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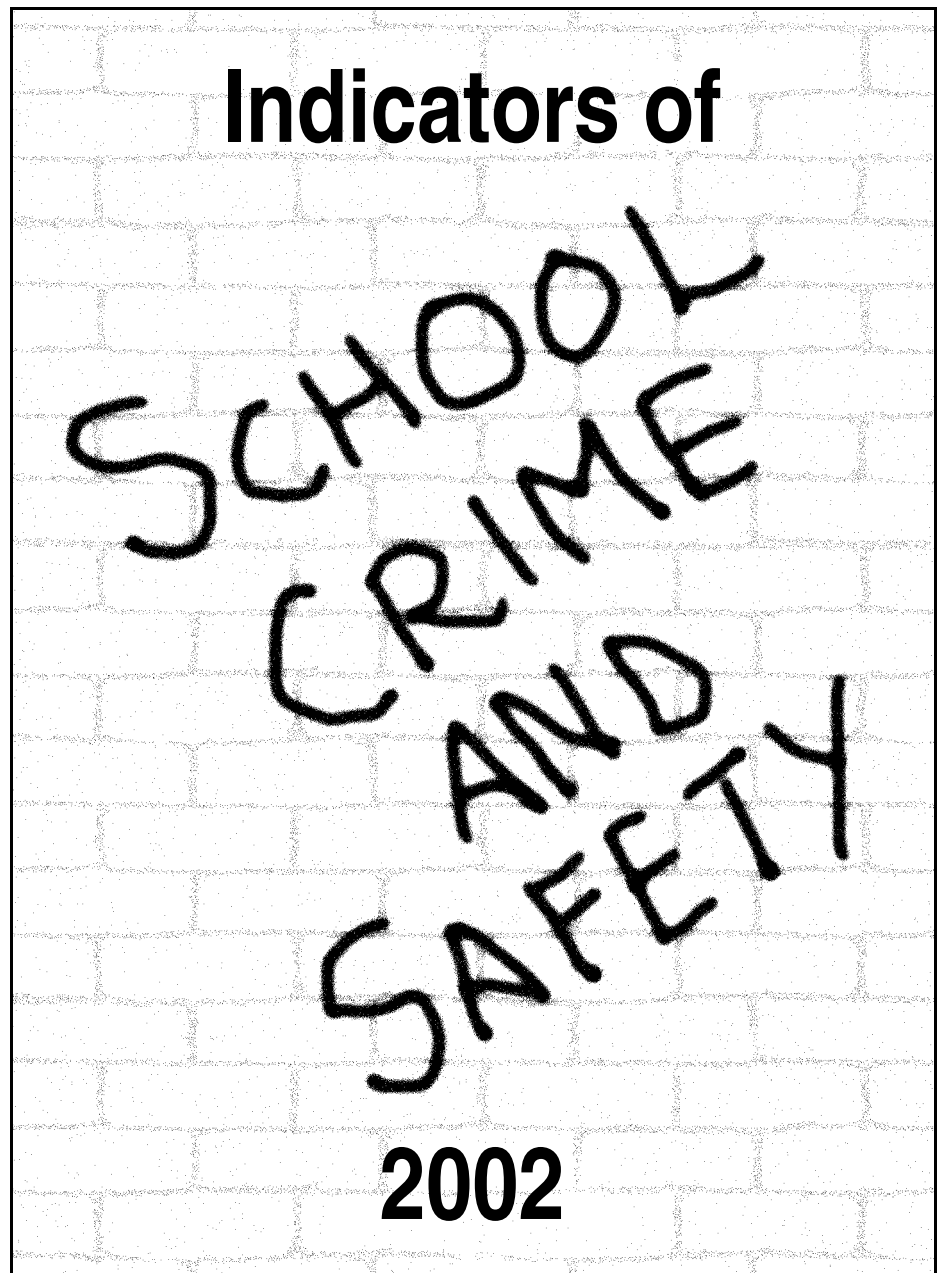
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**National Center for
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Indicators of School Crime and Safety: 2002

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FOREWORD

The safety of our students, teachers, and staff at our nation's schools continues to be an issue of paramount importance. While the most recent national indicators demonstrate that important gains have been made in recent years, crime and safety issues remain substantial problems in our nation's schools. Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school. Despite this decline, students ages 12 through 18 were victims of about 700,000 violent crimes and 1.2 million crimes of theft at school in the year 2000. Violence, theft, bullying, drugs, and firearms remain problems in many schools throughout the country indicating that more remains to be done to make our schools safer.

Accurate information about the nature, extent, and scope of the problem being addressed is essential in developing effective programs and policies. The information contained in this report is intended to serve as a foundation for policy-makers and practitioners in the development of effective programs and policies to prevent and cope with violence and crime in schools.

This is the fifth edition of Indicators of School Crime and Safety, a joint effort by the Bureau of Justice Statistics and the National Center for Education Statistics. The report provides detailed statistical information to inform the nation on the current nature of crime in schools. This edition of Indicators includes the most recent available data, including data from 2001.

The data in this report were compiled from a number of statistical series supported by the federal government. Sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the Bureau of Justice Statistics; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey, sponsored by the National Center for Education Statistics.

This report is available on the Internet in its entirety. The Bureau of Justice Statistics and the National Center for Education Statistics continue to work toward providing more timely and complete data on the issue of school-related violence and safety.

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EXECUTIVE SUMMARY

Schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers may have difficulty teaching and students may find their environment a difficult one in which to learn. Priorities set by schools, local authorities, and state and federal government have prompted the nation to focus on improving the safety of American schools. The effort toward providing safer schools requires establishing good indicators of the current state of school crime and safety, and periodically monitoring and updating these indicators. Student safety is of concern outside of school as well. In fact, as the data in this report show, a larger number of serious violent victimizations happen away from school than at school.¹ In 2000, students were more than twice as likely to be victims of serious violent crime away from school than at school (Indicator 2).²

In 2000, students ages 12 through 18 were victims of about 1.9 million total crimes of violence or theft at school (Indicator 2). In that same year, students in this age range were victims of about 128,000 serious violent crimes at school (i.e., rape, sexual assault, robbery, and aggravated assault). There were also 47 school-associated violent deaths in the United States between July 1, 1998 and June 30, 1999, including 38 homicides, 33 of which involved school-aged children (Indicator 1).

The total nonfatal victimization rate for students ages 12 through 18 generally declined between 1992 and 2000, from 144 per 1,000 students in 1992 to 72 per 1,000 students in 2000 (Indicator 2). The percentage of students being victimized at school also has declined over the last few years. Between 1995 and 2001, the percentage of students who reported being victims of crime at school decreased from 10 percent to 6 percent (Indicator 3). This decline was due in large part to the decrease in the percentage of students reporting being victims of theft at school, which declined from 7 percent in 1995 to 4 percent in 2001.

