.8 | 5.0 | 6.7 | 7.7 | 3.0 | 7.0 | 5.5 | 6.9 | 10.3 |
| 20–49 percent | 2.9 | 6.7 | 5.7 | 6.7 | 5.5 | 3.3 | 5.4 | 6.8 | 7.0 | 6.9 | 3.5 | 5.8 | 6.1 | 8.3 | 8.1 |
| 50 percent or more | 3.1 | 3.5 | 7.5 | 8.4 | 10.1 | 3.5 | 4.4 | 7.8 | 9.3 | 11.4 | 3.3 | 4.4 | 7.2 | 9.3 | 10.6 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 2.5 | 5.8 | 4.1 | 5.3 | 6.0 | 2.7 | 5.4 | 4.3 | 6.2 | 6.0 | 3.6 | 8.4 | 5.8 | 7.2 | 9.0 |
| 21–34 percent | 2.9 | 7.6 | 7.5 | 5.2 | 5.9 | 2.9 | 8.4 | 4.8 | 6.1 | 3.9 | 4.0 | 9.6 | 8.1 | 7.1 | 4.9 |
| 35–49 percent | 3.4 | 9.4 | 7.8 | 7.8 | 5.0 | 4.8 | 9.7 | 10.2 | 7.5 | 6.8 | 4.4 | 9.5 | 7.9 | 8.4 | 7.3 |
| 50–74 percent | 3.4 | 7.0 | 6.7 | 6.4 | 6.6 | 3.6 | 6.4 | 7.4 | 8.6 | 7.3 | 3.6 | 5.7 | 10.6 | 9.1 | 8.3 |
| 75 percent or more | 3.0 | 4.5 | — | — | — | 3.9 | 5.5 | — | — | — | 3.9 | 5.8 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Standard Error Tables

103

Table S7.3—Standard errors for table 7.3: Number of public schools reporting one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | | | |
|--------------------------------------|--------------------------------------|-------|-------|-------|----------------------------------------|-------|-------|-------|---------|-------|-------|-------|------|-------|
| | Urban | | | | Urban | | | | Urban | | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | | |
| Total | 371.5 | 175.0 | 186.3 | 106.3 | 187.1 | 285.3 | 229.4 | 170.7 | 252.0 | 306.5 | 234.4 | 127.8 | 87.9 | 122.6 |
| Instructional level | | | | | | | | | | | | | | |
| Elementary school | 229.4 | 21.5 | 17.3 | † | 24.8 | 245.1 | 178.4 | † | 204.4 | 197.7 | 167.5 | 8.0 | † | 16.6 |
| Middle school | 169.1 | 66.0 | 104.5 | 67.0 | 71.9 | 98.4 | 123.6 | 100.4 | 121.7 | 128.7 | 96.5 | 90.7 | † | 35.9 |
| High school | 197.5 | 71.2 | 106.9 | 85.7 | 102.4 | 66.5 | 119.6 | 116.4 | 102.9 | 151.7 | 84.1 | 73.5 | 87.9 | 59.8 |
| Region | | | | | | | | | | | | | | |
| Northeast | 88.2 | 40.4 | 66.9 | 5.2 | 42.9 | 59.5 | 94.5 | 5.2 | 73.8 | 80.7 | 54.2 | 56.7 | 5.2 | 46.5 |
| Southeast | 155.3 | 47.5 | 137.3 | 71.6 | 4.3 | 173.6 | 63.9 | 67.0 | 78.2 | 105.1 | 62.0 | 49.2 | 5.2 | 7.6 |
| Central | 231.3 | 166.5 | 11.0 | † | 165.7 | 78.1 | 181.5 | 55.7 | 215.4 | 185.6 | 130.2 | 93.3 | † | 16.6 |
| West | 176.7 | 61.6 | 102.4 | 74.6 | 12.8 | 210.3 | 158.2 | 147.4 | 129.0 | 174.4 | 157.5 | 80.7 | 73.9 | † |
| School enrollment | | | | | | | | | | | | | | |
| Less than 300 | 129.2 | — | — | 10.2 | 108.6 | — | — | 139.7 | 94.8 | 74.9 | — | — | — | † |
| 300–999 | 317.8 | 165.5 | 170.0 | 75.6 | 158.8 | 268.9 | 219.3 | 90.0 | 223.6 | 261.8 | 196.8 | 86.6 | 50.9 | 122.6 |
| 1,000 or more | 119.7 | 70.6 | 72.9 | 42.0 | — | 85.6 | 105.7 | 57.7 | — | 122.3 | 93.6 | 89.2 | 4.8 | — |
| Minority enrollment | | | | | | | | | | | | | | |
| Less than 5 percent | 188.2 | — | 70.5 | 46.6 | 164.6 | — | 11.0 | 80.6 | 198.4 | 125.8 | — | 11.0 | 5.2 | 107.0 |
| 5–19 percent | 215.8 | 143.3 | 107.1 | 10.2 | 39.6 | 47.0 | 176.9 | 99.3 | 79.1 | 142.7 | 122.7 | 40.9 | 10.2 | 3.7 |
| 20–49 percent | 125.8 | 73.1 | 56.6 | 44.0 | 90.9 | 198.1 | 147.3 | 73.0 | 117.2 | 144.5 | 135.5 | 42.3 | 5.2 | † |
| 50 percent or more | 169.5 | 66.6 | 133.7 | 8.9 | 4.3 | 179.0 | 99.7 | 5.2 | 93.9 | 180.8 | 112.2 | 96.0 | 4.8 | 57.5 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | |
| Less than 20 percent | 147.7 | 37.4 | 109.3 | 46.6 | 73.8 | 64.8 | 122.9 | 97.6 | 75.8 | 95.8 | 42.1 | 14.3 | † | 3.7 |
| 21–34 percent | 176.4 | 50.7 | 89.6 | † | 153.2 | 124.5 | 108.1 | 56.6 | 184.0 | 123.7 | 61.2 | 43.3 | 5.2 | 107.0 |
| 35–49 percent | 214.7 | 163.8 | 116.6 | 44.0 | 90.9 | 184.9 | 4.1 | 4.6 | 135.3 | 135.9 | 125.3 | 40.9 | 5.2 | † |
| 50–74 percent | 64.7 | 48.9 | 48.2 | † | † | 139.5 | 151.3 | 8.9 | 70.6 | 151.2 | 142.2 | 59.8 | 4.8 | † |
| 75 percent or more | 104.3 | 54.3 | — | — | — | 67.3 | — | — | — | 150.5 | 77.6 | — | — | — |

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S7.4—Standard errors for table 7.4: Number of public schools reporting one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | | | | |
|--------------------------------------|-------------------------------------------|-------|-------|-------|------------------|---------|-------|-------|-----------|-------|---------|-------|-------|-------|-------|
| | Total | Urban | | | Total | Urban | | | Total | Urban | | | | | |
| | | City | Town | Rural | | City | Town | Rural | | City | Town | Rural | | | |
| Total | 932.4 | 417.3 | 521.1 | 452.7 | 556.1 | 1,200.8 | 462.5 | 465.2 | 680.9 | 700.4 | 1,326.3 | 561.7 | 559.9 | 696.4 | 804.4 |
| Instructional level | | | | | | | | | | | | | | | |
| Elementary school | 817.3 | 388.6 | 447.2 | 373.9 | 404.8 | 983.2 | 434.0 | 425.0 | 593.8 | 491.6 | 1,104.8 | 527.6 | 527.8 | 620.4 | 597.3 |
| Middle school | 343.7 | 100.7 | 170.4 | 211.4 | 214.3 | 350.7 | 129.9 | 189.4 | 222.9 | 172.2 | 396.1 | 123.0 | 197.1 | 213.2 | 221.0 |
| High school | 463.2 | 116.6 | 175.3 | 246.0 | 280.6 | 519.0 | 98.7 | 175.0 | 256.7 | 324.4 | 452.0 | 91.6 | 165.3 | 255.1 | 342.9 |
| Region | | | | | | | | | | | | | | | |
| Northeast | 383.4 | 93.1 | 271.7 | 213.1 | 164.4 | 493.5 | 239.3 | 262.1 | 324.3 | 169.8 | 649.2 | 282.8 | 338.4 | 450.6 | 284.5 |
| Southeast | 443.3 | 259.0 | 237.3 | 304.3 | 213.4 | 662.3 | 212.5 | 300.3 | 396.8 | 361.2 | 543.9 | 296.0 | 305.8 | 299.9 | 359.9 |
| Central | 705.1 | 268.4 | 353.4 | 356.7 | 351.7 | 616.0 | 259.2 | 261.0 | 348.4 | 400.5 | 904.1 | 367.7 | 313.7 | 298.4 | 542.9 |
| West | 681.6 | 332.9 | 335.8 | 331.6 | 312.9 | 679.8 | 402.5 | 361.0 | 361.6 | 429.9 | 834.6 | 447.7 | 438.0 | 453.7 | 395.8 |
| School enrollment | | | | | | | | | | | | | | | |
| Less than 300 | 616.4 | — | — | 227.0 | 488.3 | 653.7 | — | — | 359.9 | 541.4 | 846.1 | — | — | 395.6 | 635.8 |
| 300–999 | 737.3 | 405.8 | 426.9 | 439.2 | 279.4 | 954.6 | 432.3 | 432.3 | 595.6 | 381.6 | 874.4 | 527.9 | 535.1 | 520.3 | 449.8 |
| 1,000 or more | 228.1 | 130.0 | 178.3 | 140.9 | — | 287.1 | 194.2 | 178.4 | 140.1 | — | 281.7 | 157.5 | 173.6 | 144.8 | — |
| Minority enrollment | | | | | | | | | | | | | | | |
| Less than 5 percent | 603.2 | — | 273.2 | 346.4 | 444.7 | 629.0 | — | 209.5 | 432.8 | 490.4 | 855.1 | — | 296.8 | 454.6 | 529.5 |
| 5–19 percent | 593.0 | 166.5 | 361.5 | 242.7 | 260.9 | 580.9 | 161.3 | 319.4 | 292.7 | 260.6 | 707.8 | 339.6 | 411.0 | 343.3 | 359.4 |
| 20–49 percent | 574.7 | 325.1 | 311.2 | 265.7 | 205.2 | 659.4 | 275.0 | 400.0 | 289.0 | 276.8 | 679.7 | 334.4 | 344.7 | 318.6 | 339.2 |
| 50 percent or more | 575.5 | 282.4 | 263.1 | 265.7 | 190.6 | 713.6 | 407.8 | 262.5 | 316.0 | 280.3 | 859.8 | 409.0 | 296.9 | 366.2 | 262.9 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | |
| Less than 20 percent | 462.0 | 126.1 | 303.2 | 263.3 | 247.1 | 583.0 | 100.1 | 329.2 | 324.5 | 251.3 | 714.2 | 234.7 | 445.4 | 330.4 | 398.9 |
| 21–34 percent | 533.9 | 145.5 | 320.3 | 226.9 | 337.7 | 511.0 | 195.5 | 204.5 | 304.6 | 212.8 | 704.5 | 279.5 | 408.4 | 391.1 | 253.0 |
| 35–49 percent | 458.5 | 267.0 | 180.3 | 247.4 | 248.7 | 617.4 | 285.7 | 259.0 | 254.5 | 376.4 | 621.7 | 329.8 | 189.0 | 257.0 | 400.1 |
| 50–74 percent | 612.4 | 271.3 | 269.0 | 285.3 | 302.2 | 703.3 | 216.5 | 277.6 | 438.7 | 358.0 | 760.9 | 261.9 | 373.2 | 504.7 | 420.7 |
| 75 percent or more | 380.4 | 277.1 | — | — | — | 588.5 | 353.5 | — | — | — | 659.1 | 408.2 | — | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S7.5—Standard errors for table 7.5: Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | | Physical attack or fight with a weapon | | | | | Robbery | | | | | |
|---------------------------------------------|--------------------------------------|-------|-------|-------|-------|----------------------------------------|---------|-------|-------|-------|---------|---------|-------|-------|-------|-------|
| | Urban | | | | | Urban | | | | | Urban | | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 676.2 | 439.5 | 294.2 | 117.2 | 364.6 | 1,882.1 | 1,518.8 | 371.8 | 964.1 | 586.9 | 1,538.6 | 1,192.8 | 623.8 | 355.8 | 291.1 | |
| Instructional level | | | | | | | | | | | | | | | | |
| Elementary school | 417.6 | 281.7 | 114.7 | † | 298.8 | 555.3 | 447.9 | 178.4 | † | 269.3 | 197.7 | 167.5 | 52.7 | † | 103.2 | |
| Middle school | 364.5 | 171.5 | 236.0 | 67.0 | 137.4 | 1,440.2 | 1,448.5 | 215.7 | 113.3 | 286.0 | 1,021.1 | 1,025.1 | 119.4 | † | 71.8 | |
| High school | 335.0 | 235.4 | 148.1 | 99.4 | 185.8 | 1,078.6 | 295.7 | 306.9 | 907.8 | 414.3 | 886.7 | 471.2 | 598.0 | 355.8 | 265.7 | |
| Region | | | | | | | | | | | | | | | | |
| Northeast | 136.0 | 83.4 | 93.6 | 36.4 | 67.9 | 260.2 | 192.5 | 155.5 | 36.4 | 90.0 | 399.7 | 300.3 | 90.8 | 291.1 | 93.0 | |
| Southeast | 329.9 | 214.5 | 224.2 | 87.7 | 153.1 | 422.9 | 341.0 | 239.8 | 67.0 | 78.2 | 660.9 | 123.6 | 546.9 | 36.4 | 259.8 | |
| Central | 475.4 | 364.9 | 61.1 | † | 326.1 | 1,577.1 | 1,462.6 | 214.5 | 185.2 | 561.0 | 1,010.5 | 970.2 | 324.2 | † | 103.2 | |
| West | 337.2 | 165.7 | 184.1 | 74.6 | 86.2 | 995.6 | 368.5 | 258.8 | 949.6 | 218.9 | 471.4 | 443.1 | 116.3 | 211.9 | † | |
| School enrollment | | | | | | | | | | | | | | | | |
| Less than 300 | 173.0 | — | — | 68.2 | 159.2 | 978.0 | — | — | 946.2 | 277.9 | 206.3 | — | — | 204.5 | † | |
| 300–999 | 573.5 | 362.7 | 254.1 | 75.6 | 336.7 | 1,569.9 | 1,491.1 | 231.0 | 104.0 | 480.1 | 1,249.0 | 979.3 | 116.8 | 292.6 | 291.1 | |
| 1,000 or more | 313.1 | 250.7 | 153.4 | 66.6 | — | 515.0 | 375.4 | 325.4 | 216.2 | — | 770.0 | 466.0 | 595.8 | 60.2 | — | |
| Minority enrollment | | | | | | | | | | | | | | | | |
| Less than 5 percent | 341.1 | — | 70.5 | 46.6 | 329.1 | 230.4 | — | 61.1 | 80.5 | 220.0 | 135.4 | — | 61.1 | 36.4 | 118.9 | |
| 5–19 percent | 332.9 | 283.4 | 140.3 | 68.2 | 39.6 | 972.6 | 204.7 | 245.7 | 900.0 | 79.1 | 247.8 | 134.2 | 70.9 | 204.5 | 51.4 | |
| 20–49 percent | 317.6 | 209.5 | 194.9 | 68.3 | 174.2 | 477.9 | 386.8 | 225.1 | 136.8 | 212.6 | 498.4 | 239.9 | 259.0 | 291.1 | † | |
| 50 percent or more | 258.8 | 174.6 | 187.1 | 59.6 | 30.6 | 1,512.1 | 1,475.3 | 265.4 | 36.4 | 477.5 | 1,433.6 | 1,107.0 | 554.3 | 60.2 | 263.8 | |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | | |
| Less than 20 percent | 238.8 | 136.7 | 142.8 | 46.6 | 138.3 | 321.0 | 111.7 | 129.1 | 241.1 | 117.1 | 339.7 | 138.8 | 317.4 | † | 51.4 | |
| 21–34 percent | 364.6 | 110.7 | 162.0 | † | 303.7 | 484.9 | 344.1 | 309.5 | 78.5 | 190.2 | 607.6 | 297.0 | 541.1 | 36.4 | 118.9 | |
| 35–49 percent | 411.1 | 363.0 | 116.6 | 68.3 | 174.2 | 455.0 | 416.1 | 25.7 | 31.9 | 222.1 | 355.2 | 197.7 | 70.9 | 291.1 | † | |
| 50–74 percent | 218.0 | 147.4 | 169.9 | † | † | 1,462.7 | 1,461.4 | 210.1 | 59.6 | 70.6 | 1,017.9 | 1,020.1 | 96.3 | 60.2 | † | |
| 75 percent or more | 151.2 | 113.5 | — | — | — | 976.3 | 169.1 | — | — | — | 519.9 | 368.4 | — | — | — | |

†Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Standard Error Tables



Table S7.6—Standard errors for table 7.6: Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996-97

| School characteristics | Physical attack or fight without a weapon | | | | | Theft or larceny | | | | | Vandalism | | | | | |
|--------------------------------------|-------------------------------------------|---------|----------|---------|---------|------------------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|-------|
| | Urban | | | | | Urban | | | | | Urban | | | | | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 17,027.2 | 9,217.4 | 11,539.7 | 5,769.2 | 4,298.4 | 8,401.5 | 4,188.1 | 4,134.4 | 3,548.2 | 3,591.4 | 5,575.4 | 3,381.5 | 3,505.4 | 2,779.6 | 2,654.6 | |
| Instructional level | | | | | | | | | | | | | | | | |
| Elementary school | 6,995.5 | 833.9 | 5,253.7 | 4,709.7 | 1,638.4 | 3,393.7 | 1,257.3 | 2,814.4 | 1,108.3 | 1,060.4 | 4,207.5 | 1,790.7 | 2,998.9 | 2,163.8 | 1,314.8 | |
| Middle school | 10,429.0 | 8,857.1 | 6,454.2 | 2,356.7 | 1,495.2 | 3,372.9 | 2,508.2 | 1,697.9 | 1,564.3 | 1,160.3 | 2,282.8 | 1,650.1 | 654.2 | 1,468.2 | 1,079.9 | |
| High school | 9,363.6 | 2,425.7 | 7,399.0 | 3,423.0 | 3,611.8 | 5,663.4 | 2,788.8 | 2,469.4 | 3,122.8 | 2,659.4 | 2,872.2 | 1,734.1 | 1,397.5 | 1,467.8 | 1,677.3 | |
| Region | | | | | | | | | | | | | | | | |
| Northeast | 6,821.3 | 2,090.0 | 6,060.0 | 1,121.6 | 1,446.7 | 4,827.2 | 974.7 | 3,005.6 | 1,567.0 | 1,509.4 | 2,380.2 | 1,049.1 | 1,168.2 | 2,058.1 | 480.0 | |
| Southeast | 8,802.5 | 1,845.7 | 9,205.8 | 2,879.7 | 2,401.9 | 3,148.9 | 1,630.3 | 1,687.0 | 1,301.8 | 1,285.0 | 1,843.7 | 1,088.1 | 1,210.9 | 874.4 | 1,010.5 | |
| Central | 10,026.4 | 8,157.5 | 2,883.3 | 2,388.0 | 2,927.9 | 2,796.0 | 1,941.3 | 1,101.1 | 1,334.1 | 1,918.1 | 2,688.6 | 913.2 | 731.9 | 1,118.3 | 1,792.4 | |
| West | 7,301.5 | 3,432.5 | 3,073.0 | 5,610.3 | 1,959.0 | 4,967.1 | 2,884.2 | 2,706.2 | 3,159.2 | 1,699.2 | 4,397.2 | 2,874.4 | 3,115.6 | 2,104.9 | 1,471.9 | |
| School enrollment | | | | | | | | | | | | | | | | |
| Less than 300 | 3,703.0 | — | — | 2,441.9 | 2,227.4 | 2,272.2 | — | — | 1,087.1 | 1,722.5 | 2,448.2 | — | — | 1,585.3 | 1,794.7 | |
| 300-999 | 10,727.4 | 8,206.7 | 4,904.4 | 4,923.1 | 3,560.4 | 4,446.7 | 2,335.1 | 1,463.6 | 2,360.5 | 2,623.2 | 4,139.2 | 2,236.8 | 1,878.8 | 2,328.9 | 1,659.8 | |
| 1,000 or more | 11,517.3 | 2,947.2 | 10,340.7 | 3,220.5 | — | 5,285.3 | 2,990.1 | 3,825.0 | 2,526.0 | — | 3,605.3 | 2,055.1 | 3,072.1 | 1,128.4 | — | |
| Minority enrollment | | | | | | | | | | | | | | | | |
| Less than 5 percent | 3,250.6 | — | 1,208.4 | 2,046.5 | 2,528.3 | 3,618.5 | — | 1,662.8 | 1,553.1 | 2,777.6 | 2,774.5 | — | 816.3 | 1,647.7 | 1,797.1 | |
| 5-19 percent | 5,121.9 | 1,593.3 | 3,778.7 | 2,331.5 | 1,556.2 | 4,518.3 | 1,550.7 | 2,535.3 | 2,517.1 | 1,223.0 | 2,867.9 | 636.1 | 1,567.3 | 1,783.5 | 771.4 | |
| 20-49 percent | 9,327.9 | 3,261.3 | 6,970.6 | 5,132.0 | 1,948.8 | 4,048.0 | 2,291.9 | 2,936.0 | 728.7 | 1,060.9 | 2,224.1 | 1,379.4 | 923.3 | 972.5 | 768.7 | |
| 50 percent or more | 13,700.5 | 8,837.5 | 8,307.6 | 3,035.6 | 2,821.0 | 4,588.2 | 3,537.7 | 1,394.3 | 1,381.8 | 1,031.6 | 5,170.3 | 3,013.4 | 2,980.9 | 1,827.3 | 1,344.6 | |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | | | | | |
| Less than 20 percent | 5,546.4 | 1,569.4 | 3,587.2 | 2,887.0 | 1,739.5 | 3,939.2 | 1,680.2 | 2,062.4 | 1,979.7 | 1,700.2 | 2,333.4 | 647.0 | 1,368.2 | 1,107.2 | 985.6 | |
| 21-34 percent | 7,726.4 | 1,562.9 | 7,015.3 | 1,531.6 | 1,794.6 | 4,360.8 | 1,328.2 | 2,068.0 | 2,548.8 | 1,693.3 | 2,328.5 | 942.7 | 1,155.4 | 1,691.1 | 928.5 | |
| 35-49 percent | 6,977.9 | 2,892.4 | 5,598.0 | 2,152.3 | 2,297.3 | 3,783.6 | 1,917.0 | 2,676.6 | 1,127.8 | 1,414.3 | 1,967.0 | 1,126.8 | 634.4 | 869.1 | 1,248.4 | |
| 50-74 percent | 9,866.4 | 8,364.4 | 4,684.0 | 2,687.4 | 1,509.1 | 3,403.1 | 2,833.5 | 1,472.6 | 1,350.7 | 1,071.7 | 2,562.2 | 2,012.7 | 794.0 | 1,616.8 | 1,306.7 | |
| 75 percent or more | 5,943.4 | 2,394.8 | — | — | — | 2,703.4 | 1,508.6 | — | — | — | 4,307.5 | 2,105.6 | — | — | — | |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Standard Error Tables

Table S7.7—Standard errors for table 7.7: Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Rape or other type of sexual battery | | | | Physical attack or fight with a weapon | | | | Robbery | | | |
|--------------------------------------|--------------------------------------|------|-------|-------|----------------------------------------|------|-------|-------|---------|------|-------|-------|
| | Urban | | Rural | | Urban | | Rural | | Urban | | Rural | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Middle school | 0.0 | 0.1 | 0.0 | 0.1 | 0.2 | 0.6 | 0.1 | 0.3 | 0.1 | 0.4 | 0.0 | 0.1 |
| High school | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 |
| Region | | | | | | | | | | | | |
| Northeast | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |
| Southeast | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 |
| Central | 0.0 | 0.1 | 0.0 | 0.1 | 0.2 | 0.6 | 0.1 | 0.2 | 0.1 | 0.4 | 0.1 | 0.0 |
| West | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 0.0 | — | 0.1 | 0.1 | 0.3 | — | 1.1 | 0.1 | 0.1 | — | 0.2 | 0.1 |
| 300–999 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 |
| 1,000 or more | 0.0 | 0.1 | 0.0 | — | 0.0 | 0.1 | 0.1 | — | 0.1 | 0.1 | 0.1 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 0.0 | — | 0.0 | 0.1 | 0.0 | — | 0.0 | 0.1 | 0.0 | — | 0.0 | 0.0 |
| 5–19 percent | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.4 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| 20–49 percent | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |
| 50 percent or more | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.2 | 0.1 | 0.7 | 0.1 | 0.2 | 0.0 | 0.4 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 |
| 21–34 percent | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 |
| 35–49 percent | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.2 |
| 50–74 percent | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 | 0.5 | 0.1 | 0.1 | 0.1 | 0.4 | 0.1 | 0.1 |
| 75 percent or more | 0.0 | 0.0 | — | — | 0.2 | 0.0 | — | — | 0.1 | 0.1 | — | — |

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students. Values of 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.



Table S7.8—Standard errors for table 7.8: Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

| School characteristics | Physical attack or fight without a weapon | | | | Theft or larceny | | | | Vandalism | | | |
|--------------------------------------|-------------------------------------------|------|-------|-------|------------------|------|-------|-------|-----------|------|-------|-------|
| | Urban | | Rural | | Urban | | Rural | | Urban | | Rural | |
| | Total | City | Town | Rural | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 0.4 | 0.8 | 0.9 | 0.6 | 0.2 | 0.3 | 0.3 | 0.5 | 0.1 | 0.3 | 0.3 | 0.4 |
| Instructional level | | | | | | | | | | | | |
| Elementary school | 0.3 | 0.1 | 0.8 | 0.4 | 0.2 | 0.2 | 0.4 | 0.3 | 0.2 | 0.3 | 0.4 | 0.3 |
| Middle school | 1.2 | 3.6 | 2.5 | 1.4 | 0.4 | 1.0 | 0.7 | 1.1 | 0.3 | 0.7 | 0.2 | 1.0 |
| High school | 0.8 | 0.8 | 2.3 | 1.7 | 0.5 | 0.9 | 0.8 | 1.2 | 0.2 | 0.5 | 0.4 | 0.7 |
| Region | | | | | | | | | | | | |
| Northeast | 0.8 | 0.9 | 1.9 | 1.3 | 0.6 | 0.4 | 0.9 | 1.5 | 0.3 | 0.5 | 0.4 | 0.4 |
| Southeast | 0.9 | 0.7 | 3.8 | 1.0 | 0.3 | 0.6 | 0.7 | 0.5 | 0.2 | 0.3 | 0.4 | 0.4 |
| Central | 1.0 | 3.4 | 1.0 | 1.3 | 0.3 | 0.8 | 0.4 | 0.9 | 0.2 | 0.4 | 0.2 | 0.8 |
| West | 0.5 | 0.6 | 0.7 | 1.4 | 0.4 | 0.6 | 0.7 | 1.2 | 0.3 | 0.5 | 0.7 | 1.0 |
| School enrollment | | | | | | | | | | | | |
| Less than 300 | 0.9 | — | — | 1.1 | 0.6 | — | — | 1.3 | 0.6 | — | — | 0.9 |
| 300–999 | 0.4 | 1.1 | 0.6 | 0.8 | 0.2 | 0.3 | 0.2 | 0.6 | 0.2 | 0.3 | 0.3 | 0.4 |
| 1,000 or more | 1.1 | 0.8 | 2.6 | — | 0.5 | 0.7 | 0.9 | — | 0.3 | 0.4 | 0.7 | — |
| Minority enrollment | | | | | | | | | | | | |
| Less than 5 percent | 0.3 | — | 0.6 | 0.7 | 0.4 | — | 0.8 | 0.8 | 0.3 | — | 0.3 | 0.5 |
| 5–19 percent | 0.5 | 0.8 | 0.8 | 1.4 | 0.4 | 0.8 | 0.6 | 0.9 | 0.2 | 0.3 | 0.3 | 0.6 |
| 20–49 percent | 0.9 | 0.9 | 2.2 | 1.3 | 0.4 | 0.6 | 0.9 | 0.7 | 0.2 | 0.3 | 0.3 | 0.4 |
| 50 percent or more | 1.2 | 1.4 | 3.0 | 3.8 | 0.4 | 0.6 | 0.5 | 1.5 | 0.4 | 0.5 | 1.0 | 1.9 |
| Free/reduced-price lunch eligibility | | | | | | | | | | | | |
| Less than 20 percent | 0.5 | 0.8 | 0.7 | 1.1 | 0.3 | 0.8 | 0.4 | 1.2 | 0.2 | 0.4 | 0.3 | 0.7 |
| 21–34 percent | 0.9 | 0.8 | 2.7 | 0.9 | 0.5 | 0.7 | 0.8 | 0.9 | 0.3 | 0.5 | 0.4 | 0.5 |
| 35–49 percent | 1.1 | 1.8 | 3.7 | 1.3 | 0.6 | 1.0 | 1.8 | 0.8 | 0.3 | 0.5 | 0.4 | 0.7 |
| 50–74 percent | 1.2 | 2.9 | 2.5 | 1.3 | 0.4 | 1.0 | 0.7 | 1.0 | 0.3 | 0.6 | 0.4 | 1.2 |
| 75 percent or more | 0.9 | 0.7 | — | — | 0.4 | 0.4 | — | — | 0.6 | 0.6 | — | — |

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,396,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.



Table S9.1—Standard errors for table 9.1: Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1992 to 1996¹

| Teacher characteristics | Total crimes from 1992 to 1996 | | | | Average annual number of crimes per 1,000 teachers | | | |
|-----------------------------------|--------------------------------|----------------------|-----------------------|------------------------------|----------------------------------------------------|-------------------|----------------------|------------------------------|
| | Total ² | Theft | Violent ³ | Serious violent ⁴ | Total ² | Theft | Violent ³ | Serious violent ⁴ |
| Total | 106,310.3 | 80,152.8 | 62,672.9 | 22,121.9 | 4.7 | 3.7 | 2.9 | 1.1 |
| Instructional level | | | | | | | | |
| Elementary | 61,978.5 | 50,390.5 | 33,067.1 | 16,019.7 | 5.2 | 4.3 | 2.9 | 1.4 |
| Middle/Junior high | 50,842.8 | 32,096.6 | 37,656.7 | 9,539.5 ⁵ | 11.1 | 7.4 | 8.8 | 2.3 ⁵ |
| Senior high | 58,792.5 | 46,967.7 | 32,612.7 | 11,137.2 ⁵ | 9.2 | 7.6 | 5.5 | 1.9 ⁵ |
| Sex | | | | | | | | |
| Male | 52,630.4 | 36,870.8 | 35,459.0 | 12,148.8 | 9.1 | 6.6 | 6.5 | 2.3 |
| Female | 87,793.0 | 68,601.3 | 49,440.7 | 18,163.0 | 5.0 | 4.0 | 3.1 | 1.2 |
| Race—ethnicity | | | | | | | | |
| White, non-Hispanic | 97,946.9 | 73,780.5 | 58,140.8 | 20,031.1 | 5.0 | 3.9 | 3.2 | 1.1 |
| Black, non-Hispanic | 27,613.9 | 22,440.5 | 15,370.2 | 8,218.1 ⁵ | 13.2 | 11.0 | 7.4 | 4.1 ⁵ |
| Hispanic | 16,334.7 | 13,505.2 | 8,917.1 ⁵ | † | 17.2 | 14.4 | 9.7 ⁵ | † |
| Other, non-Hispanic | 11,555.4 ⁵ | 5,629.8 ⁵ | 10,012.7 ⁵ | 3,448.1 ⁵ | 38.8 ⁵ | 19.8 ⁵ | 34.4 ⁵ | 12.3 ⁵ |
| Urbanicity of school ⁶ | | | | | | | | |
| Urban | 77,797.4 | 58,414.9 | 47,083.3 | 16,670.0 | 7.3 | 5.7 | 4.8 | 1.7 |
| Suburban | 47,278.0 | 37,227.8 | 27,264.5 | 10,096.9 ⁵ | 6.8 | 5.5 | 4.1 | 1.5 ⁵ |
| Rural | 34,963.7 | 26,412.7 | 21,833.3 | 7,840.7 ⁵ | 8.5 | 6.5 | 5.5 | 2.0 ⁵ |

†No cases were reported in this cell, although the crime defined by the cell could have happened to some teachers with these characteristics if a different sample had been drawn.