However, the prevalence of other problem behavior at school has increased. For example, in 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999 (Indicator 6).

¹These data are not adjusted by the number of hours that students spend on school property and the number of hours they spend elsewhere.

²For this indicator, "students" refers to persons 12 through 18 years of age regardless of whether they attended school during the survey reference period.

For some other types of crime at school, the prevalence has not changed. Between 1993 and 2001, the percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school property in the past 12 months remained relatively constant—between 7 and 9 percent (Indicator 4).

As the rates of criminal victimization in schools have declined or remained constant, students also seem to feel more secure at school now than just a few years ago. The percentage of students ages 12 through 18 who reported avoiding one or more places at school for their own safety decreased from 9 percent in 1995 to 5 percent in 1999 and 2001 (Indicator 13).

The data shown in this report present a mixed picture of school safety. While overall victimization rates have declined, more work needs to be done to address the issues related to school violence and safety.

ORGANIZATION OF THIS REPORT

This report, the fifth in a series of annual reports on school crime and safety from the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), presents the latest available data on school crime and student safety. The report repeats many indicators from the 2001 report and also provides updated data on fatal and nonfatal student victimization; nonfatal teacher victimization and threats against teachers; and student reports of being threatened or injured with a weapon at school, being in fights at school, and being bullied at school; and students' perceptions of personal safety. This report also includes updated data on students' reports of avoiding places at school, being called hate-related words, seeing hate-related graffiti, gangs at school, carrying weapons to school, using alcohol and marijuana, and drug availability on school property.

The report is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. It starts with the most serious violence. There are five sections to the report: Violent Deaths at School; Nonfatal Student Victimization—Student Reports; Violence and Crime at School—Public School Principal/Disciplinarian Reports; Nonfatal Teacher Victimization at School—Teacher Reports; and School Environment. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety.

Rather than relying on data from a large omnibus survey of school crime and safety, this report uses a variety of independent data sources from federal departments and agencies including the BJS, NCES, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data collection method, and questionnaire design, all of which may be influenced by the unique perspective of the primary funding agency. By

combining multiple and independent sources of data, it is hoped that this report will present a more complete portrait of school crime and safety than would be possible with any single source of information.

However, because the report relies on so many different data sets, the age groups, the time periods, and the types of respondents 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.”³ 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.

KEY FINDINGS

All of the comparisons described in this report are statistically significant at the 0.05 level.⁴ Following are key findings from the various sections of the report:

VIOLENT DEATHS AT SCHOOL

From July 1, 1998 through June 30, 1999, there were 47 school-associated violent deaths in the United States (Indicator 1). Thirty-eight of these violent deaths were homicides, six were suicides, two involved suspects killed by a law enforcement officer in the line of duty, and one was unintentional. Thirty-three of the 38 school-associated homicides were of school-aged children. These 33 homicides are relatively few (1 percent of all homicides of youth) compared to a total of 2,391 children ages 5 to 19 who were victims of homicide in the United States from July 1, 1998 through June 30, 1999. Four of the six school-associated suicides occurring from July 1, 1998 through June 30, 1999 were of school-aged children. Away from school, there were a total of 1,855 suicides of children ages 5 to 19 during the 1999 calendar year.

NONFATAL STUDENT VICTIMIZATION—STUDENT REPORTS

Students ages 12 through 18 were more likely to be victims of nonfatal serious violent crime—including rape, sexual assault, robbery, and aggravated assault—away from school than when they were at school (Indicator 2). In 2000, students in this age range were victims of about 373,000 serious violent crimes away from school, compared with about 128,000 at school. This translates into a rate of 14 per 1,000 students away from school and 5 per 1,000 students at school.

³See appendix C, Glossary of Terms, for specific definitions used in each survey.

⁴See appendix B for details on the statistical methodology.

- The percentage of students in grades 9 through 12 who have been threatened or injured with a weapon on school property⁵ has not changed significantly in recent years (Indicator 4). In 1993, 1995, 1997, 1999, and 2001, between 7 and 9 percent of students reported being threatened or injured with a weapon such as a gun, knife, or club on school property in the past 12 months.
- The percentage of students who reported being in a fight anywhere declined from 1993 to 2001—from 42 percent to 33 percent (Indicator 5). Similarly, the percentage of students who reported fighting on school property also declined over this period, from 16 percent to 13 percent.
- Both males and females were more likely to be bullied in 2001 than in 1999 (Indicator 6). In 2001, males were more likely than females to be bullied (9 and 7 percent, respectively); however, in 1999, no such difference could be detected (5 percent each).
- Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school and a 52 percent decrease away from school (from 48 to 26 and from 71 to 34 per 1,000 students ages 12 through 18, respectively) (Indicator 2). In 2000, younger students (ages 12 through 14) were not victimized at a different rate than older students (ages 15 through 18) either at or away from school (Indicator 2).
- In 2001, 8 percent of 12- through 18-year-old students reported being bullied at school in the last 6 months (Indicator 6), up from 5 percent in 1999.

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 (Indicator 7). 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 at least one 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.

- Elementary schools were less likely than either middle or high schools to report any type of crime in 1996–97. Elementary schools were more likely to report vandalism (31 percent) than any other crime (19 percent or less) (Indicator 8).

⁵Definitions for “on school property” and “at school” may differ. See appendix C for specific definitions.

- 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) (Indicator 8). Theft or larceny was more common at the high school level than at the middle school level (6 vs. 4 incidents per 1,000 students).

NONFATAL TEACHER VICTIMIZATION AT SCHOOL—TEACHER REPORTS

Over the 5-year period from 1996 through 2000, teachers were victims of approximately 1,603,000 nonfatal crimes at school, including 1,004,000 thefts and 599,000 violent crimes (rape or sexual assault, robbery, and aggravated and simple assault) (Indicator 9). On average, this translates into 74 crimes per 1,000 teachers per year.

- During the 1996 through 2000 period, senior high school and middle/junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than elementary school teachers (35 and 49, respectively, vs. 15 crimes per 1,000 teachers) (Indicator 9).
- Teachers were differentially victimized by violent crimes at school according to where they taught (Indicator 9). Over the 5-year period from 1996 through 2000, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers (36 vs. 21 and 17, respectively, per 1,000 teachers).
- In the 1999–2000 school year, 9 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student (Indicator 10). This represented about 305,000 teachers who were victims of threats of injury by students that year and 135,000 teachers who were victims of attacks by students.

SCHOOL ENVIRONMENT

Between 1995 and 1999, there was a decrease in the percentage of students ages 12 through 18 feeling unsafe while they were at school (Indicator 12). However, between 1999 and 2001, there was no significant change in the percentage of students feeling unsafe. In both 1999 and 2001, students were more likely to be afraid of being attacked at school than away from school.