¹The data were aggregated from 1992 to 1996 due to the small number of teachers in each year's sample.

²Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault, and theft.

³Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

⁴Serious violent crimes include rape/sexual assault, robbery, and aggravated assault, which are included in violent crime.

⁵The estimate was based on fewer than 10 cases.

⁶Teachers teaching in more than one school in different locales are not included.

NOTE: On average there were about 4.2 million teachers per year over the 5-year period for a total population size of 20,909,729 teachers. The average annual number of full-time equivalent teachers is approximately 2.9 million. The population reported here includes part-time teachers as well as other instructional and support staff. Due to rounding or missing data, details may not sum to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Standard Error Tables



Table S10.1—Standard errors for table 10.1: Percentage and number of teachers who reported that they were threatened with injury or that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 school year

| Selected characteristics | Teachers threatened with injury by a student | | | | | | Teachers physically attacked by a student | | | | | | | | | |
|--------------------------|----------------------------------------------|--------------|--------------------------|-------------------|---------|--------------|-------------------------------------------|-------------------|-------|--------------|--------------------------|-------------------|---------|---------|---------|---------|
| | Percent | | | Number | | | Percent | | | Number | | | | | | |
| | Total | Central city | Urban fringe/ large town | Small town/ rural | Total | Central city | Urban fringe/ large town | Small town/ rural | Total | Central city | Urban fringe/ large town | Small town/ rural | | | | |
| Total | 0.2 | 0.4 | 0.4 | 0.3 | 7,044.6 | 4,363.2 | 3,837.9 | 3,553.3 | 0.1 | 0.2 | 0.2 | 0.2 | 3,888.0 | 2,226.3 | 2,295.8 | 1,920.9 |
| Sex | | | | | | | | | | | | | | | | |
| Male | 0.4 | 0.9 | 0.6 | 0.5 | 3,867.5 | 2,465.8 | 1,720.8 | 1,762.2 | 0.2 | 0.6 | 0.3 | 0.3 | 1,764.8 | 1,347.9 | 738.4 | 902.6 |
| Female | 0.2 | 0.6 | 0.5 | 0.3 | 5,531.3 | 3,832.3 | 3,297.9 | 2,640.3 | 0.2 | 0.3 | 0.3 | 0.2 | 3,836.3 | 2,218.5 | 2,172.3 | 1,639.3 |
| Race-ethnicity | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 0.2 | 0.5 | 0.4 | 0.3 | 6,279.7 | 3,871.1 | 3,722.1 | 3,397.9 | 0.2 | 0.3 | 0.2 | 0.2 | 3,970.1 | 2,156.5 | 2,104.4 | 1,937.1 |
| Black, non-Hispanic | 0.6 | 0.9 | 1.3 | 1.2 | 1,402.3 | 1,192.3 | 625.2 | 497.5 | 0.4 | 0.7 | 1.2 | 0.7 | 858.8 | 831.7 | 531.0 | 307.9 |
| Hispanic | 1.3 | 2.1 | 1.4 | 1.9 | 1,835.6 | 1,649.6 | 491.6 | 451.8 | 1.0 | 1.6 | 1.1 | 0.7 | 1,263.6 | 1,174.7 | 375.1 | 131.7 |
| Other, non-Hispanic | 1.1 | 2.0 | 2.1 | 1.3 | 680.5 | 507.5 | 420.8 | 201.3 | 0.8 | 1.6 | 1.5 | 0.8 | 445.0 | 341.3 | 302.4 | 124.4 |
| Teacher level | | | | | | | | | | | | | | | | |
| Elementary | 0.3 | 0.7 | 0.5 | 0.4 | 4,478.4 | 3,395.7 | 2,697.1 | 2,287.5 | 0.2 | 0.4 | 0.3 | 0.3 | 3,249.7 | 2,166.5 | 1,695.1 | 1,558.9 |
| Secondary | 0.3 | 0.5 | 0.5 | 0.4 | 5,379.7 | 2,777.4 | 2,793.8 | 2,454.5 | 0.1 | 0.3 | 0.3 | 0.2 | 1,979.1 | 1,029.6 | 1,185.5 | 1,121.1 |
| Control | | | | | | | | | | | | | | | | |
| Public | 0.3 | 0.6 | 0.4 | 0.3 | 6,958.1 | 4,418.3 | 3,454.5 | 3,497.6 | 0.1 | 0.3 | 0.3 | 0.2 | 3,685.1 | 2,350.7 | 2,131.1 | 1,892.6 |
| Private | 0.3 | 0.4 | 0.7 | 0.6 | 1,095.2 | 607.0 | 986.0 | 478.2 | 0.2 | 0.3 | 0.5 | 0.6 | 852.2 | 500.4 | 662.4 | 416.1 |

NOTE: Population size is 2,940,000 teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and School Questionnaires).

Table S11.1—Standard errors for table 11.1: Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: 1992 to 1996

| Year | Carrying a weapon | | | Carrying a gun | | |
|------|-------------------|------|--------|----------------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1992 | 0.6 | 1.1 | 0.5 | — | — | — |
| 1993 | 0.7 | 1.2 | 0.5 | — | — | — |
| 1994 | 0.6 | 1.1 | 0.5 | 0.4 | 0.8 | 0.3 |
| 1995 | 0.6 | 1.0 | 0.6 | 0.4 | 0.8 | 0.2 |
| 1996 | 0.6 | 1.0 | 0.6 | 0.5 | 0.9 | 0.2 |

—Question was not asked in the 1992 and 1993 surveys.

NOTE: Examples of weapons are guns, knives, and clubs. "To school" was not defined for the questionnaire respondent. Population size is not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992 to 1996.

Table S11.2—Standard errors for table 11.2: Percentage of students in grades 9 to 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, and 1997

| Student characteristics | 1993 | 1995* | 1997* |
|-------------------------|------|-------|-------|
| Total | 0.7 | 0.4 | 0.8 |
| Sex | | | |
| Male | 1.0 | 0.7 | 1.5 |
| Female | 0.6 | 0.5 | 0.4 |
| Race-ethnicity | | | |
| White, non-Hispanic | 0.9 | 0.6 | 1.2 |
| Black, non-Hispanic | 0.8 | 1.1 | 1.0 |
| Hispanic | 1.1 | 1.6 | 1.6 |
| Other, non-Hispanic | 2.1 | 1.8 | |
| Grade | | | |
| Ninth | 0.7 | 0.8 | 0.9 |
| Tenth | 1.0 | 0.8 | 1.0 |
| Eleventh | 1.4 | 0.9 | 1.3 |
| Twelfth | 0.8 | 0.7 | 0.9 |

*Response rates do not meet NCES standards. See table B1 for details.

NOTE: Examples of weapons are guns, knives, and clubs. "On school property" was not defined for the questionnaire respondent. Population size is not available.

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, and 1997.

Table S12.1—Standard errors for table 12.1: Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school or on the way to and from school, by selected student characteristics: 1989 and 1995

| Student characteristics | Feared attack or harm at school* | | | | | | Feared attack or harm on the way to and from school* | | | | | |
|-------------------------|----------------------------------|-----------|-------|-------|-----------|-------|------------------------------------------------------|-----------|-------|-------|-----------|-------|
| | 1989 | | | 1995 | | | 1989 | | | 1995 | | |
| | Total | Sub-urban | Rural | Total | Sub-urban | Rural | Total | Sub-urban | Rural | Total | Sub-urban | Rural |
| Total | 0.3 | 0.6 | 0.4 | 0.5 | 0.7 | 0.4 | 0.7 | 0.6 | 0.3 | 0.3 | 0.6 | 0.4 |
| Sex | | | | | | | | | | | | |
| Male | 0.4 | 0.9 | 0.5 | 0.7 | 1.0 | 0.6 | 1.0 | 0.8 | 0.4 | 0.3 | 0.7 | 0.5 |
| Female | 0.4 | 0.8 | 0.5 | 0.7 | 1.0 | 0.6 | 0.9 | 1.0 | 0.5 | 0.5 | 1.0 | 0.7 |
| Race—ethnicity | | | | | | | | | | | | |
| White, non-Hispanic | 0.3 | 0.8 | 0.4 | 0.5 | 0.9 | 0.4 | 0.6 | 0.7 | 0.3 | 0.2 | 0.7 | 0.3 |
| Black, non-Hispanic | 0.8 | 1.1 | 1.4 | 1.6 | 1.4 | 1.8 | 2.6 | 1.3 | 1.4 | 0.8 | 1.3 | 1.1 |
| Hispanic | 1.2 | 1.9 | 1.9 | 2.8 | 1.5 | 2.2 | 2.6 | 1.9 | 1.7 | 1.2 | 1.9 | 1.3 |
| Other, non-Hispanic | 1.7 | 2.6 | 2.4 | 5.3 | 2.5 | 2.3 | 2.6 | 2.7 | 2.1 | 1.5 | 2.9 | 1.5 |

*Includes students who reported that they sometimes or most of the time feared being victimized in this way.

NOTE: "At school" means in the school building, on the school grounds, or on a school bus. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table S13.1—Standard errors for table 13.1: Percentage and number of students ages 12 through 19 who reported that they avoided one or more places in school, by urbanicity and selected student characteristics: 1989 and 1995

| Student characteristics | Percent | | | | | | Number | | | | | | | | |
|-------------------------|---------|-------|-------|-------|-------|-------|--------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 1989 | | | 1995 | | | 1989 | | | 1995 | | | | | |
| | Total | Urban | Rural | Total | Urban | Rural | Total | Urban | Rural | Total | Urban | Rural | | | |
| Total | 0.3 | 0.6 | 0.3 | 0.5 | 0.7 | 0.4 | 0.6 | 58,524.9 | 35,298.7 | 35,688.3 | 29,886.0 | 81,361.0 | 57,948.0 | 51,936.0 | 50,946.0 |
| Sex | | | | | | | | | | | | | | | |
| Male | 0.4 | 0.8 | 0.5 | 0.7 | 1.0 | 0.5 | 0.8 | 42,114.0 | 25,141.4 | 25,595.9 | 21,977.4 | 56,080.0 | 38,611.0 | 31,892.0 | 28,788.0 |
| Female | 0.4 | 0.8 | 0.5 | 0.7 | 1.1 | 0.6 | 0.9 | 40,524.4 | 24,751.9 | 24,843.5 | 20,236.8 | 57,623.0 | 36,704.0 | 37,783.0 | 33,420.0 |
| Race-ethnicity | | | | | | | | | | | | | | | |
| White, non-Hispanic | 0.3 | 0.8 | 0.4 | 0.5 | 0.8 | 0.4 | 0.7 | 46,240.7 | 22,327.9 | 31,627.4 | 25,193.3 | 55,120.0 | 28,520.0 | 38,798.0 | 40,301.0 |
| Black, non-Hispanic | 0.8 | 1.1 | 1.0 | 1.8 | 1.5 | 1.7 | 2.1 | 26,693.0 | 20,530.2 | 9,380.5 | 14,233.1 | 43,462.0 | 37,016.0 | 19,766.0 | 19,250.0 |
| Hispanic | 1.0 | 1.5 | 1.4 | 2.2 | 1.7 | 1.6 | 1.2 | 20,232.8 | 15,592.0 | 11,280.6 | 6,233.7 | 34,694.0 | 28,806.0 | 21,662.0 | 8,567.0 |
| Other, non-Hispanic | 1.5 | 3.1 | 1.9 | 3.2 | 4.3 | 1.6 | 4.0 | 12,442.3 | 9,008.7 | 7,560.5 | 4,057.9 | 15,970.0 | 13,912.0 | 7,979.0 | 5,479.0 |
| Age | | | | | | | | | | | | | | | |
| 12 | 0.8 | 1.7 | 1.0 | 1.5 | 1.8 | 1.2 | 1.5 | 25,516.0 | 15,519.4 | 14,956.5 | 13,640.6 | 31,981.0 | 20,047.0 | 23,471.0 | 16,140.0 |
| 13 | 0.7 | 1.5 | 1.1 | 1.2 | 1.7 | 1.2 | 1.7 | 24,979.2 | 13,520.2 | 17,929.2 | 10,923.7 | 32,415.0 | 18,887.0 | 21,310.0 | 19,174.0 |
| 14 | 0.7 | 1.7 | 1.0 | 1.5 | 1.6 | 0.9 | 1.4 | 25,185.1 | 15,079.4 | 15,441.7 | 12,962.5 | 28,140.0 | 17,778.0 | 17,773.0 | 14,370.0 |
| 15 | 0.7 | 1.7 | 0.8 | 1.3 | 1.9 | 0.9 | 1.4 | 22,368.5 | 14,959.7 | 12,387.4 | 11,083.9 | 30,022.0 | 20,736.0 | 16,069.0 | 14,522.0 |
| 16 | 0.6 | 1.4 | 0.8 | 1.2 | 1.5 | 1.0 | 1.2 | 20,143.3 | 12,715.5 | 11,868.3 | 10,150.8 | 26,191.0 | 15,889.0 | 18,520.0 | 12,365.0 |
| 17 | 0.6 | 1.1 | 0.8 | 1.3 | 1.7 | 1.0 | 1.2 | 19,152.7 | 9,990.8 | 12,051.8 | 11,028.1 | 23,122.0 | 15,444.0 | 15,824.0 | 10,646.0 |
| 18 | 0.8 | 1.8 | 0.8 | 1.7 | 2.5 | 1.2 | 1.4 | 13,763.0 | 9,039.2 | 6,502.4 | 8,086.6 | 18,337.0 | 12,702.0 | 10,245.0 | 7,419.0 |
| 19 | 2.6 | 6.2 | 2.8 | 3.5 | 6.9 | 3.8 | † | 6,138.2 | 5,084.3 | 2,461.8 | 2,401.1 | 8,815.0 | 7,083.0 | 5,248.0 | † |
| Control | | | | | | | | | | | | | | | |
| Public | 0.2 | 0.6 | 0.3 | 0.4 | 0.9 | 0.5 | 0.7 | 57,062.5 | 34,554.0 | 35,066.6 | 28,659.4 | 82,509.0 | 58,033.0 | 52,790.0 | 50,898.0 |
| Private | 0.5 | 0.9 | 0.6 | 1.7 | 0.9 | 0.7 | 1.2 | 9,365.1 | 5,848.5 | 5,932.7 | 4,277.2 | 10,487.0 | 7,183.0 | 8,230.0 | 2,227.0 |

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

NOTE: Places include the entrance into the school, any hallways and stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Population sizes are 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995. Due to rounding or missing cases, details may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.