- Between 1993 and 2001, the percentage of students in grades 9 through 12 who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days declined from 12 percent to 6 percent (Indicator 11).

- Between 1995 and 1999, there was a decrease in the percentage of students ages 12 through 18 who avoided one or more places at school—from 9 percent to 5 percent (Indicator 13). However, between 1999 and 2001, the percentage remained stable at 5 percent.
- In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (Indicator 14). That is, in the prior 6 months, someone at school had called them a derogatory word having to do with race, religion, ethnicity, disability, gender, or sexual orientation. During the same period, about 36 percent of students saw hate-related graffiti at school.
- In 2001, 20 percent of students reported that street gangs were present at their schools (Indicator 15). Students in urban schools were more likely to report that there were street gangs at their schools (29 percent) than were suburban and rural students (18 percent and 13 percent, respectively).
- In 1999–2000, student tardiness and absenteeism were reported as serious or moderate problems by about 30 percent of public school principals (32 percent and 29 percent, respectively) (Indicator 16). Vandalism of school property and robbery or theft were considered to be serious or moderate problems in 6 percent and 4 percent of public schools, respectively, and student possession of weapons was reported as a serious or moderate problem by 1 percent of public school principals.
- In 2001, 5 percent of students in grades 9 through 12 had at least one drink of alcohol on school property in the 30 days prior to the survey (Indicator 17). Forty-seven percent of students had at least one drink anywhere during the same period.
- Between 1993 and 2001, there were no consistent patterns of increase or decrease found in the percentage of students who had used marijuana—both anywhere and on school property (Indicator 18). In 2001, 24 percent of students reported using marijuana anywhere in the last 30 days, and 5 percent reported using marijuana on school property.
- In 2001, 29 percent of students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (Indicator 19).

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VIOLENT
DEATHS

Violent Deaths at School

1. Violent deaths at school and away from school*

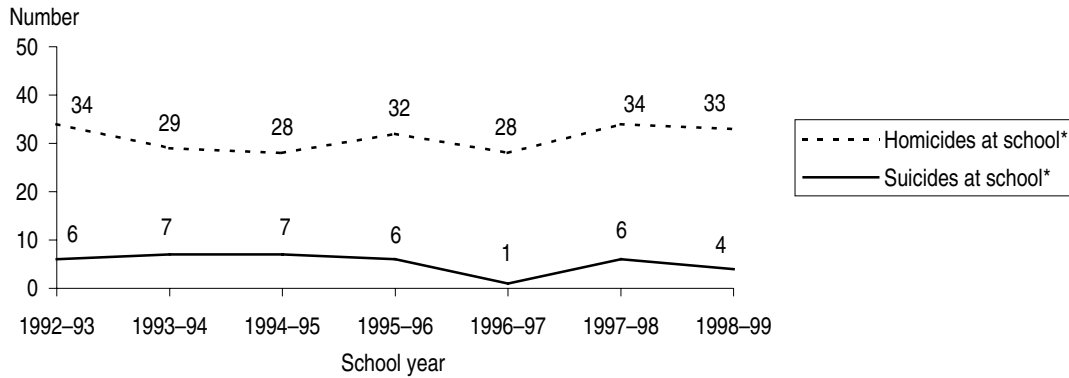
Violent deaths are tragic events that affect not only the individuals and their families directly involved, but also everyone in the schools where they occur.

*This indicator has been updated to include 1992 through 1999 data and revised from previously published estimates.

- From July 1, 1992 through June 30, 1999, there were 358 school-associated violent deaths¹ in the United States, including 255 deaths of school-aged children (ages 5 to 19) (table 1.1). In each survey year, school-aged children were at least 70 times more likely to be murdered away from school than they were to be murdered at school.
- In the most recent school year for which data are available, from July 1, 1998 to June 30, 1999, there were 47 school-associated violent deaths (table 1.1). Thirty-eight of these violent deaths were homicides, six were suicides, a law enforcement officer in the line of duty killed two, and one was unintentional.
- There was no consistent pattern of increase or decrease in the number of homicides or suicides of school-aged children at school between July 1, 1992 and June 30, 1999 (figure 1.1 and table 1.1).
- Of the 358 total school-associated violent deaths that occurred between July 1, 1992 and June 30, 1999, 218 were homicides of school-aged children and 37 were suicides of school-aged children (table 1.1). Away from school, during the same period, there were a total of 22,323 homicides of children ages 5 to 19. During the 1993 to 1999 calendar years, there were 14,813 suicides of children in this age group away from school.
- In the most recent year, from July 1, 1998 through June 30, 1999, 33 of the 38 school-associated homicides were of school-aged children (figure 1.2 and table 1.1). During this same time frame, there were 2,358 homicides of children ages 5 to 19 away from school.
- Four of the six school-associated suicides, which occurred from July 1, 1998 to June 30, 1999, were of school-aged children (figure 1.2 and table 1.1). Away from school, there were 1,855 suicides of children ages 5 to 19 during the 1999 calendar year.

¹A school-associated violent death is a homicide, suicide, legal intervention, or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at 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.

Figure 1.1.—Number of homicides and suicides of students at school: 1992–93 to 1998–99

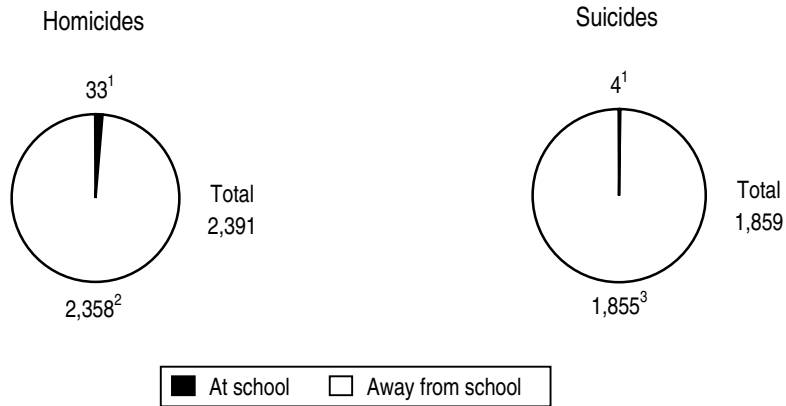


*Homicides and suicides of youth ages 5 to 19 at school, July 1, 1992 to June 30, 1999.

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: Special tabulation using preliminary data from the School-Associated Violent Deaths Study, 1992–1999.

Figure 1.2.—Number of homicides and suicides of students at school and of youth ages 5 to 19 away from school: 1998–99



¹Homicides and suicides of youth ages 5 to 19 at school, July 1, 1998 to June 30, 1999.

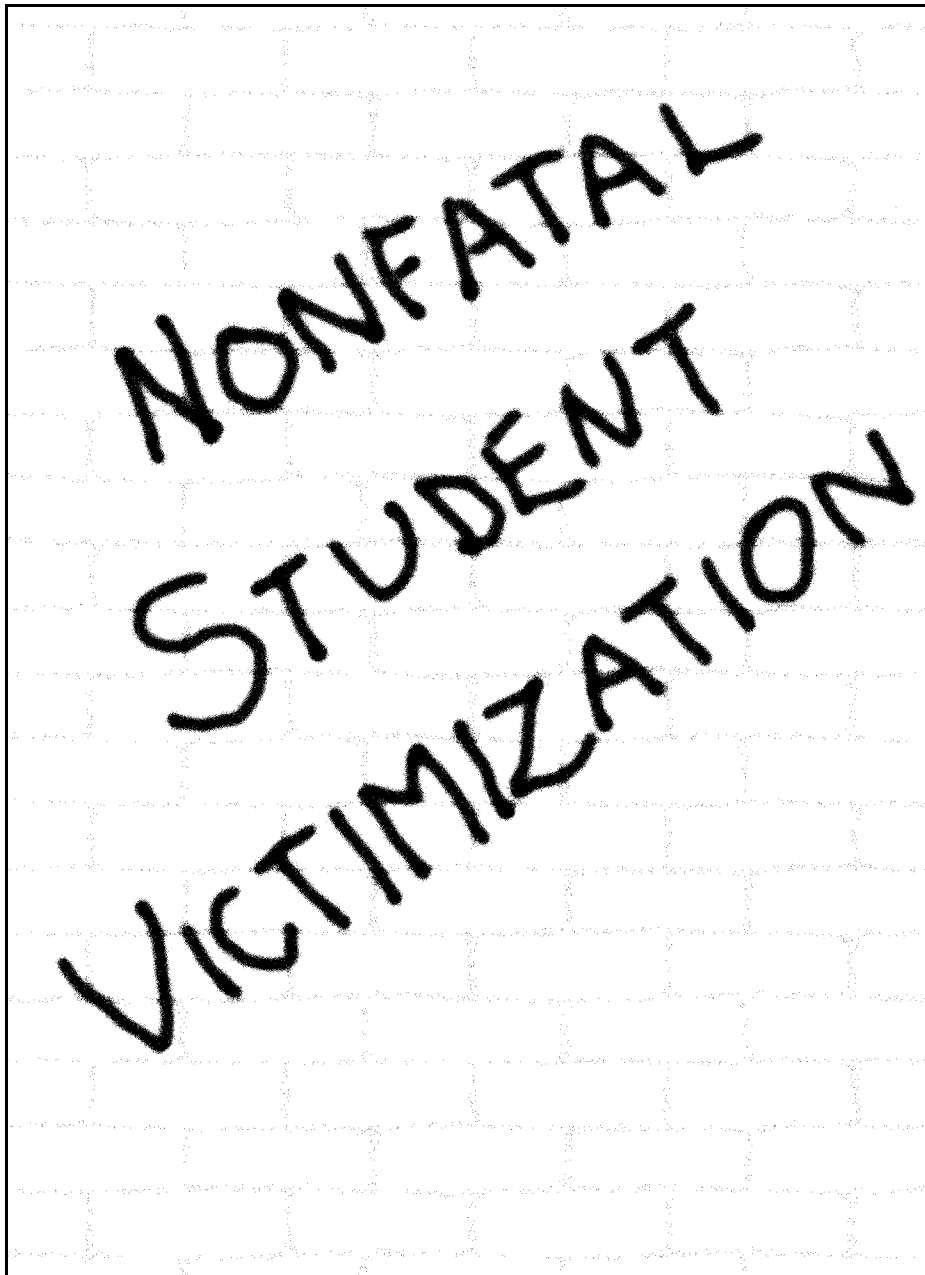
²Homicides of youth ages 5 to 19 away from school, July 1, 1998 to June 30, 1999.

³Suicides of youth ages 5 to 19 away from school, 1999 calendar year.

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: Special tabulation using preliminary data from the School-Associated Violent Deaths Study, 1992–1999; National Center for Health Statistics, National Vital Statistics System for numbers of deaths, U.S. Bureau of Census for population estimates. Statistics compiled using WISQARS™ produced by the Office of Statistics and Programming, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention; Fox, J.A. Uniform Crime Reports (U.S.): Supplementary Homicide Reports, 1976–1999 [Computer file]. Inter-university Consortium for Political and Social Research (ICPSR) version. Boston, MA: Northeastern University, College of Criminal Justice, 2001. Ann Arbor, MI: ICPSR.

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**Nonfatal Student Victimization—
Student Reports**