Table S14.1—Standard errors for table 14.1: Percentage of students ages 12 through 19 who reported that street gangs were present at school, by urbanicity and selected student characteristics: 1989 and 1995

| Student characteristics | 1989 | | | 1995 | | | |
|-------------------------|-------|-------|----------|-------|-------|----------|-------|
| | Total | Urban | Suburban | Rural | Urban | Suburban | Rural |
| Total | 0.4 | 1.0 | 0.6 | 0.6 | 1.3 | 0.8 | 1.7 |
| Sex | | | | | | | |
| Male | 0.6 | 1.5 | 0.8 | 0.9 | 1.8 | 1.0 | 1.9 |
| Female | 0.6 | 1.4 | 0.9 | 0.9 | 1.5 | 1.0 | 1.9 |
| Race-ethnicity | | | | | | | |
| White, non-Hispanic | 0.5 | 1.3 | 0.6 | 0.7 | 1.6 | 0.8 | 1.5 |
| Black, non-Hispanic | 1.2 | 1.8 | 2.2 | 2.1 | 2.5 | 2.8 | 3.5 |
| Hispanic | 1.8 | 2.7 | 3.0 | 2.4 | 2.9 | 2.7 | 5.7 |
| Other, non-Hispanic | 2.7 | 5.2 | 3.8 | 3.3 | 5.6 | 3.1 | 7.9 |
| Age | | | | | | | |
| 12 | 1.0 | 2.2 | 1.5 | 1.7 | 2.2 | 1.5 | 2.0 |
| 13 | 1.1 | 2.5 | 1.5 | 1.7 | 2.6 | 1.4 | 2.1 |
| 14 | 1.2 | 2.7 | 1.7 | 1.7 | 2.8 | 1.6 | 2.5 |
| 15 | 1.1 | 2.8 | 1.5 | 1.7 | 2.6 | 1.7 | 2.6 |
| 16 | 1.1 | 2.7 | 1.6 | 1.5 | 3.0 | 2.0 | 2.3 |
| 17 | 1.1 | 2.5 | 1.6 | 1.5 | 3.2 | 1.5 | 4.3 |
| 18 | 1.5 | 3.5 | 2.1 | 2.0 | 3.9 | 2.6 | 3.3 |
| 19 | 4.3 | 9.7 | 4.8 | 5.7 | 9.9 | 6.3 | 7.3 |
| Control | | | | | | | |
| Public | 0.5 | 1.1 | 0.7 | 0.7 | 1.5 | 0.8 | 1.8 |
| Private | 0.8 | 1.6 | 1.1 | 1.8 | 1.6 | 1.0 | 1.5 |

NOTE: "At school" was not defined for the questionnaire respondent. Population size is 21,554,000 students ages 12 through 19 in 1989 and 23,933,000 in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

Table S15.1—Standard errors for table 15.1: Percentage and number of public schools reporting that 1 or more of 17 discipline issues* was a serious problem in their school, by urbanicity and selected school characteristics: 1996–97

| School characteristics | Percent | | | | Number | | | |
|--------------------------------------|---------|------|------|-------|--------|-------|-------|-------|
| | Total | City | Town | Rural | Total | City | Town | Rural |
| Total | 1.2 | 2.3 | 1.9 | 2.7 | 970.8 | 411.5 | 376.9 | 588.6 |
| Instructional level | | | | | | | | |
| Elementary school | 1.6 | 3.4 | 2.4 | 3.5 | 777.7 | 412.3 | 269.6 | 423.5 |
| Middle school | 1.8 | 3.6 | 4.1 | 4.6 | 246.2 | 108.1 | 180.7 | 140.8 |
| High school | 2.5 | 4.1 | 4.9 | 4.6 | 391.6 | 119.1 | 207.8 | 280.6 |
| Region | | | | | | | | |
| Northeast | 2.4 | 7.3 | 4.8 | 3.7 | 353.6 | 217.0 | 195.7 | 80.2 |
| Southeast | 2.3 | 5.2 | 5.2 | 4.8 | 409.4 | 216.6 | 266.5 | 248.5 |
| Central | 2.0 | 4.1 | 4.6 | 4.0 | 470.0 | 175.9 | 238.0 | 317.6 |
| West | 2.6 | 3.9 | 4.2 | 5.9 | 590.2 | 255.1 | 221.8 | 362.5 |
| School size | | | | | | | | |
| Less than 300 | 2.1 | 5.2 | 3.7 | 3.3 | 438.2 | 69.5 | 170.6 | 396.1 |
| 300–999 | 1.5 | 3.1 | 2.6 | 3.6 | 749.6 | 409.7 | 358.1 | 331.1 |
| 1,000 or more | 2.9 | 4.6 | 8.6 | 15.8 | 236.2 | 133.0 | 104.6 | 59.3 |
| Minority enrollment | | | | | | | | |
| Less than 5 percent | 1.5 | 4.6 | 2.9 | 2.3 | 364.4 | 36.2 | 230.1 | 266.2 |
| 5–19 percent | 2.1 | 5.0 | 5.3 | 6.8 | 414.0 | 184.4 | 239.5 | 229.9 |
| 20–49 percent | 3.0 | 4.6 | 3.9 | 8.5 | 485.0 | 205.2 | 141.1 | 343.6 |
| 50 percent or more | 2.7 | 3.5 | 5.9 | 9.4 | 501.8 | 319.9 | 187.1 | 191.3 |
| Free/reduced-price lunch eligibility | | | | | | | | |
| Less than 20 percent | 1.4 | 5.0 | 3.4 | 3.7 | 287.6 | 133.7 | 166.8 | 139.9 |
| 21–34 percent | 2.5 | 7.3 | 4.8 | 3.8 | 417.2 | 175.0 | 246.5 | 201.6 |
| 35–49 percent | 3.1 | 9.7 | 6.7 | 6.1 | 426.4 | 238.4 | 229.6 | 308.2 |
| 50–74 percent | 2.5 | 4.0 | 3.6 | 6.8 | 432.0 | 156.0 | 173.3 | 307.4 |
| 75 percent or more | 2.9 | 4.1 | 5.9 | 7.4 | 366.9 | 258.0 | 117.5 | 155.8 |

*Student tardiness, student absenteeism/class cutting, physical conflicts among students, robbery or theft of items worth over \$10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

NOTE: Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table S16.1—Standard errors for table 16.1: Percentage of 12th graders who reported using alcohol in the past 12 months, by place and sex: 1976 to 1996

| Year | Total | | | Male | | | Female | | | |
|------|-------|--------|------|-------|--------|------|--------|--------|------|-------|
| | Total | School | Home | Total | School | Home | Total | School | Home | Party |
| 1976 | 0.9 | 0.8 | 1.2 | 1.1 | 1.2 | 1.6 | 1.3 | 0.7 | 1.6 | 1.5 |
| 1977 | 0.8 | 0.8 | 1.2 | 1.0 | 1.2 | 1.5 | 1.3 | 0.8 | 1.5 | 1.4 |
| 1978 | 0.8 | 0.8 | 1.2 | 0.9 | 1.2 | 1.5 | 1.3 | 0.8 | 1.5 | 1.3 |
| 1979 | 1.1 | 0.8 | 1.3 | 1.2 | 1.3 | 1.8 | 1.7 | 0.9 | 1.7 | 1.6 |
| 1980 | 0.8 | 0.8 | 1.2 | 1.0 | 1.3 | 1.6 | 1.3 | 0.9 | 1.6 | 1.4 |
| 1981 | 0.8 | 0.7 | 1.2 | 1.0 | 1.1 | 1.5 | 1.3 | 0.8 | 1.5 | 1.3 |
| 1982 | 0.8 | 0.7 | 1.2 | 1.0 | 1.0 | 1.5 | 1.3 | 0.8 | 1.5 | 1.4 |
| 1983 | 0.8 | 0.8 | 1.2 | 1.1 | 1.2 | 1.6 | 1.3 | 0.8 | 1.6 | 1.4 |
| 1984 | 0.9 | 0.8 | 1.2 | 1.1 | 1.2 | 1.6 | 1.4 | 0.8 | 1.6 | 1.5 |
| 1985 | 0.9 | 0.8 | 1.2 | 1.1 | 1.2 | 1.6 | 1.5 | 0.8 | 1.6 | 1.4 |
| 1986 | 0.9 | 0.8 | 1.2 | 1.1 | 1.2 | 1.6 | 1.4 | 0.8 | 1.6 | 1.4 |
| 1987 | 0.8 | 0.7 | 1.2 | 1.1 | 1.1 | 1.6 | 1.4 | 0.8 | 1.6 | 1.4 |
| 1988 | 0.8 | 0.7 | 1.2 | 1.1 | 1.1 | 1.6 | 1.4 | 0.8 | 1.6 | 1.4 |
| 1989 | 1.0 | 0.6 | 1.3 | 1.1 | 1.1 | 1.6 | 1.4 | 0.8 | 1.6 | 1.4 |
| 1990 | 1.1 | 0.7 | 1.3 | 1.2 | 1.0 | 1.7 | 1.5 | 0.6 | 1.7 | 1.6 |
| 1991 | 1.1 | 0.7 | 1.3 | 1.2 | 1.0 | 1.8 | 1.6 | 0.7 | 1.7 | 1.7 |
| 1992 | 1.1 | 0.6 | 1.3 | 1.2 | 1.0 | 1.8 | 1.7 | 0.7 | 1.7 | 1.7 |
| 1993 | 1.1 | 0.7 | 1.3 | 1.3 | 1.1 | 1.7 | 1.7 | 0.6 | 1.6 | 1.6 |
| 1994 | 1.1 | 0.7 | 1.3 | 1.2 | 1.1 | 1.8 | 1.7 | 0.7 | 1.6 | 1.6 |
| 1995 | 1.1 | 0.6 | 1.3 | 1.2 | 1.0 | 1.8 | 1.7 | 0.6 | 1.7 | 1.7 |
| 1996 | 1.2 | 0.7 | 1.3 | 1.3 | 1.2 | 1.8 | 1.8 | 0.8 | 1.7 | 1.8 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

Table S17.1—Standard errors for table 17.1: Percentage of 12th graders who reported taking illegal drugs at school in the past 12 months, by type of drug: 1976 to 1997

| Year | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine |
|------|-----------|-----|------------|---------------|---------|
| 1976 | 1.0 | 0.4 | 0.7 | 0.4 | 0.3 |
| 1977 | 1.0 | 0.4 | 0.7 | 0.4 | 0.3 |
| 1978 | 1.0 | 0.3 | 0.7 | 0.4 | 0.3 |
| 1979 | 1.0 | 0.3 | 0.7 | 0.4 | 0.4 |
| 1980 | 1.0 | 0.3 | 0.8 | 0.4 | 0.4 |
| 1981 | 0.9 | 0.3 | 0.8 | 0.3 | 0.4 |
| 1982 | 0.9 | 0.3 | 0.7 | 0.3 | 0.3 |
| 1983 | 0.8 | 0.3 | 0.7 | 0.3 | 0.2 |
| 1984 | 0.8 | 0.3 | 0.7 | 0.2 | 0.4 |
| 1985 | 0.8 | 0.3 | 0.7 | 0.3 | 0.4 |
| 1986 | 0.8 | 0.3 | 0.6 | 0.3 | 0.4 |
| 1987 | 0.7 | 0.3 | 0.5 | 0.2 | 0.3 |
| 1988 | 0.7 | 0.3 | 0.4 | 0.2 | 0.3 |
| 1989 | 0.6 | 0.3 | 0.5 | 0.2 | 0.3 |
| 1990 | 0.6 | 0.3 | 0.4 | 0.2 | 0.3 |
| 1991 | 0.6 | 0.3 | 0.4 | 0.2 | 0.2 |
| 1992 | 0.5 | 0.3 | 0.4 | 0.1 | 0.2 |
| 1993 | 0.6 | 0.4 | 0.4 | 0.2 | 0.2 |
| 1994 | 0.7 | 0.4 | 0.4 | 0.2 | 0.2 |
| 1995 | 0.7 | 0.4 | 0.4 | 0.2 | 0.3 |
| 1996 | 0.8 | 0.4 | 0.5 | 0.2 | 0.2 |
| 1997 | 0.8 | 0.4 | 0.5 | 0.2 | 0.2 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.



Table S17.2—Standard errors for table 17.2: Percentage of 12th graders who reported taking illegal drugs in the past 12 months, by location and type of drug: 1976 to 1997

| Year | At a party | | | | At home | | | | | |
|------|------------|-----|------------|---------------|---------|-----------|-----|------------|---------------|---------|
| | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine | Marijuana | LSD | Stimulants | Tranquilizers | Cocaine |
| 1976 | 1.2 | 0.5 | 0.7 | 0.4 | 0.5 | 1.2 | 0.4 | 0.7 | 0.6 | 0.4 |
| 1977 | 1.2 | 0.5 | 0.7 | 0.5 | 0.5 | 1.0 | 0.4 | 0.7 | 0.6 | 0.4 |
| 1978 | 1.1 | 0.5 | 0.7 | 0.4 | 0.5 | 1.0 | 0.4 | 0.7 | 0.5 | 0.4 |
| 1979 | 1.2 | 0.5 | 0.7 | 0.4 | 0.7 | 1.0 | 0.4 | 0.7 | 0.5 | 0.5 |
| 1980 | 1.2 | 0.5 | 0.8 | 0.4 | 0.6 | 1.0 | 0.4 | 0.8 | 0.5 | 0.5 |
| 1981 | 1.1 | 0.5 | 0.8 | 0.4 | 0.6 | 1.0 | 0.4 | 0.8 | 0.5 | 0.5 |
| 1982 | 1.1 | 0.5 | 0.7 | 0.3 | 0.6 | 0.9 | 0.4 | 0.7 | 0.4 | 0.5 |
| 1983 | 1.1 | 0.5 | 0.7 | 0.3 | 0.6 | 0.9 | 0.4 | 0.7 | 0.4 | 0.5 |
| 1984 | 1.1 | 0.4 | 0.6 | 0.2 | 0.6 | 0.9 | 0.3 | 0.7 | 0.4 | 0.5 |
| 1985 | 1.1 | 0.4 | 0.6 | 0.3 | 0.7 | 0.9 | 0.3 | 0.6 | 0.4 | 0.6 |
| 1986 | 1.1 | 0.4 | 0.5 | 0.3 | 0.7 | 0.9 | 0.4 | 0.6 | 0.4 | 0.6 |
| 1987 | 1.0 | 0.4 | 0.5 | 0.2 | 0.6 | 0.9 | 0.3 | 0.5 | 0.4 | 0.5 |
| 1988 | 1.0 | 0.4 | 0.4 | 0.2 | 0.5 | 0.8 | 0.4 | 0.4 | 0.3 | 0.5 |
| 1989 | 1.0 | 0.4 | 0.4 | 0.2 | 0.5 | 0.8 | 0.3 | 0.5 | 0.3 | 0.4 |
| 1990 | 1.1 | 0.5 | 0.4 | 0.3 | 0.5 | 0.8 | 0.4 | 0.4 | 0.3 | 0.4 |
| 1991 | 1.0 | 0.5 | 0.3 | 0.2 | 0.3 | 0.8 | 0.4 | 0.4 | 0.3 | 0.3 |
| 1992 | 0.9 | 0.5 | 0.3 | 0.2 | 0.3 | 0.7 | 0.4 | 0.4 | 0.3 | 0.3 |
| 1993 | 1.0 | 0.6 | 0.4 | 0.2 | 0.3 | 0.8 | 0.5 | 0.4 | 0.3 | 0.3 |
| 1994 | 1.1 | 0.5 | 0.4 | 0.2 | 0.3 | 0.9 | 0.5 | 0.5 | 0.3 | 0.3 |
| 1995 | 1.1 | 0.6 | 0.4 | 0.2 | 0.4 | 0.9 | 0.5 | 0.5 | 0.3 | 0.3 |
| 1996 | 1.2 | 0.6 | 0.4 | 0.3 | 0.4 | 1.0 | 0.5 | 0.5 | 0.3 | 0.3 |
| 1997 | 1.2 | 0.6 | 0.5 | 0.3 | 0.5 | 1.0 | 0.5 | 0.5 | 0.4 | 0.4 |

NOTE: "School" was not defined for the questionnaire respondent. Population sizes are not available. Response rates for this survey do not meet NCES standards. Response rates do not meet NCES standards. See table B1 for details.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1997. Special tabulation provided by Monitoring the Future.