2. Victimization of students at school and away from school*

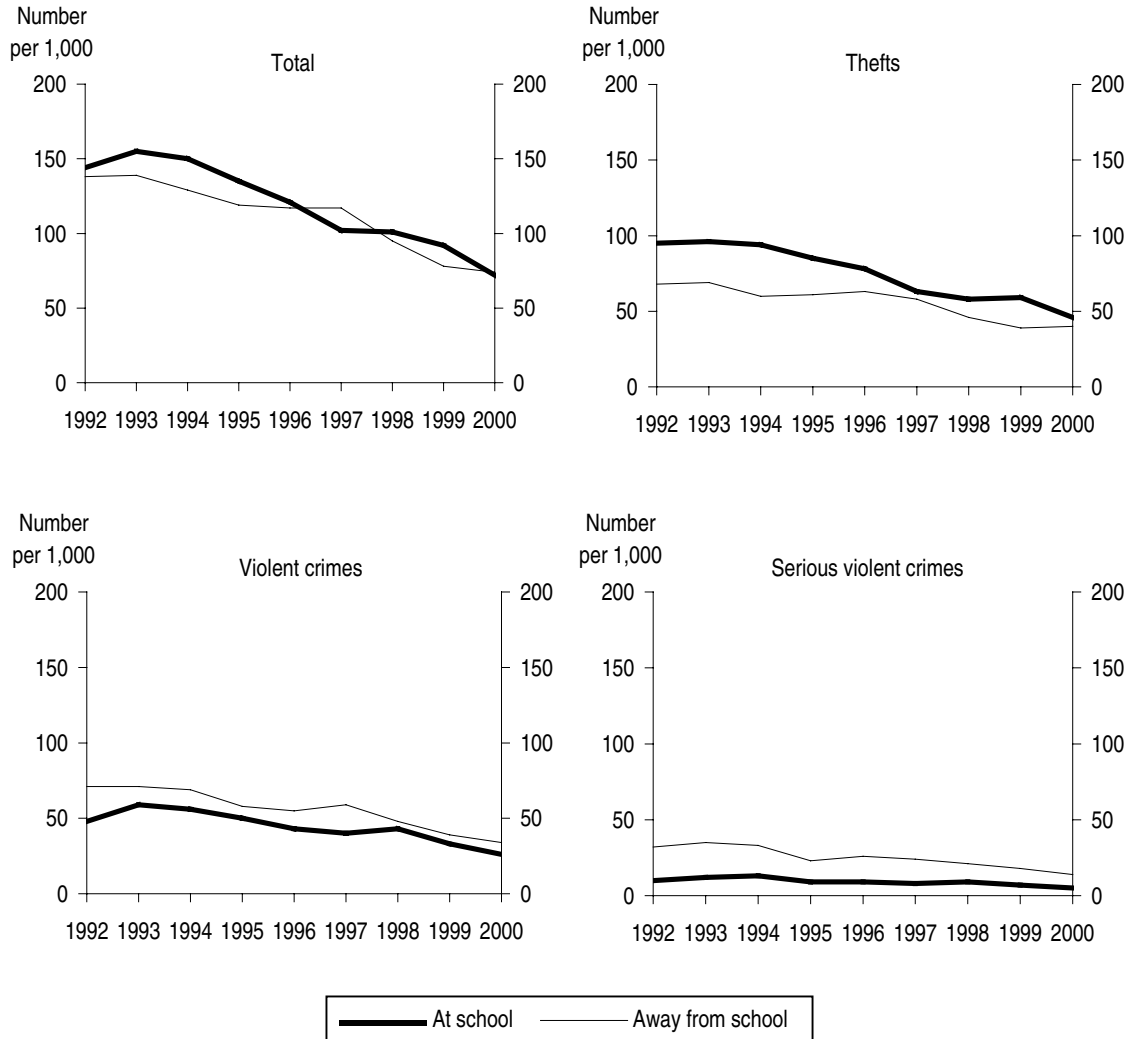
The number of crimes committed in the nation's schools continues to be a concern. Even though crime has decreased in recent years, theft and violence at school and while going to and from school still can lead to disruptive and threatening environments, physical injury, and emotional stress, and can be an obstacle to student achievement.

*This indicator has been updated to include 2000 data.

- Students ages 12 through 18 experienced fewer nonfatal serious violent crimes (that is, rape, sexual assault, robbery, and aggravated assault) when they were at school than away from school (tables 2.1 and 2.3).² In 2000, students in this age group were victims of about 128,000 such crimes at school, and about 373,000 away from school. The victimization rate for serious violent crime at school and away from school generally declined from 1992 to 2000 (figure 2.1 and tables 2.2 and 2.4).
- Students were victims of about 700,000 nonfatal violent crimes (that is, serious violent crime plus simple assault) at school, and about 921,000 away from school in 2000 (tables 2.1 and 2.3). Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school and a 52 percent decrease away from school (from 48 to 26 and from 71 to 34 per 1,000 students ages 12 through 18, respectively) (figure 2.1 and tables 2.2 and 2.4). Between 1992 and 2000, the victimization rates for nonfatal violent crime were generally lower at school than away from school, except in 1998 and 1999. In these years, no differences were detected between nonfatal victimizations at school and away from school.
- Students were more likely to be victims of theft at school than away from school for all years between 1992 and 2000, except for 1997 and 2000. In these years, no differences were detected between victimization rates due to thefts occurring at and away from school. In 2000, about 1.2 million thefts occurred at school (64 percent of all crimes at school), and about 1.1 million away from school (54 percent of all crimes away from school) (tables 2.1 and 2.3).
- Regarding nonfatal crime (theft plus violent crime), students were victims of about 1.9 million crimes while they were in school in 2000, and about 2.0 million away from school (tables 2.1 and 2.3).
- In 2000, the rate of serious violent crime at school and away from school was higher for males than for females (figures 2.2 and 2.3 and tables 2.2 and 2.4).
- In 2000, no difference was found in the rates of serious violent crime at school among students living in urban, suburban, and rural areas (figure 2.2 and table 2.2). Away from school, suburban students were more vulnerable to serious violent crime than rural students. But there were no differences between urban and suburban students' vulnerability to such victimization (figure 2.3 and table 2.4).
- In 2000, younger students (ages 12 through 14) were victimized by serious violent crime at a rate not different than older students (ages 15 through 18) either at school or away from school (figures 2.2 and 2.3 and tables 2.2 and 2.4).

²“Students” refers to persons 12 through 18 years of age who have attended any grade equal to or less than high school. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school and the number of hours they spend away from school.

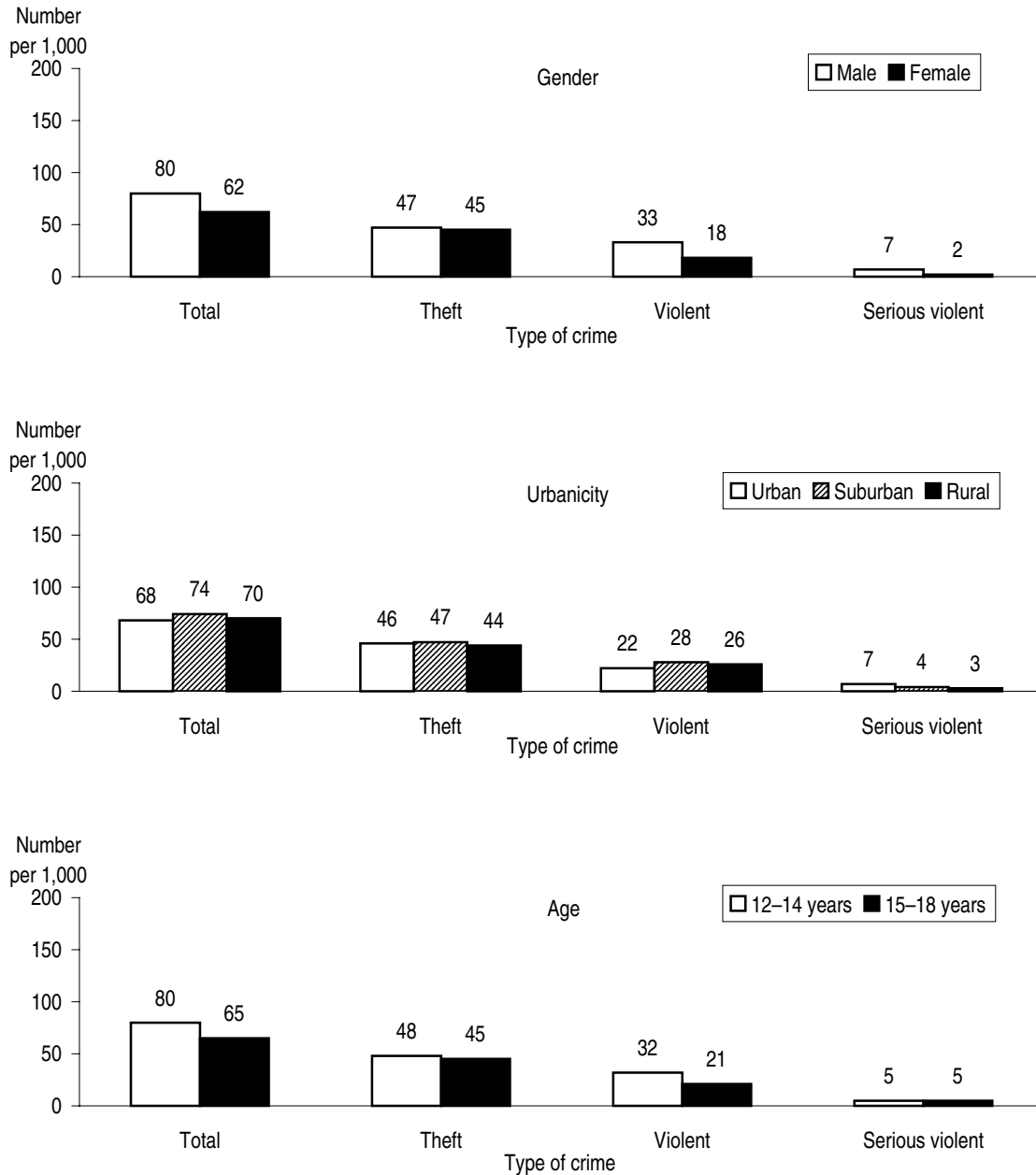
Figure 2.1.—Number of nonfatal crimes against students ages 12 through 18 per 1,000 students, by type of crime and location: 1992 to 2000