APPENDIX A. SCHOOL PRACTICES AND POLICIES RELATED TO SAFETY AND DISCIPLINE

Concern over school crime and violence has prompted many public schools to take various measures to reduce and prevent violence and ensure safety in schools. Such measures include adopting zero tolerance policies; requiring students to wear uniforms; employing various security measures such as requiring visitor sign-in and using metal detectors; having police or other law enforcement representatives stationed at the school; and offering students various types of violence prevention programs. Presented in this appendix are data on the implementation of such safety measures in public schools. This report does not evaluate the effectiveness of any of these efforts or strategies, and the inclusion of a strategy does not suggest that it is endorsed by the National Center for Education Statistics (NCES) or the Bureau of Justice Statistics (BJS) as an effective means of reducing or preventing violence. Likewise, the omission of a possible strategy does not suggest it is rejected by NCES or BJS as a policy to reduce or prevent violence. This information, along with supporting tables, was drawn from a recent NCES report titled *Violence and Discipline Problems in U.S. Public Schools: 1996–97* (NCES 98-030). The report was based on data from the 1996–97 Fast Response Survey System (FRSS) Principal/School Disciplinary Survey on School Violence. Readers should consult that report for more detailed findings on variation by school characteristics.

Zero Tolerance Policies

- Most public schools reported having zero tolerance policies toward serious student offenses (table A1). A “zero tolerance policy” was defined as a school or district policy that mandates predetermined consequences or punishments for specific offenses. At least 9 out of 10 schools reported zero tolerance policies for firearms (94 percent) and weapons other than firearms (91 percent). Eighty-seven percent of schools had policies of zero tolerance for alcohol and 88 percent had zero tolerance policies for drugs. Most schools also had zero tolerance policies for violence and tobacco (79 percent each).

School Uniforms

- Requiring students to wear school uniforms was not common. Three percent of all public schools required students to wear uniforms during the 1996–97 school year (table A2).

Security Measures

- Schools took a number of measures to secure their schools. For example, 96 percent of public schools reported that visitors were required to sign in before entering the school building (table A3); 80 percent of public schools reported having a closed campus policy that prohibited most students from leaving the campus for lunch; 53 percent of public schools controlled access to their school building; and 24 percent of public schools controlled access to their school grounds. In addition, 19 percent of public schools reported conducting drug sweeps, with middle schools and high schools being more likely to use drug sweeps than elementary schools (36 and 45 percent, respectively, versus 5 percent). While 4 percent of public schools reported that they performed random metal detector checks on students, daily use of metal detectors as a security measure was not common: only 1 percent of public schools reported taking this measure.

Presence of Police or Other Law Enforcement Representatives in Schools

- In addition to the security measures described above, 6 percent of public schools reported having police or other law enforcement representatives stationed 30 hours or more at the school in a typical week during the 1996–97 school year; 1 percent of schools had them stationed from 10 to 29 hours; and 3 percent had them stationed from 1 to 9 hours. Twelve percent of schools did not have police or other law enforcement representatives stationed during a typical week but made them available as needed, and 78 percent of schools did not have any such persons stationed at their schools (table A4).

Violence Prevention or Reduction Programs

- A majority of public schools (78 percent) reported having some type of formal school violence prevention or reduction program (table A5). The percentage of schools with both 1-day and ongoing programs (43 percent) was higher than schools with only ongoing programs (24 percent) and schools with only 1-day programs (11 percent).

Policies to Prevent Firearms in School

- In the 1996–97 school year, there were over 5,000 student expulsions for possession or use of a firearm (table A6). An additional 3,300 students were transferred to alternative schools for possession or use of a firearm, while 8,144 were placed in out-of-school suspensions lasting 5 or more days. About 5 percent of all public schools (or 4,170) took one or more of these firearm-related actions.

Table A1—Percentage of public schools reporting that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97

| School characteristics | Types of offenses | | | | | |
|---------------------------------------------------------------------|-------------------|----------|-----------------------------|---------|-------|---------|
| | Violence | Firearms | Weapons other than firearms | Alcohol | Drugs | Tobacco |
| All public schools | 79 | 94 | 91 | 87 | 88 | 79 |
| Instructional level | | | | | | |
| Elementary school | 79 | 93 | 91 | 87 | 88 | 82 |
| Middle school | 75 | 95 | 90 | 86 | 90 | 77 |
| High school | 80 | 96 | 92 | 86 | 89 | 72 |
| School enrollment | | | | | | |
| Less than 300 | 76 | 93 | 89 | 84 | 84 | 76 |
| 300–999 | 79 | 94 | 91 | 88 | 89 | 82 |
| 1,000 or more | 86 | 98 | 93 | 85 | 92 | 72 |
| Locale | | | | | | |
| City | 87 | 97 | 95 | 89 | 91 | 83 |
| Urban fringe | 82 | 95 | 90 | 88 | 90 | 80 |
| Town | 71 | 90 | 86 | 82 | 83 | 77 |
| Rural | 76 | 94 | 92 | 88 | 89 | 78 |
| Region | | | | | | |
| Northeast | 78 | 89 | 90 | 83 | 84 | 79 |
| Southeast | 83 | 95 | 89 | 90 | 92 | 80 |
| Central | 72 | 93 | 88 | 82 | 83 | 75 |
| West | 83 | 97 | 95 | 91 | 93 | 83 |
| Percent minority enrollment | | | | | | |
| Less than 5 percent | 71 | 92 | 88 | 82 | 83 | 75 |
| 5–19 percent | 79 | 94 | 92 | 89 | 90 | 80 |
| 20–49 percent | 83 | 95 | 90 | 87 | 89 | 79 |
| 50 percent or more | 85 | 97 | 94 | 90 | 92 | 83 |
| Percent of students eligible for free or reduced-price school lunch | | | | | | |
| Less than 20 percent | 76 | 92 | 88 | 86 | 87 | 77 |
| 20–34 percent | 77 | 94 | 90 | 87 | 88 | 82 |
| 35–49 percent | 79 | 97 | 95 | 89 | 92 | 81 |
| 70–74 percent | 80 | 95 | 90 | 85 | 88 | 79 |
| 75 percent or more | 84 | 95 | 93 | 87 | 89 | 81 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table A2—Percentage of public schools reporting that students were required to wear school uniforms, by selected school characteristics: 1996–97

| School characteristics | Uniforms required |
|---------------------------------------------------------------------|-------------------|
| All public schools | 3 |
| Instructional level | |
| Elementary school | 4 |
| Middle school | 4 |
| High school | (*) |
| School enrollment | |
| Less than 300 | † |
| 300–999 | 4 |
| 1,000 or more | 8 |
| Locale | |
| City | 9 |
| Urban fringe | 6 |
| Town | (*) |
| Rural | (*) |
| Region | |
| Northeast | 1 |
| Southeast | 4 |
| Central | 2 |
| West | 6 |
| Percent minority enrollment | |
| Less than 5 percent | (*) |
| 5–19 percent | † |
| 20–49 percent | 2 |
| 50 percent or more | 13 |
| Percent of students eligible for free or reduced-price school lunch | |
| Less than 20 percent | (*) |
| 20–34 percent | 1 |
| 35–49 percent | 2 |
| 70–74 percent | 5 |
| 75 percent or more | 11 |

*Less than 0.5 percent.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A3—Percentage of public schools reporting that they use various types of security measures at their schools, by selected school characteristics: 1996–97

| School characteristics | Visitors must sign in | Closed campus for most students during lunch | Controlled access to school buildings | Controlled access to school grounds | One or more drug sweeps | Random metal detector checks on students | Students must pass through metal detectors each day |
|----------------------------------------------------------------------------|-----------------------|----------------------------------------------|---------------------------------------|-------------------------------------|-------------------------|------------------------------------------|-----------------------------------------------------|
| All public schools | 96 | 80 | 53 | 24 | 19 | 4 | 1 |
| Instructional level | | | | | | | |
| Elementary school | 96 | 76 | 57 | 25 | 5 | 1 | (*) |
| Middle school | 96 | 93 | 51 | 22 | 36 | 7 | 1 |
| High school | 97 | 78 | 40 | 25 | 45 | 9 | 2 |
| School enrollment | | | | | | | |
| Less than 300 | 91 | 67 | 40 | 16 | 22 | (*) | 1 |
| 300–999 | 98 | 84 | 57 | 24 | 15 | 4 | 1 |
| 1,000 or more | 99 | 82 | 55 | 49 | 34 | 15 | 3 |
| Locale | | | | | | | |
| City | 100 | 81 | 62 | 35 | 12 | 8 | 2 |
| Urban fringe | 98 | 85 | 68 | 31 | 13 | 3 | (*) |
| Town | 96 | 77 | 49 | 20 | 23 | 2 | 1 |
| Rural | 92 | 75 | 33 | 13 | 27 | 2 | (*) |
| Region | | | | | | | |
| Northeast | 98 | 83 | 70 | 30 | 6 | 1 | (*) |
| Southeast | 99 | 86 | 52 | 28 | 24 | 9 | 1 |
| Central | 95 | 76 | 48 | 12 | 17 | 1 | 1 |
| West | 94 | 76 | 46 | 31 | 25 | 4 | 1 |
| Percent minority enrollment | | | | | | | |
| Less than 5 percent | 94 | 77 | 42 | 14 | 17 | (*) | † |
| 5–19 percent | 97 | 81 | 55 | 22 | 23 | 1 | (*) |
| 20–49 percent | 98 | 77 | 55 | 27 | 18 | 6 | (*) |
| 50 percent or more | 97 | 84 | 63 | 38 | 18 | 9 | 4 |
| Percent of students eligible for free or reduced-price school lunch | | | | | | | |
| Less than 20 percent | 94 | 74 | 50 | 18 | 17 | 1 | † |
| 20–34 percent | 99 | 77 | 51 | 19 | 20 | 3 | (*) |
| 35–49 percent | 96 | 80 | 49 | 25 | 22 | 5 | (*) |
| 70–74 percent | 95 | 85 | 57 | 27 | 22 | 4 | 1 |
| 75 percent or more | 97 | 83 | 58 | 37 | 13 | 8 | 5 |

*Less than 0.5 percent.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A4—Percentage of public schools reporting that various levels of police or other law enforcement representatives were present during a typical week, by selected school characteristics: 1996–97

| School characteristics | Police or other law enforcement representatives | | | | |
|---------------------------------------------------------------------|-------------------------------------------------|-------------|-----------|--------------------------------------------------------------|-----------------------------------------|
| | Stationed at school | | | Not stationed during a typical week, but available as needed | None stationed at school during 1996–97 |
| | 30 hours or more | 10–29 hours | 1–9 hours | | |
| All public schools | 6 | 1 | 3 | 12 | 78 |
| Instructional level | | | | | |
| Elementary school | 1 | 1 | 1 | 8 | 89 |
| Middle school | 10 | 3 | 5 | 17 | 65 |
| High school | 19 | 2 | 6 | 18 | 54 |
| School enrollment | | | | | |
| Less than 300 | 1 | (*) | 1 | 9 | 89 |
| 300–999 | 4 | 1 | 3 | 12 | 80 |
| 1,000 or more | 39 | 5 | 7 | 15 | 34 |
| Locale | | | | | |
| City | 13 | 4 | 3 | 11 | 69 |
| Urban fringe | 7 | 1 | 2 | 11 | 80 |
| Town | 5 | 1 | 4 | 11 | 78 |
| Rural | 1 | (*) | 2 | 14 | 83 |
| Region | | | | | |
| Northeast | 6 | (*) | 2 | 11 | 81 |
| Southeast | 9 | 2 | 2 | 11 | 77 |
| Central | 4 | 2 | 3 | 11 | 81 |
| West | 7 | 1 | 4 | 14 | 74 |
| Percent minority enrollment | | | | | |
| Less than 5 percent | 1 | 1 | 3 | 10 | 85 |
| 5–19 percent | 6 | 1 | 3 | 10 | 80 |
| 20–49 percent | 7 | 1 | 2 | 13 | 77 |
| 50 percent or more | 13 | 3 | 3 | 14 | 67 |
| Percent of students eligible for free or reduced-price school lunch | | | | | |
| Less than 20 percent | 5 | 1 | 4 | 10 | 79 |
| 20–34 percent | 7 | 1 | 2 | 10 | 80 |
| 35–49 percent | 5 | (*) | 3 | 12 | 80 |
| 70–74 percent | 6 | 2 | 1 | 13 | 78 |
| 75 percent or more | 8 | 2 | 4 | 14 | 72 |

*Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A5—Percentage of public schools reporting formal school violence prevention or reduction programs or efforts, by selected school characteristics: 1996–97

| School characteristics | Percent of schools with: | | | |
|---------------------------------------------------------------------|--------------------------|---------------------|-----------------------|---------------------------------|
| | Any programs | Only 1-day programs | Only ongoing programs | Both 1-day and ongoing programs |
| All public schools | 78 | 11 | 24 | 43 |
| Instructional level | | | | |
| Elementary school | 78 | 9 | 28 | 42 |
| Middle school | 82 | 7 | 19 | 56 |
| High school | 74 | 20 | 15 | 38 |
| School enrollment | | | | |
| Less than 300 | 68 | 14 | 20 | 34 |
| 300–999 | 81 | 10 | 26 | 45 |
| 1,000 or more | 84 | 8 | 17 | 59 |
| Locale | | | | |
| City | 87 | 5 | 25 | 57 |
| Urban fringe | 82 | 5 | 30 | 47 |
| Town | 72 | 11 | 22 | 38 |
| Rural | 73 | 21 | 18 | 35 |
| Region | | | | |
| Northeast | 75 | 8 | 27 | 40 |
| Southeast | 84 | 13 | 28 | 44 |
| Central | 76 | 9 | 21 | 46 |
| West | 77 | 14 | 20 | 43 |
| Percent minority enrollment | | | | |
| Less than 5 percent | 67 | 11 | 20 | 36 |
| 5–19 percent | 78 | 10 | 24 | 44 |
| 20–49 percent | 86 | 12 | 30 | 44 |
| 50 percent or more | 84 | 10 | 22 | 52 |
| Percent of students eligible for free or reduced-price school lunch | | | | |
| Less than 20 percent | 73 | 8 | 22 | 43 |
| 20–34 percent | 75 | 6 | 24 | 44 |
| 35–49 percent | 81 | 15 | 27 | 40 |
| 70–74 percent | 80 | 16 | 20 | 44 |
| 75 percent or more | 85 | 12 | 26 | 47 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

217

Table A6—Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97

| Infraction | Total number of schools taking one or more of these specified actions | Percent of schools taking one or more of these specified actions | Total number of these specified actions taken | Number of actions taken | | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------|-------------------------|----------------------------------------------|--------------------------------------------------|
| | | | | Expulsions | Transfers to alternative schools or programs | Out-of-school suspensions lasting 5 or more days |
| Possession or use of a firearm | 4,170 | 5 | 16,587 | 5,143 | 3,301 | 8,144 |
| Possession or use of a weapon other than a firearm | 16,740 | 22 | 58,554 | 13,698 | 12,943 | 31,970 |
| Possession, distribution, or use of alcohol or drugs, including tobacco | 20,960 | 27 | 170,464 | 30,522 | 34,255 | 105,723 |
| Physical attacks or fights | 30,160 | 39 | 330,696 | 50,961 | 62,108 | 217,627 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table A7—Standard errors for table A1: Percentage of public schools reporting that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97

| School characteristics | Types of offenses | | | | | |
|---------------------------------------------------------------------|-------------------|----------|-----------------------------|---------|-------|---------|
| | Violence | Firearms | Weapons other than firearms | Alcohol | Drugs | Tobacco |
| All public schools | 1.6 | 1.0 | 1.2 | 1.2 | 1.1 | 1.5 |
| Instructional level | | | | | | |
| Elementary school | 2.4 | 1.6 | 1.8 | 1.8 | 1.8 | 2.1 |
| Middle school | 2.3 | 1.4 | 1.7 | 2.0 | 1.8 | 2.3 |
| High school | 2.0 | 1.1 | 1.5 | 2.2 | 1.9 | 2.4 |
| School enrollment | | | | | | |
| Less than 300 | 3.8 | 2.7 | 3.1 | 3.6 | 3.6 | 3.8 |
| 300–999 | 1.8 | 1.0 | 1.2 | 1.2 | 1.2 | 1.5 |
| 1,000 or more | 2.4 | 0.7 | 1.8 | 2.3 | 1.7 | 2.8 |
| Locale | | | | | | |
| City | 2.5 | 1.4 | 1.6 | 2.2 | 2.1 | 2.3 |
| Urban fringe | 2.7 | 1.5 | 2.2 | 2.4 | 2.2 | 2.6 |
| Town | 3.2 | 2.4 | 2.5 | 2.7 | 2.7 | 3.1 |
| Rural | 3.5 | 2.0 | 2.3 | 2.4 | 2.3 | 2.9 |
| Region | | | | | | |
| Northeast | 3.6 | 2.5 | 2.4 | 2.9 | 2.9 | 3.6 |
| Southeast | 2.6 | 1.3 | 2.1 | 1.5 | 1.4 | 2.7 |
| Central | 3.4 | 2.1 | 2.8 | 3.0 | 3.0 | 3.3 |
| West | 2.3 | 1.3 | 1.5 | 1.9 | 1.8 | 2.0 |
| Percent minority enrollment | | | | | | |
| Less than 5 percent | 3.4 | 2.7 | 2.9 | 2.9 | 2.9 | 3.2 |
| 5–19 percent | 3.9 | 1.8 | 2.2 | 2.6 | 2.6 | 2.9 |
| 20–49 percent | 2.4 | 1.8 | 2.2 | 2.2 | 2.2 | 2.5 |
| 50 percent or more | 2.2 | 1.2 | 1.4 | 1.9 | 1.9 | 2.1 |
| Percent of students eligible for free or reduced-price school lunch | | | | | | |
| Less than 20 percent | 3.4 | 2.2 | 2.6 | 2.6 | 2.7 | 3.0 |
| 20–34 percent | 3.7 | 2.7 | 2.9 | 3.1 | 3.0 | 3.2 |
| 35–49 percent | 4.2 | 1.8 | 1.9 | 2.8 | 2.8 | 3.2 |
| 70–74 percent | 3.2 | 1.8 | 2.3 | 3.1 | 2.8 | 3.2 |
| 75 percent or more | 3.6 | 2.2 | 2.4 | 3.2 | 3.2 | 3.4 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A8—Standard errors for table A2: Percentage of public schools reporting that students were required to wear school uniforms, by selected school characteristics: 1996–97

| School characteristics | Uniforms required |
|---------------------------------------------------------------------|-------------------|
| All public schools | 0.6 |
| Instructional level | |
| Elementary school | 0.9 |
| Middle school | 0.8 |
| High school | — |
| School enrollment | |
| Less than 300 | † |
| 300–999 | 0.9 |
| 1,000 or more | 2.2 |
| Locale | |
| City | 1.9 |
| Urban fringe | 1.8 |
| Town | — |
| Rural | — |
| Region | |
| Northeast | 0.9 |
| Southeast | 1.4 |
| Central | 1.0 |
| West | 1.4 |
| Percent minority enrollment | |
| Less than 5 percent | — |
| 5–19 percent | † |
| 20–49 percent | 1.0 |
| 50 percent or more | 2.3 |
| Percent of students eligible for free or reduced-price school lunch | |
| Less than 20 percent | — |
| 20–34 percent | 0.7 |
| 35–49 percent | 1.2 |
| 70–74 percent | 1.6 |
| 75 percent or more | 2.6 |

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A9—Standard errors for table A3: Percentage of public schools reporting that they use various types of security measures at their schools, by selected school characteristics: 1996–97

| School characteristics | Visitors must sign in | Closed campus for most students during lunch | Controlled access to school buildings | Controlled access to school grounds | One or more drug sweeps | Random metal detector checks on students | Students must pass through metal detectors each day |
|---------------------------------------------------------------------|-----------------------|----------------------------------------------|---------------------------------------|-------------------------------------|-------------------------|------------------------------------------|-----------------------------------------------------|
| All public schools | 0.9 | 1.7 | 1.9 | 1.5 | 1.1 | 0.4 | 0.3 |
| Instructional level | | | | | | | |
| Elementary school | 1.4 | 2.5 | 2.8 | 2.3 | 1.3 | 0.5 | — |
| Middle school | 1.2 | 1.7 | 2.7 | 1.9 | 2.4 | 1.0 | 0.4 |
| High school | 1.0 | 2.2 | 2.3 | 2.0 | 3.2 | 1.1 | 0.7 |
| School enrollment | | | | | | | |
| Less than 300 | 3.0 | 3.9 | 3.7 | 3.2 | 3.2 | — | 0.4 |
| 300–999 | 0.6 | 1.8 | 2.4 | 2.1 | 1.1 | 0.6 | 0.4 |
| 1,000 or more | 0.5 | 2.5 | 3.3 | 3.3 | 2.8 | 1.9 | 0.9 |
| Locale | | | | | | | |
| City | — | 2.9 | 3.2 | 3.7 | 1.0 | 1.0 | 0.5 |
| Urban fringe | 1.2 | 2.8 | 3.6 | 3.6 | 1.5 | 0.8 | — |
| Town | 1.5 | 3.6 | 3.7 | 2.7 | 2.8 | 0.8 | 0.8 |
| Rural | 2.4 | 3.4 | 3.8 | 2.8 | 3.0 | 1.0 | — |
| Region | | | | | | | |
| Northeast | 1.2 | 4.0 | 3.9 | 3.9 | 1.2 | 0.5 | — |
| Southeast | 0.9 | 2.8 | 3.9 | 2.8 | 2.4 | 1.4 | 0.7 |
| Central | 1.5 | 3.3 | 3.2 | 2.6 | 2.4 | 0.3 | 0.3 |
| West | 1.8 | 3.9 | 3.8 | 2.9 | 2.4 | 0.9 | 0.7 |
| Percent minority enrollment | | | | | | | |
| Less than 5 percent | 2.3 | 3.3 | 3.6 | 2.6 | 2.4 | — | † |
| 5–19 percent | 1.1 | 3.2 | 3.9 | 3.0 | 2.6 | 0.7 | — |
| 20–49 percent | 0.9 | 3.9 | 4.0 | 3.2 | 2.5 | 1.2 | — |
| 50 percent or more | 1.6 | 3.2 | 4.1 | 3.8 | 2.1 | 1.3 | 1.2 |
| Percent of students eligible for free or reduced-price school lunch | | | | | | | |
| Less than 20 percent | 2.4 | 3.5 | 3.6 | 2.7 | 2.2 | 0.5 | † |
| 20–34 percent | 0.5 | 3.6 | 4.6 | 3.5 | 3.0 | 0.8 | — |
| 35–49 percent | 2.1 | 3.2 | 5.0 | 3.0 | 3.0 | 1.3 | — |
| 70–74 percent | 1.9 | 4.0 | 4.4 | 3.9 | 2.9 | 0.8 | 0.4 |
| 75 percent or more | 1.7 | 4.5 | 5.1 | 5.0 | 2.2 | 1.6 | 1.5 |

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A10—Standard errors for table A4: Percentage of public schools reporting that various levels of police or other law enforcement representatives were present during a typical week, by selected school characteristics: 1996–97

| School characteristics | Police or other law enforcement representatives | | | | |
|---------------------------------------------------------------------|-------------------------------------------------|-------------|-----------|--------------------------------------------------------------|-----------------------------------------|
| | Stationed at school | | | Not stationed during a typical week, but available as needed | None stationed at school during 1996–97 |
| | 30 hours or more | 10–29 hours | 1–9 hours | | |
| All public schools | 0.4 | 0.3 | 0.4 | 1.0 | 1.1 |
| Instructional level | | | | | |
| Elementary school | 0.5 | 0.4 | 0.6 | 1.4 | 1.5 |
| Middle school | 1.3 | 0.8 | 1.1 | 1.9 | 2.4 |
| High school | 1.6 | 0.7 | 1.0 | 2.1 | 2.9 |
| School enrollment | | | | | |
| Less than 300 | 0.4 | — | 0.5 | 2.4 | 2.8 |
| 300–999 | 0.6 | 0.4 | 0.6 | 1.2 | 1.3 |
| 1,000 or more | 2.6 | 1.4 | 1.2 | 2.0 | 3.2 |
| Locale | | | | | |
| City | 1.4 | 1.2 | 0.8 | 2.9 | 3.1 |
| Urban fringe | 1.0 | 0.2 | 0.6 | 1.9 | 2.2 |
| Town | 0.9 | 0.5 | 1.1 | 1.6 | 1.9 |
| Rural | 0.5 | — | 0.8 | 2.3 | 2.5 |
| Region | | | | | |
| Northeast | 1.6 | — | 0.9 | 2.0 | 2.5 |
| Southeast | 1.1 | 0.8 | 0.8 | 2.1 | 2.5 |
| Central | 0.8 | 0.8 | 0.8 | 1.9 | 2.1 |
| West | 0.9 | 0.5 | 0.8 | 2.1 | 2.6 |
| Percent minority enrollment | | | | | |
| Less than 5 percent | 0.3 | 0.3 | 0.8 | 1.7 | 1.8 |
| 5–19 percent | 0.9 | 0.3 | 0.8 | 1.8 | 2.3 |
| 20–49 percent | 0.9 | 0.4 | 0.8 | 2.7 | 3.2 |
| 50 percent or more | 1.7 | 1.3 | 0.9 | 2.6 | 3.1 |
| Percent of students eligible for free or reduced-price school lunch | | | | | |
| Less than 20 percent | 0.8 | 0.5 | 1.0 | 1.8 | 2.2 |
| 20–34 percent | 1.0 | 0.5 | 0.7 | 1.9 | 2.3 |
| 35–49 percent | 1.2 | — | 1.1 | 2.9 | 3.3 |
| 70–74 percent | 1.2 | 0.9 | 0.4 | 2.6 | 3.2 |
| 75 percent or more | 2.0 | 1.3 | 1.4 | 3.7 | 4.4 |

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A11—Standard errors for table A5: Percentage of public schools reporting formal school violence prevention or reduction programs or efforts, by selected school characteristics: 1996–97

| School characteristics | Percent of schools with: | | | |
|---------------------------------------------------------------------|--------------------------|---------------------|-----------------------|---------------------------------|
| | Any programs | Only 1-day programs | Only ongoing programs | Both 1-day and ongoing programs |
| All public schools | 1.5 | 1.2 | 1.6 | 1.4 |
| Instructional level | | | | |
| Elementary school | 2.3 | 1.6 | 2.5 | 2.5 |
| Middle school | 2.0 | 1.5 | 1.9 | 2.8 |
| High school | 2.2 | 2.4 | 1.8 | 2.1 |
| School enrollment | | | | |
| Less than 300 | 4.2 | 3.0 | 4.0 | 4.0 |
| 300–999 | 1.6 | 1.2 | 1.9 | 1.8 |
| 1,000 or more | 2.8 | 1.5 | 2.5 | 3.7 |
| Locale | | | | |
| City | 2.6 | 1.4 | 3.3 | 3.6 |
| Urban fringe | 3.0 | 1.3 | 3.1 | 3.3 |
| Town | 3.5 | 2.3 | 3.1 | 3.1 |
| Rural | 3.2 | 3.2 | 2.9 | 3.3 |
| Region | | | | |
| Northeast | 4.4 | 2.3 | 4.0 | 4.1 |
| Southeast | 2.5 | 2.8 | 3.4 | 3.7 |
| Central | 3.3 | 1.7 | 2.7 | 3.6 |
| West | 2.8 | 2.3 | 2.5 | 2.8 |
| Percent minority enrollment | | | | |
| Less than 5 percent | 3.7 | 2.0 | 2.8 | 3.6 |
| 5–19 percent | 3.5 | 1.9 | 2.5 | 3.1 |
| 20–49 percent | 2.7 | 2.6 | 3.7 | 3.7 |
| 50 percent or more | 2.7 | 2.5 | 3.0 | 3.4 |
| Percent of students eligible for free or reduced-price school lunch | | | | |
| Less than 20 percent | 3.0 | 1.5 | 2.9 | 3.4 |
| 20–34 percent | 3.0 | 2.0 | 3.7 | 3.9 |
| 35–49 percent | 4.2 | 3.5 | 4.6 | 3.8 |
| 70–74 percent | 3.6 | 3.2 | 3.8 | 3.9 |
| 75 percent or more | 3.4 | 3.8 | 4.3 | 4.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinary Survey on School Violence," FRSS 63, 1997.

Table A12—Standard errors for table A6: Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97

| Infraction | Total number of schools taking one or more of these specified actions | Percent of schools taking one or more of these specified actions | Total number of these specified actions taken | Number of actions taken | | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------|-------------------------|----------------------------------------------|--------------------------------------------------|
| | | | | Expulsions | Transfers to alternative schools or programs | Out-of-school suspensions lasting 5 or more days |
| Possession or use of a firearm | 480.6 | 0.6 | 3,778.2 | 1,094 | 1,139 | 2,495 |
| Possession or use of a weapon other than a firearm | 969.1 | 1.3 | 3,781.8 | 1,091 | 1,304 | 2,714 |
| Possession, distribution, or use of alcohol or drugs, including tobacco | 782.7 | 1.0 | 8,734.6 | 2,767 | 4,129 | 6,234 |
| Physical attacks or fights | 1,081.4 | 1.4 | 15,964.2 | 5,537 | 8,125 | 12,087 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

APPENDIX B. TECHNICAL NOTES

General Information

The information presented in this report was obtained from many data sources, including databases from the National Center for Education Statistics (NCES), the Centers for Disease Control and Prevention (CDC), the Bureau of Justice Statistics (BJS), and the Survey Research Center (SRC) of the University of Michigan. While some of the data were collected from universe surveys, most were gathered by sample surveys. Some questions from different surveys may appear the same, but they were actually asked of different populations of students (e.g., high school seniors or students in grades 9 through 12); in different years; about experiences that occurred within different periods of times (e.g., in the past 4 weeks or during the past 12 months); and at different locations (e.g., in school or at home). Readers of this report should take particular care when comparing data from the different data sources. Because of the variation in collection procedures, timing, phrasing of questions, and so forth, the results from the different sources may not be strictly comparable. After introducing the data sources used for this report, the next section discusses the accuracy of estimates and describes the statistical procedures used.

Sources of Data

Table B1 presents some key information for each of the data sets used in the report, including the survey year, target population, response rates, and sample sizes. The remainder of the section briefly describes each data set and provides directions for obtaining more information. The exact wording of the interview questions used to construct the indicators are presented in table B2.

National Household Education Survey (NHES)

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics that provides descriptive data on the condition of education in the United States. It has been conducted in 1991, 1993, 1995, and 1996. For each year, the survey covered two substantive components addressing education-related topics. One topic that the 1993 survey focused on was school safety and discipline, covering information on the school learning environment, discipline policy, safety at school, victimization, availability and use of alcohol/drugs, and alcohol/drug education.