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

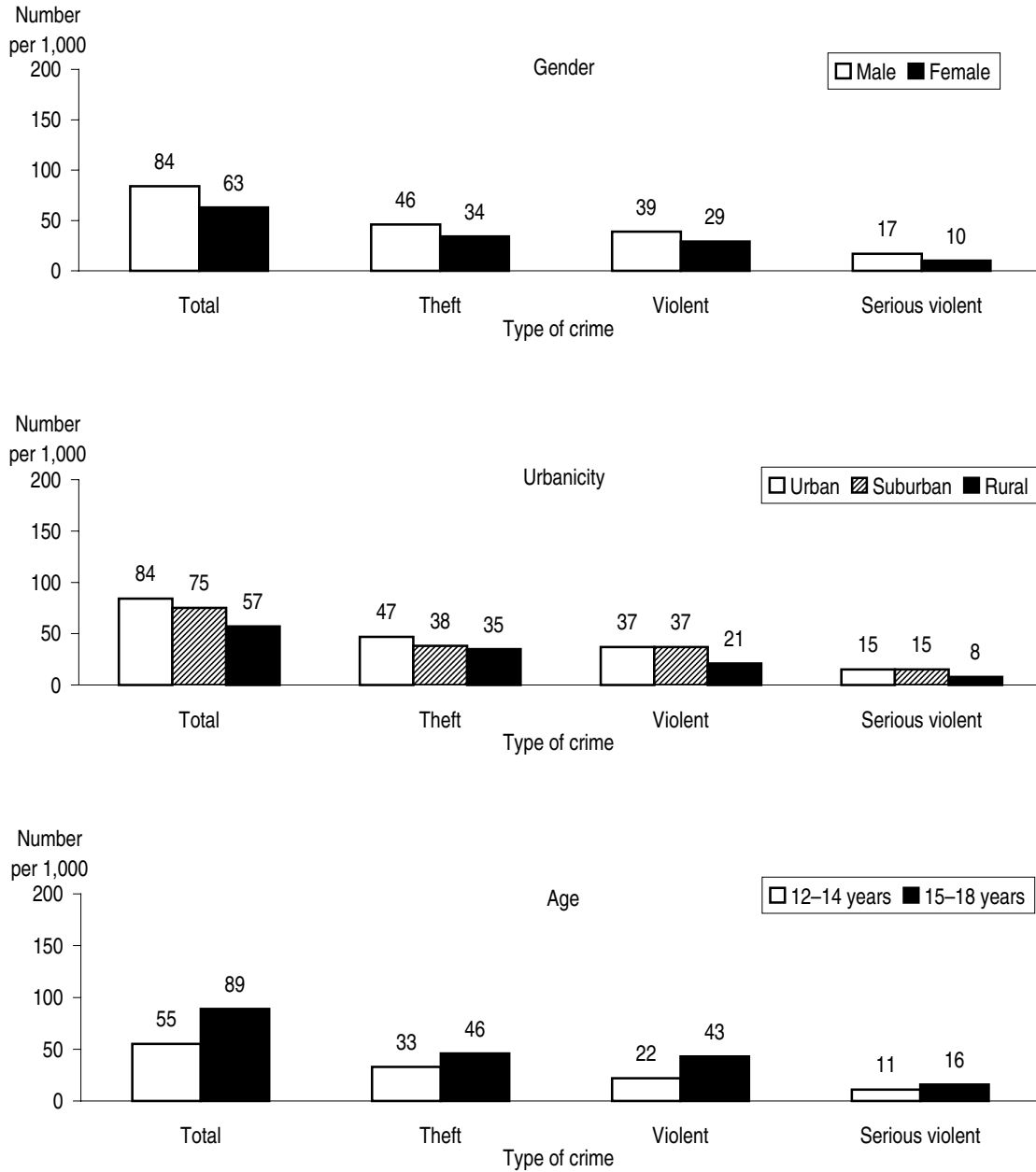
Figure 2.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 2000



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 2000.

Figure 2.3.—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: 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 2000.