Table B1—Descriptions of data sources and samples used in the report

| Data source | Target population | Year of survey | Response rate (%) | Sample size |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------|--------------------------------|
| National Household Education Survey (NCES) | A nationally representative sample of students enrolled in grades 6 through 12 in public and private schools at the time of the interview. | 1993 | 68 ^{1,2} | 6,504 |
| Schools and Staffing Survey (NCES) | A nationally representative sample of public and private school teachers from grades K through 12. | 1993–1994 | 84 (public) ¹ 73 (private) ¹ | 47,105 8,372 |
| Youth Risk Behavior Survey (CDC) | A nationally representative sample of students enrolled in grades 9 through 12 in public and private schools at the time of the survey. | 1993 1995 1997 | 70 ³ 60 ^{3,5} 69 ^{3,5} | 16,296 10,904 16,262 |
| FRSS Principal/School Disciplinary Survey (NCES) | A nationally representative sample of regular public elementary, middle, and secondary schools. | 1996–1997 | 89 ¹ | 1,234 |
| National Crime Victimization Survey (BJS) | A nationally representative sample of individuals 12 years of age and older living in households and group quarters. | 1992–1996 (Annual) | About 86 ³ | About 90,000 |
| School Crime Supplement (BJS/NCES) | A nationally representative sample of students ages 12 through 19 enrolled in public and private schools during the 6 months prior to the interview. | 1989 1995 | 83 ³ 74 ³ | 10,449 9,954 |
| Monitoring the Future (SRC, University of Michigan) | A nationally representative sample of high school seniors who were enrolled in school at the time of the survey. | 1976–1996 (Annual) | 46–67 ^{1,5} | 15,483– 18,924 ⁴ |
| Data on school-associated violent deaths, from S. P. Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994," <i>Journal of the American Medical Association</i> 275 (22) (1996): 1729–1733. | Any homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States from July 1, 1992 to June 30, 1994. | 1992–1994 | — | |

— Not applicable.

¹ Weighted response rate.

² Bias analyses by NCES found that estimates from this survey are not substantially affected by differential nonresponse.

³ Unweighted response rate.

⁴ This is the total sample of 12th-grade students. These students were divided into six subsamples, and each subsample was administered a different form of the questionnaire.

⁵ The response rates for these surveys do not meet the NCES standard of 70 percent for the total response rate, and an analysis of the bias caused by nonresponse has not been conducted by NCES. As a result, readers should use caution when interpreting the results from these surveys.

Unlike traditional student- or school-based data collections, the NHES collected data from households. The data collection involved a three-stage process. First, using random digit dialing (RDD) telephone survey methods, a representative sample of households in the 50 states and the District of Columbia was selected. Within these households, individuals who met predetermined criteria were then screened. Finally, eligible persons were given detailed or extended interviews by computer-assisted telephone interview (CATI) procedures. Two groups of individuals completed interviews for the School Safety and Discipline component of NHES:93: 12,680 parents of children enrolled in grades 3 through 12, and 6,504 students enrolled in grades 6 through 12. This report focuses only on the responses of students in grades 6 through 12; the overall weighted student response rate was 68 percent. The item nonresponse rate was generally low, and items with missing data were imputed. As a result, no missing data remain in the data set. For additional information about the School Safety and Discipline component of NHES:93, refer to J.M. Brick, M. Collins, M.J. Nolin, P. Ha, M. Levinsohn, and K. Chandler, 1994, *National Household Education Survey of 1993, School Safety and Discipline Data File User's Manual* (NCES 94-193), or contact:

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Schools and Staffing Survey (SASS)

This report draws upon data on teacher victimization from the 1993–94 Schools and Staffing Survey (SASS:93–94), which provides national- and state-level data on public and private schools, principals, school districts, and teachers. The 1993–94 survey was the third in a series of cross-sectional school-focused surveys, following ones conducted in 1990–91 and 1987–88. It consisted of four sets of linked questionnaires, including surveys of schools, the principals of each selected school, a subsample of teachers within each school, and public school districts. Data were collected by multistage sampling. Stratified by state, control, type, association membership, and grade level (for private schools), schools were sampled first. Approximately 9,900 public schools and 3,300 private schools were selected to participate in the 1993–94 SASS. Within each school, teachers were further stratified into one of five teacher types in the following hierarchy: 1) Asian or Pacific Islander; 2) American Indian, Aleut, or Eskimo;

3) bilingual/ESL; 4) new teachers; and 5) experienced teachers. Within each teacher stratum, teachers were selected systematically with equal probability. Approximately 56,700 public school teachers and 11,500 private school teachers were sampled.

This report focuses on teachers' responses. The overall weighted response rates were 84 percent for public school teachers and 73 percent for private school teachers. In the Public School Teacher Questionnaire, 91 percent of the items had a response rate of 90 percent or more, and in the Private School Teacher Questionnaire, 89 percent of the items had this level of response. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS, refer to R. Arbramson, C. Cole, S. Fondelier, B. Jackson, R. Parmer, and S. Kaufman, 1996, *1993-94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96-089), or contact:

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***National School-Based
Youth Risk Behavior
Survey (YRBS)***

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

The YRBS used a three-stage cluster sampling design to produce a nationally representative sample of 9th- through 12th-grade students in the United States. The target population consisted of all public and private school students in grades 9 through 12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of black and Hispanic students in the PSU. These PSUs are either large counties or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size. Schools with substantial numbers of black and Hispanic students were sampled at relatively higher rates than all other schools. The final stage of sampling consisted of randomly selecting

within each chosen school at each grade 9 through 12 one or two intact classes of a required subject, such as English or social studies. All students in selected classes were eligible to participate. Approximately 16,300, 10,900, and 16,300 students were selected to participate in the 1993 survey, the 1995 survey, and the 1997 survey, respectively.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, and 69 percent for the 1997 survey. The weights were developed to adjust for nonresponse and the oversampling of black and Hispanic students in the sample. The final weights were normalized so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections. For additional information about the YRBS, contact:

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National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention, Mailstop K-33
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Atlanta, Georgia 30341
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***Fast Response Survey
System:
Principal/School
Disciplinarian Survey
on School Violence***

The Principal/School Disciplinarian Survey was conducted through the NCES Fast Response Survey System (FRSS) during the spring and summer of 1997. Generally, the FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short time frame. The FRSS Principal/School Disciplinarian Survey focused on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sample of public schools was selected from the 1993–94 NCES Common Core of Data (CCD) Public School Universe File. The sample was stratified by instructional level, locale, and school size. Within the primary strata, schools were also sorted by geographic region and by percent minority enrollment. The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the size of enrollment of schools in the stratum. A total of 1,415 schools were selected. Among them, 11 schools were found no longer to be in existence, and 1,234 schools completed the survey. In April 1997,

questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. The raw response rate was 88 percent (1,234 schools divided by the 1,404 eligible schools in the sample). The weighted overall response rate was 89 percent, and item nonresponse rates ranged from 0 percent to 0.9 percent. The weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 1996–97 school year. For more information about the FRSS: Principal/School Disciplinarian Survey on School Violence, contact:

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**National Crime
Victimization Survey
(NCVS)**

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

The NCVS sample consists of about 55,000 households, selected using a stratified, multi-stage cluster design. In the first stage, the primary sampling units (PSU's), consisting of counties or groups of counties, are selected. In the second stage, smaller areas, called Enumeration Districts (ED's) were selected from each sampled PSU. Finally, from selected ED's, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for housing units constructed after the decennial Census. Within each sampled household, Census Bureau personnel interviewed all household members ages 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview. About 90,000 persons ages 12 and older are interviewed each 6 months. Households remain in sample for 3 years and are interviewed 7 times at 6-month intervals. The initial interview at each sample unit is used only

to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. After their seventh interview households are replaced by new sample households. The NCVS has consistently obtained a response rate of about 95 percent at the household level. During the study period, the completion rates for persons within households were about 91 percent. Thus, final response rates were about 86 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey was conducted in 1989 and 1995 to collect additional information about school-related victimizations on a national level. The survey was designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels so that they can make informed decisions concerning crime in schools. The SCS asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, or on the way to or from school. Additional questions not included in the NCVS were also added to the SCS, such as those concerning preventive measures used by the school, students' participation in afterschool activities, students' perceptions of school rules, the presence of weapons and street gangs in school, and the availability of drugs and alcohol in school, as well as attitudinal questions relating to fear of victimization in school.

In both 1989 and 1995, the SCS was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the sampling design). Within these households, the eligible respondents for the SCS were those household members who were between the ages of 12 and 19, had attended school at any time during the 6 months preceding the interview, and were enrolled in a school that would help them advance toward eventually receiving a high school diploma. These persons were asked the supplemental questions in the SCS only after completing their entire NCVS interview. A total of 10,449 students participated in the 1989

SCS, and 9,954 in the 1995 SCS. In the 1989 and 1995 SCS, the household completion rates were 97 percent and 95 percent, respectively, and the student completion rates were 86 percent and 78 percent, respectively. Thus, the overall SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 83 percent in 1989 and 74 percent in 1995. Response rates for most survey items were high—mostly over 95 percent of all eligible respondents. The weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the 12- to 19-year-old student population who were enrolled in schools in 1989 and 1995. For more information about SCS, contact:

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Monitoring the Future (MTF)

Monitoring the Future (MTF): A Continuing Study of American Youth is an annual, ongoing survey conducted by the University of Michigan's Institute for Social Research to study changes in important values, behaviors, and lifestyle orientations of contemporary American youth. During the spring of each year beginning with the class of 1975, a large, nationally representative sample of high school seniors in the United States has been selected. The selected students are first administered the core questionnaire on drug use and demographics, and then randomly divided into six subgroups, each receiving one form of the questionnaire with a different subset of questions, addressing such topics as their attitudes toward education, social problems, occupational aims, marital and family plans, or deviant behavior and victimization.

The sample selection involves three stages. The first stage selects geographic areas or primary sampling units (PSUs). These PSUs are developed by the Sampling Section of the Survey Research Center for use in the Center's nationwide interview studies. In the second stage, schools within PSUs are selected with a probability proportionate to the size of their senior class. In the third stage, up to about 400 seniors within each selected school are sampled. Each year, about 130 schools participate in the survey, and from these schools, about 16,000 high school seniors complete questionnaires. These students are divided into six subsamples consisting of an average of 2,700 respondents, and each subsample is administered a different form of the questionnaire. Since the inception of the study, the participation rate among schools has been between 60

and 80 percent, and the student response rate has been between 77 and 86 percent. For more information about Monitoring the Future, contact:

Survey Research Center
Institute for Social Research
The University of Michigan
Ann Arbor, MI 48109

**Data Source for
School-Associated
Violent Deaths**

This report draws upon data concerning school-associated violent deaths from an article entitled "School-Associated Violent Deaths in the United States, 1992 to 1994," published in the *Journal of the American Medical Association* in 1996.⁵ Using a descriptive case study methodology, the study was the first nationwide investigation of violent deaths associated with schools conducted in the United States. A "school-associated violent death" was defined as a homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular class sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. The cases included the deaths of students and staff members as well as nonstudents. The investigation focused on deaths that occurred from July 1, 1992 through June 30, 1994.

A total of 105 school-associated violent deaths were identified by the following sequential procedures: 1) tracking fatalities through a newspaper clipping service and informal voluntary reports from state and local education officers; 2) searching two computerized newspaper and broadcast media databases; 3) interviewing local press, law enforcement officers, or school officials who were familiar with each case; and 4) once cases were identified, obtaining further information about the deaths from official sources.

⁵ For detailed information about how the data were collected and analyzed, see S.P. Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association* 275 (22) (1996): 1729-1733.

Table B2—Wording of survey questions used to construct indicators

| Survey | Questions | Response Categories |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Nonfatal Student Victimization National Crime Victimization Survey | <ul style="list-style-type: none"> • (During the last 6 months) Was something belonging to you stolen, such as Things that you carry, like luggage, a wallet, purse, briefcase, book? Bicycle or sports equipment? Or did anyone attempt to steal anything belonging to you? | Yes / No; if Yes, then actual number of times |
| | <ul style="list-style-type: none"> • (Other than any incidents already mentioned.) Since _____, 19__ were you attacked or threatened or did you have something stolen from you At work or school? Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places? | Yes / No; if Yes, then actual number of times |
| | <ul style="list-style-type: none"> • (Other than any incidents already mentioned.) Has anyone attacked or threatened you in any of the following ways: With any weapon, for instance, a gun or knife? With anything like a baseball bat, frying pan, scissors, or stick? By something thrown, such as a rock or bottle? Include any grabbing, punching, or choking? Any rape, attempted rape or other type of sexual attack? Any face to face threats? Or any attack or threat or use of force by anyone at all? (Please mention it even if you are not certain it was a crime) | Yes / No; if Yes, then actual number of times |
| | <ul style="list-style-type: none"> • People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned.) Did you have something stolen from you or were you attacked or threatened by someone at work or school? | Yes / No; if Yes, then actual number of times |
| | <ul style="list-style-type: none"> • Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned.) Have you been forced or coerced to engage in unwanted sexual activity by: Someone you didn't know before? A casual acquaintance? Someone you know well? | Yes / No; if Yes, then actual number of times |

School Crime Supplement

- During the past six months, did anyone take money or things directly from you by force, weapon, or threats at school?
- During the past six months, did anyone steal something from your desk, locker, or some other place at school (other than incidents just mentioned)?
- Did anyone physically attack you at school during the past six months (other than the incidents just mentioned)?
- The next questions are about some things which may have happened to you while you were at school (inside or outside or in a school bus). During the last 12 months, how often ...
 - Has something of yours (worth under \$50) been stolen?
 - Has something of yours (worth over \$50) been stolen?
 - Has someone deliberately damaged your property (your car, clothing, etc.)?
 - Has someone injured you with a weapon (like a knife, gun, or club)?
 - Has someone threatened you with a weapon, but not actually injured you?
 - Has someone injured you on purpose without using a weapon?
 - Has an unarmed person threatened you with injury, but not actually injured you?

Yes / No

Yes / No

Yes / No

Not at all / Once /
Twice / 3 or 4 times /
5 or more times

Monitoring the Future

National Household Education Survey

- Did any incidents of bullying happen to you this school year?

Yes / No

Violence and Crime at School

FRSS Principal/School
Disciplinary Survey

- During the 1996–97 school year, how many incidents involving each type of the following crimes or offenses have occurred at your school? Only include incidents in which police or other law enforcement representatives were contacted.

Actual number of
incidents in which
police or other law en-
forcement representatives
were contacted

Murder

Rape or other type of sexual battery

Suicide

Physical attack or fight with a weapon

Physical attack or fight without a weapon

Robbery

Theft/larceny

Vandalism

Nonfatal Teacher Victimization

National Crime Victimization Survey

- (See items under Nonfatal Student Victimization).

Schools and Staffing Survey

- Has a student (from this school) threatened to injure you in the past 12 months?
- Has a student (from this school) physically attacked you in the past 12 months?

Yes / No
Yes / No

School Environment

Monitoring the Future

- During the last four weeks, on how many days (if any) were you carrying a weapon such as a gun, knife, or club to school?

0 day / 1 day / 2 days / 3-5 days / 6-9 days / 10 or more days

- During the last four weeks, on how many days (if any) did you carry a gun to school?

0 day / 1 day / 2 days / 3-5 days / 6-9 days / 10 or more days

Youth Risk Behavior Survey

- During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

0 day / 1 day / 2-3 days / 4-5 days / 6 or more days

School Crime Supplement

- How often are you afraid that someone will attack or harm you at school?

Never / Almost never / Sometimes / Most of time

- How often are you afraid that someone will attack or harm you on the way to and from school?

Never / Almost never / Sometimes / Most of time

- Did you stay away from any of the following places because you thought someone might attack or harm you there?

- The entrance into the school
- Any hallways or stairs in school
- Parts of the school cafeteria
- Any school rest rooms
- Other places inside the school building

Yes / No

- Are there any street gangs at your school?

Yes / No / Don't Know

FRSS Principal/School
Disciplinarian Survey

• Circle the number indicating to what extent, if any, each of the following has been a problem in your school during the 1996–97 school year.

- Student tardiness
- Student absenteeism/class cutting
- Physical conflicts among students
- Robbery or theft of items over \$10
- Vandalism of school property
- Student alcohol use
- Student drug use
- Sale of drugs on school grounds
- Student tobacco use
- Student possession of weapons
- Trespassing
- Verbal abuse of teachers
- Physical abuse of teachers
- Teacher absenteeism
- Teacher alcohol or drug use
- Racial tensions
- Gangs

Serious / Moderate /
Minor / Not a problem

Monitoring the Future.

• When you used alcohol during the last year, how often did you use it in each of the following situations?

- At a party
- At your home (or apartment or dorm)
- At school

Not at all / A few of the times /
Some of the times / Most of
the times / Every time

• When you used marijuana or hashish during the last year, how often did you use it in each of the following situations?

- At a party
- At your home (or apartment or dorm)
- At school

Not at all / A few of the times /
Some of the times / Most of
the times / Every time

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • When you used LSD during the last year, how often did you use it in each of the following situations? At a party At your home (or apartment or dorm) At school | <p>Not at all / A few of the times / Some of the times / Most of the times / Every time</p> |
| <ul style="list-style-type: none"> • When you used amphetamines during the last year, how often did you use it in each of the following situations? At a party At your home (or apartment or dorm) At school | <p>Not at all / A few of the times / Some of the times / Most of the times / Every time</p> |
| <ul style="list-style-type: none"> • When you used tranquilizers during the last year, how often did you use it in each of the following situations? At a party At your home (or apartment or dorm) At school | <p>Not at all / A few of the times / Some of the times / Most of the times / Every time</p> |
| <ul style="list-style-type: none"> • When you used cocaine during the last year, how often did you use it in each of the following situations? At a party At your home (or apartment or dorm) At school | <p>Not at all / A few of the times / Some of the times / Most of the times / Every time</p> |
| <ul style="list-style-type: none"> • When you used narcotics other than heroin during the last year, how often did you use it in each of the following situations? At a party At your home (or apartment or dorm) At school | <p>Not at all / A few of the times / Some of the times / Most of the times / Every time</p> |

Accuracy of Estimates

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

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

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. In these sampling designs, data were collected through stratification, clustering, unequal selection probabilities, or multistage sampling. These features of the sampling usually result in estimated statistics that are more variable (that is, have larger standard errors) than they would have been if they had been based on data from a simple random sample of the same size. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report. Table B3 lists the various methods used to compute standard errors for different data sets.

Standard error calculation for data from the National Crime Victimization Survey, the School Crime Supplement, and Monitoring the Future relied on a different

procedure. For statistics based on the NCVS and the SCS data, standard errors were derived from a formula developed by the Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The formulas used to compute the adjusted standard errors associated with percentages or population counts can be found in table B3.

For the statistics based on the Monitoring the Future data, their standard errors were derived from the published tables of confidence intervals in appendix A (pp. 313–322) of *Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1995*, by Lloyd D. Johnston, Jerald G. Bachman, and Patrick M. O'Malley, Survey Research Center, Institute for Social Research, the University of Michigan, 1997. Generally, the table entries, when added to and subtracted from the observed percentage, establish the 95 percent confidence interval. The appendix presents specific guidelines for using the tables of confidence intervals and conducting statistical tests for the difference between two percentages.

Table B3—Methods used to calculate standard errors of statistics for different surveys

| Survey | Year | Method of calculation | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|---|---|------|-------------|-------|-------|------|-------------|-------|-------|------|-------------|-------|-------|------|-------------|-------|-------|------|-------------|-------|-------|---------------------------------|-------------|-------|-------|
| National Crime Victimization Survey | 1992 to 1996 | <p>Standard errors of crime level data and aggregated crime rates per 1,000 persons were calculated using three generalized variance function (gvf) constant parameters (denoted as a, b, and c) and formulas published in Appendix II, 144–148) of <i>Criminal Victimization in the United States, 1994</i>, Bureau of Justice Statistics, May 1997, NCJ-162126.</p> <p>The formula used to calculate standard errors of crime level data (x) is: $\sqrt{ax^2 + bx + cx^2}$, where x is the estimated number of personal crimes of interest, and a, b, and c are gvf constant parameters.</p> <p>The formula used to calculate standard errors of aggregated crime rates per 1,000 persons (r) is: $\sqrt{br(1000-r)/y + cr(\sqrt{1000r}-r)/\sqrt{y}}$, where r is the aggregate crime rate (i.e., 1000 * total crimes / total population), y is the aggregated base population, and a, b, and c are gvf constant parameters.</p> <p>Three gvf constant parameters associated with a specific year are:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1992</td> <td>-0.00015053</td> <td>5,470</td> <td>4.332</td> </tr> <tr> <td>1993</td> <td>-0.00007899</td> <td>2,870</td> <td>2.273</td> </tr> <tr> <td>1994</td> <td>-0.00006269</td> <td>2,278</td> <td>1.804</td> </tr> <tr> <td>1995</td> <td>-0.00006269</td> <td>2,278</td> <td>1.804</td> </tr> <tr> <td>1996</td> <td>-0.00006543</td> <td>2,378</td> <td>1.883</td> </tr> <tr> <td>Aggregated data from 1992 to 96</td> <td>-0.00002739</td> <td>4,976</td> <td>1.762</td> </tr> </tbody> </table> | Year | a | b | c | 1992 | -0.00015053 | 5,470 | 4.332 | 1993 | -0.00007899 | 2,870 | 2.273 | 1994 | -0.00006269 | 2,278 | 1.804 | 1995 | -0.00006269 | 2,278 | 1.804 | 1996 | -0.00006543 | 2,378 | 1.883 | Aggregated data from 1992 to 96 | -0.00002739 | 4,976 | 1.762 |
| Year | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1992 | -0.00015053 | 5,470 | 4.332 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1993 | -0.00007899 | 2,870 | 2.273 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1994 | -0.00006269 | 2,278 | 1.804 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1995 | -0.00006269 | 2,278 | 1.804 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1996 | -0.00006543 | 2,378 | 1.883 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aggregated data from 1992 to 96 | -0.00002739 | 4,976 | 1.762 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Crime Supplement | 1989 and 1995 | <p>Standard errors of percentage and population counts were calculated using three generalized variance function (gvf) constant parameters (denoted as a, b, and c) and formulas drawn from <i>Students' Reports of School Crime: 1989 and 1995</i> (p. 26), March 1998, NCES 98-241.</p> <p>The formula used to calculate standard errors for percentages (p) is: $\sqrt{bp(1-p)/y + cp(\sqrt{p}-p)/\sqrt{y}}$, where p is the percentage or interest expressed as a proportion, y is the size of the population to which the percent applies, and b and c are gvf constant parameters. After the standard error is estimated, multiply it by 100 to make it applicable to the percentage.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Survey | Year | Method of calculation | | | | | | | | | | | | |
|-------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|---|---|------|------------|-------|-------|------|------------|-------|-------|
| | | <p>The formula used to calculate standard errors of population counts (x) is: $\sqrt{ax^2 + bx + cx^2}$, where x is the estimated number of students who experienced a given event, and a, b, c are gvf constant parameters.</p> <p>Three gvf constant parameters associated with a specific year are:</p> <table> <thead> <tr> <th>Year</th> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1989</td> <td>0.00001559</td> <td>3,108</td> <td>0.000</td> </tr> <tr> <td>1995</td> <td>0.00006269</td> <td>2,278</td> <td>1.804</td> </tr> </tbody> </table> | Year | a | b | c | 1989 | 0.00001559 | 3,108 | 0.000 | 1995 | 0.00006269 | 2,278 | 1.804 |
| Year | a | b | c | | | | | | | | | | | |
| 1989 | 0.00001559 | 3,108 | 0.000 | | | | | | | | | | | |
| 1995 | 0.00006269 | 2,278 | 1.804 | | | | | | | | | | | |
| National Household Education Survey | 1993 | Balance repeated replication method using replicate weights available from the data set. | | | | | | | | | | | | |
| Monitoring the Future | 1976 to 1996 | Derived from the published tables of confidence intervals in appendix A (pp. 313–322) of <i>Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1995</i> , by Lloyd D. Johnston, Jerald G. Bachman, and Patrick M. O'Malley, Survey Research Center, Institute for Social Research, University of Michigan, 1997. | | | | | | | | | | | | |
| Schools and Staffing Survey | 1993–1994 | Balance repeated replication method using replicate weights available from the data set. | | | | | | | | | | | | |
| FRSS Principal/School Disciplinary Survey | 1997 | Balance repeated replication method using replicate weights available from the data set. | | | | | | | | | | | | |
| Youth Risk Behavior Survey | 1993, 1995, and 1997 | Taylor series approximation method using PSU and strata variables available from the data set. | | | | | | | | | | | | |

Statistical Procedures

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

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

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

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

Once the t value was computed, it was compared with the published tables of values at certain critical levels, called *alpha levels*. For this report, an alpha value of 0.05 was used, which has a t value of 1.96. If the t value was larger than 1.96, then the difference between the two estimates was statistically significant at the 95 percent level.

When multiple comparisons between more than two groups were made, for example, between racial/ethnic groups, a Bonferroni adjustment to the significance level was used to ensure that the significance level for the tests as a group was at the .05 level. Generally, when multiple statistical comparisons are made, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha of .05, there is still a 5 percent chance of concluding that an observed t value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increase, the risk of making such an erroneous inference also increases. The Bonferroni procedure corrects the significance (or alpha) level for the total number of comparisons made within a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible comparisons (or nonredundant pairwise combinations), where K is the number of categories. The Bonferroni procedure divides the alpha level for a

single t test by the number of possible pairwise comparisons in order to produce a new alpha level that is corrected for the fact that multiple contrasts are being made. As a result, the t value for a certain alpha level (e.g., .05) increases, which makes it more difficult to claim that the difference observed is statistically significant.

Finally, a linear trend test was used when a statement describing a linear trend, rather than the differences between two discrete categories, was made. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (b) and its corresponding standard error (se). The ratio of these two (b/se) is the test statistic t . If t is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

APPENDIX C. GLOSSARY OF TERMS

General Terms

| | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Crime | Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property. |
| Incident | A specific criminal act or offense involving one or more victims and one or more offenders. |
| Prevalence | The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts. |
| School | An education institution consisting of one or more of grades K through 12. |
| School crime | Any criminal activity that is committed on school property. |
| School property | School buildings, school buses, school grounds, and places that are holding school-sponsored events, even though they are not officially on school grounds. |
| School year | The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. |

Specific Terms Used in Various Surveys

National Crime Victimization Survey

| | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aggravated assault | Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results. |
| Rape | Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). This category also includes incidents where the penetration is from a foreign object such as a bottle. |

| | |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Robbery | Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury. |
| Rural | A place not located inside the Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000. |
| Serious violent crime | Rape, sexual assault, robbery, or aggravated assault. |
| Sexual assault | A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats. |
| Simple assault | Attack without a weapon resulting either in no injury, minor injury, or in undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon. |
| Suburban | A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city. On the data tables, suburban areas are categorized as those portions of metropolitan areas situated "outside central cities." |
| Theft | Completed or attempted theft of property or cash without personal contact. |
| Victimization | A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident. |
| Victimization rate | A measure of the occurrence of victimizations among a specific population group. |
| Violent crime | Rape, sexual assault, robbery, or assault. |
| Urban | The largest city (or grouping of cities) in an MSA. |

School Crime Supplement

| | |
|-----------------------|----------------------------------------------------------------------------------------------|
| At school | In the school building, on the school grounds, or on a school bus. |
| Property crime | Theft of property from a student's desk, locker, or other locations at school. |
| Violent crime | Physical attacks or taking property from the student directly by force, weapons, or threats. |

National Household Education Survey

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At school | In the school, at school activities, or on the way to or from school. |
| Bully | Treat other persons abusively or affect others by means of force or coercion. For example, pick on others or make other students do things like give them money. |
| Rural | Places not classified as urban are rural. |
| Urban | An urban area in an urbanized area comprising a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 people. |
| Suburban | A suburban area is an urban area out of an urbanized area that includes incorporated or unincorporated places outside of an urbanized area with a minimum population of 2,500 people. |

Youth Risk Behavior Survey

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weapon | Any instrument or object used with the intent to threaten, injure, or kill. Examples of weapons appearing in the questionnaire include guns, knives, and clubs. |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

FRSS Principal/School Disciplinarian Survey

| | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At school | In school buildings, on school buses, on school grounds, or at places that hold school-sponsored events or activities, but are not officially on school grounds. |
| Central region | Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. |
| City | A central city of an MSA. |
| Elementary school | A school that has a low grade of 3 or less and a high grade of 1 through 8. |

| | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Free/reduced-price lunch | The percent of students enrolled in the school who are eligible for the federally funded free or reduced-price lunch program. |
| High school/combined | A school that has a low grade of 9 through 12 and a high grade of 10 through 12. Schools that do not precisely meet these qualifications are classified as “combined” and are included in the analyses with high schools. |
| Less serious or nonviolent crime | Physical attack or fight without a weapon, theft or larceny, or vandalism. |
| Minority enrollment | The percent of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaskan Native, Asian or Pacific Islander, black, or Hispanic, based on data in the 1993–94 Common Core of Data (CCD) file. |
| Middle school | A school that has a low grade of 4 through 9 and a high grade of 4 through 9. |
| Northeast region | Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. |
| Robbery | The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. |
| Physical attack or fight | An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. This category should be used only when the attack is serious enough to warrant calling the police or other law enforcement representative. |
| Rural | A place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census. |
| School enrollment | Total number of students enrolled as defined by CCD. |
| Serious violent crime | Murder, suicide, rape or sexual battery, physical attack or fight with a weapon, or robbery. |
| Sexual battery | An incident that includes rape, fondling, indecent liberties, child molestation, or sodomy. |
| Southeast region | Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. |

| | |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Theft or larceny | The unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. |
| Town | A place not within an MSA, but with a population greater than or equal to 2,500 and defined as urban by the U.S. Bureau of the Census. |
| Urban fringe | A place within an MSA of a central city, but not primarily its central city. |
| Vandalism | The damage or destruction of school property. |
| West region | Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming. |

Monitoring the Future

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alcoholic beverage | Drink (such as beer, wine, wine coolers, and liquor) that contains ethanol, which may intoxicate a person who uses it. |
| Cocaine | A bitter crystalline alkaloid obtained from coca leaves that is used illicitly for its euphoric effects and that may result in a compulsive psychological need. Cocaine can be taken in "crack" form, where a user inhales the fumes from smoking, heating, or burning it. |
| LSD | A psychedelic drug that induces psychotic symptoms similar to those of schizophrenia. LSD is sometimes called "acid." |
| Marijuana | Dried leaves and flowering tops of the female hemp plant that yield THC and are smoked in cigarettes for their intoxicating effect. Marijuana is sometimes called "grass," "pot," or "dope." |
| Tranquilizers | Drugs prescribed by doctors to calm people down, quiet their nerves, or relax their muscles. They include the following drugs: Librium, Valium, Miltown, Equanil, Meprobamate, Serax, Atarax, Tranxene, and Vistaril. |
| Weapon | Any instrument or object used with the intent to threaten, injure, or kill. Examples of weapons appearing in the questionnaire include guns, knives, and clubs. |

Schools and Staffing Survey

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Central city | A large central city (a central city of an MSA with population greater than or equal to 400,000, or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an MSA, but not designated as a large central city). |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Elementary school teachers

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

Rural or small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an MSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as nonurban by the U.S. Bureau of the Census).

Secondary school teachers

A secondary school teacher is one who, when asked for the grades taught, checked: 1) "ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; 2) 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; 3) 9th grade or higher, or 9th grade or higher and "ungraded"; 4) 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; 5) 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or 6) 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Urban fringe or large town

Urban fringe of a large or mid-size city (a place within an MSA of a mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an MSA, but with a population greater or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

S. Patrick Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994"

Homicide

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

**School-associated
violent death**

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

Suicide

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

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(Revised August 1998)

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258



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