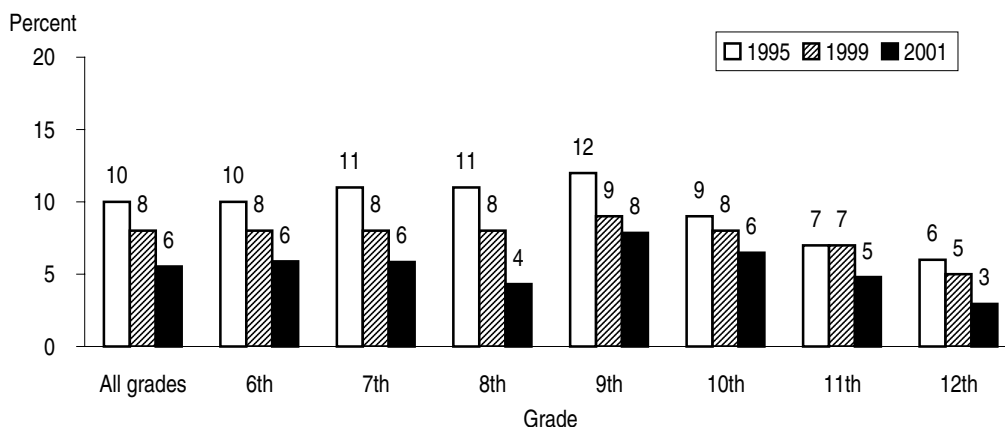
3. Prevalence of students being victimized at school*

Some of the crimes committed against students involve violence, while others involve their property. Presenting information on the prevalence of victimization for students helps clarify what percentage of students are affected by different types of crime.

*This indicator has been updated to include 2001 data.

- The percentage of students ages 12 through 18 who reported being victims of nonfatal crimes (including theft or violent crime) at school during the previous 6 months was smaller in 2001 than in 1999 or 1995 (6, 8, and 10 percent, respectively) (table 3.1). Student reports of theft at school decreased from 7 percent in 1995 to 4 percent in 2001. Student reports of violence at school also decreased from 1995 to 1999 and then showed no difference between 1999 and 2001 (3 percent in 1995 and 2 percent in 1999 and 2001).
- Between 1995 and 2001, the percentage of students in each grade level who reported being victims of nonfatal crimes declined (figure 3.1 and table 3.1). For example, between 1995 and 2001, the prevalence of reported victimization dropped from 10 percent to 6 percent for 6th-graders and from 6 percent to 3 percent for 12th-graders.
- In each survey year, public school students were more likely to report having been victims of violent crime than were private school students (table 3.1). Public school students were also more likely than private school students to report being victims of theft in 1995 and 2001, but no such differences were detected in 1999.

Figure 3.1.—Percentage of students ages 12 through 18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level: 1995, 1999, and 2001



NOTE: This figure presents the prevalence of total victimization, which is a combination of violent victimization and theft. "At school" means in the school building, on school property, or on the way to or from school. (See Technical Notes in appendix B for further information.)

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

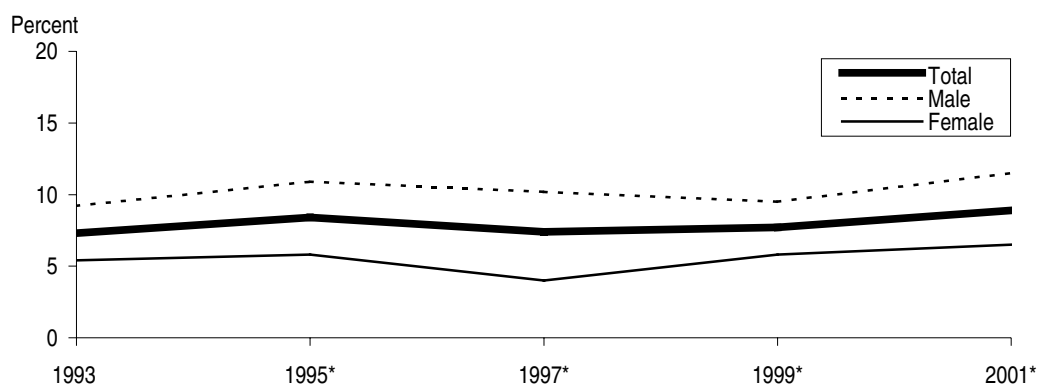
4. Prevalence of students being threatened or injured with a weapon on school property*

Every year, some students are threatened or injured with a weapon while they are on school property. 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 percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school property in the 12 months before the survey has fluctuated in recent years, but without a clear trend (table 4.1). In all survey years from 1993 to 2001, between 7 and 9 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club on school property.
- In each survey year, males were more likely than females to report being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). For example, in 2001, 12 percent of males reported being threatened or injured in the past year, compared with 7 percent of females.
- Among 9th- through 12th-grade students, those students in lower grades were more likely to be threatened or injured with a weapon on school property than were students in higher grades in all survey years (figure 4.2 and table 4.1).
- No differences could be detected in the race/ethnicity of students being threatened or injured with a weapon on school property in 1999 or 2001 (table 4.1).³

*This indicator has been updated to include 2001 data.

Figure 4.1.—Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001



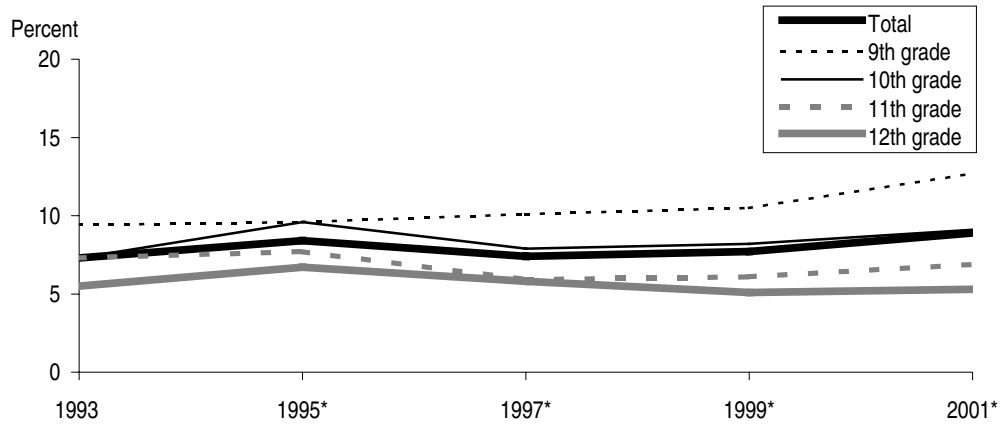
*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

³While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 4.2.—Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

5. Prevalence of students involved in physical fights on school property*

Schools where there are numerous physical fights may not be able to maintain a focused learning environment. Students who are involved in fights on school property may have difficulty being successful in school.

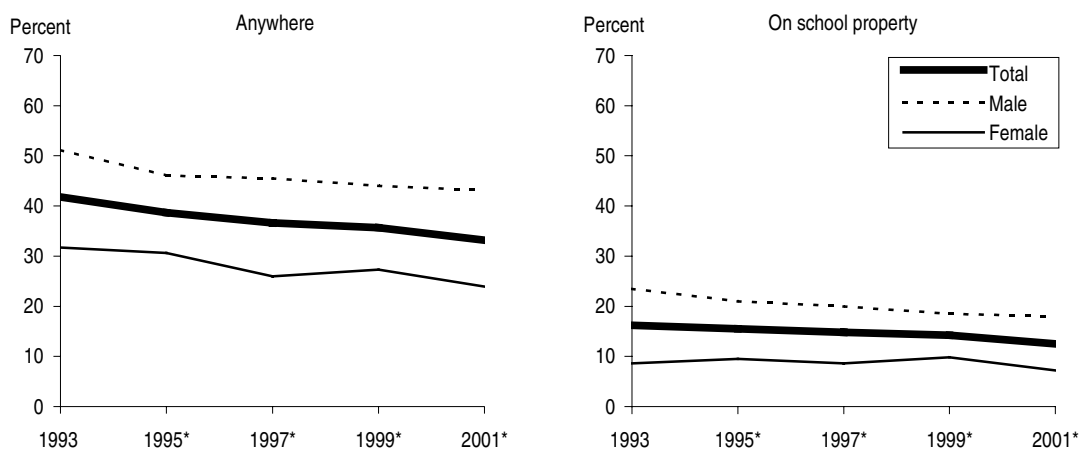
*This indicator has been updated to include 2001 data.

- In 2001, 33 percent of students in grades 9 through 12 reported that they had been in a physical fight anywhere⁴ in the last 12 months (table 5.1). In that same year, about 13 percent of all students said that they had been in a physical fight on school property.
- The percentage of students who reported being in a fight anywhere declined from 1993 to 2001—from 42 percent in 1993 to 33 percent in 2001 (figure 5.1 and table 5.1). Similarly, the percentages of students who reported fighting on school property for these years also declined, from 16 percent in 1993 to 13 percent in 2001.
- In all survey years, males were more likely than females to have been in a fight anywhere and on school property (figure 5.1 and table 5.1). In 2001, 43 percent of males said they had been in a fight anywhere, and 18 percent said they had been in a fight on school property. In that same year, about 24 percent of females reported they had been in a fight anywhere, and 7 percent said they had been in a fight on school property.
- Of 9th- through 12th-grade students, those in lower grades reported being in more fights than students in higher grades anywhere and on school property in all survey years (figure 5.2 and table 5.1).
- In 2001, Asian students were less likely than students from other racial/ethnic backgrounds to report being in a fight anywhere (22 percent for Asian students compared to 32 to 52 percent for all other students) (table 5.1). However, in 2001, no difference could be detected in the percentage of students who reported being in fights on school property by race/ethnicity.⁵

⁴The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

⁵While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 5.1.—Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001

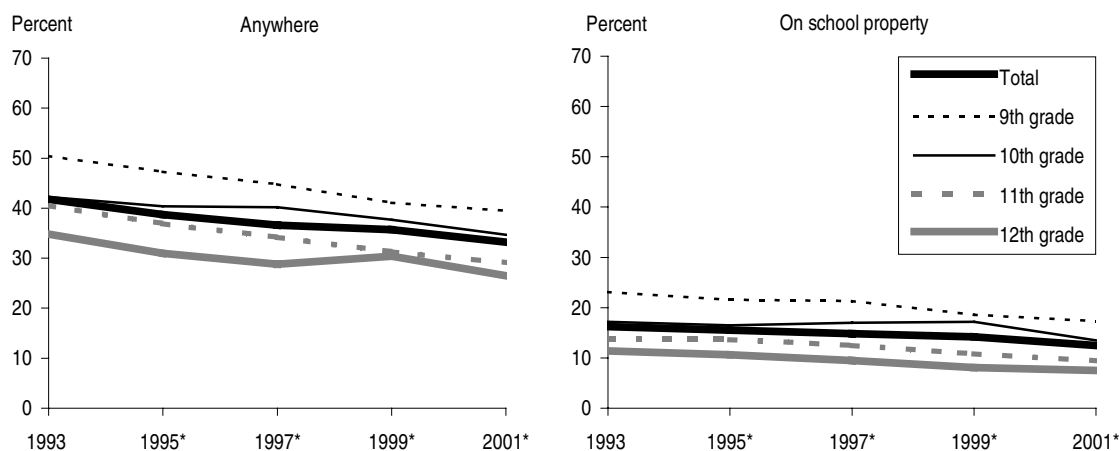


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 5.2.—Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

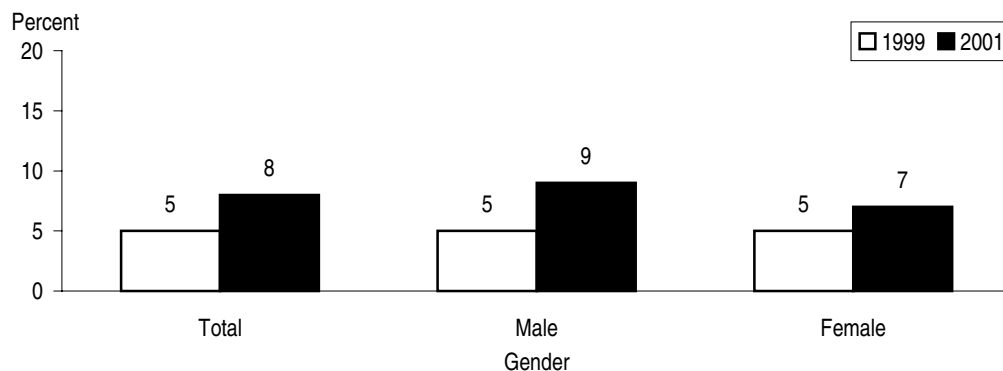
6. Prevalence of students being bullied at school*

Bullying can contribute to a climate of fear and intimidation in schools. Students ages 12 through 18 were asked if they had been bullied (that is, picked on or made to do things they did not want to do) at school.

*This indicator has been updated to include 2001 data.

- In 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999 (table 6.1).
- Both males and females were more likely to be bullied in 2001 than in 1999 (figure 6.1 and table 6.1). In 2001, males were more likely than females to be bullied (9 and 7 percent, respectively); however, in 1999 no such difference could be detected (5 percent each).
- The percentage of students who reported that they had been bullied increased between 1999 and 2001 for each racial/ethnic group except Black students (table 6.1). About 6 percent of Black students in both years reported they had been bullied. Between 1999 and 2001, the percentage of students bullied increased from 5 percent to 9 percent for White students, from 4 percent to 8 percent for Hispanic students, and from 3 percent to 7 percent for other, non-Hispanic students.
- In 2001, there were few differences detected among racial/ethnic groups in the percentage of students who reported being bullied (table 6.1). The exception was that White students were more likely to report being victimized by bullies than were Black students (9 percent and 6 percent, respectively).
- In 2001, students in lower grades were generally more likely to be bullied than students in higher grades (table 6.1). For example, 14 percent of students in 6th grade reported being bullied, compared with 2 percent of students in grade 12.

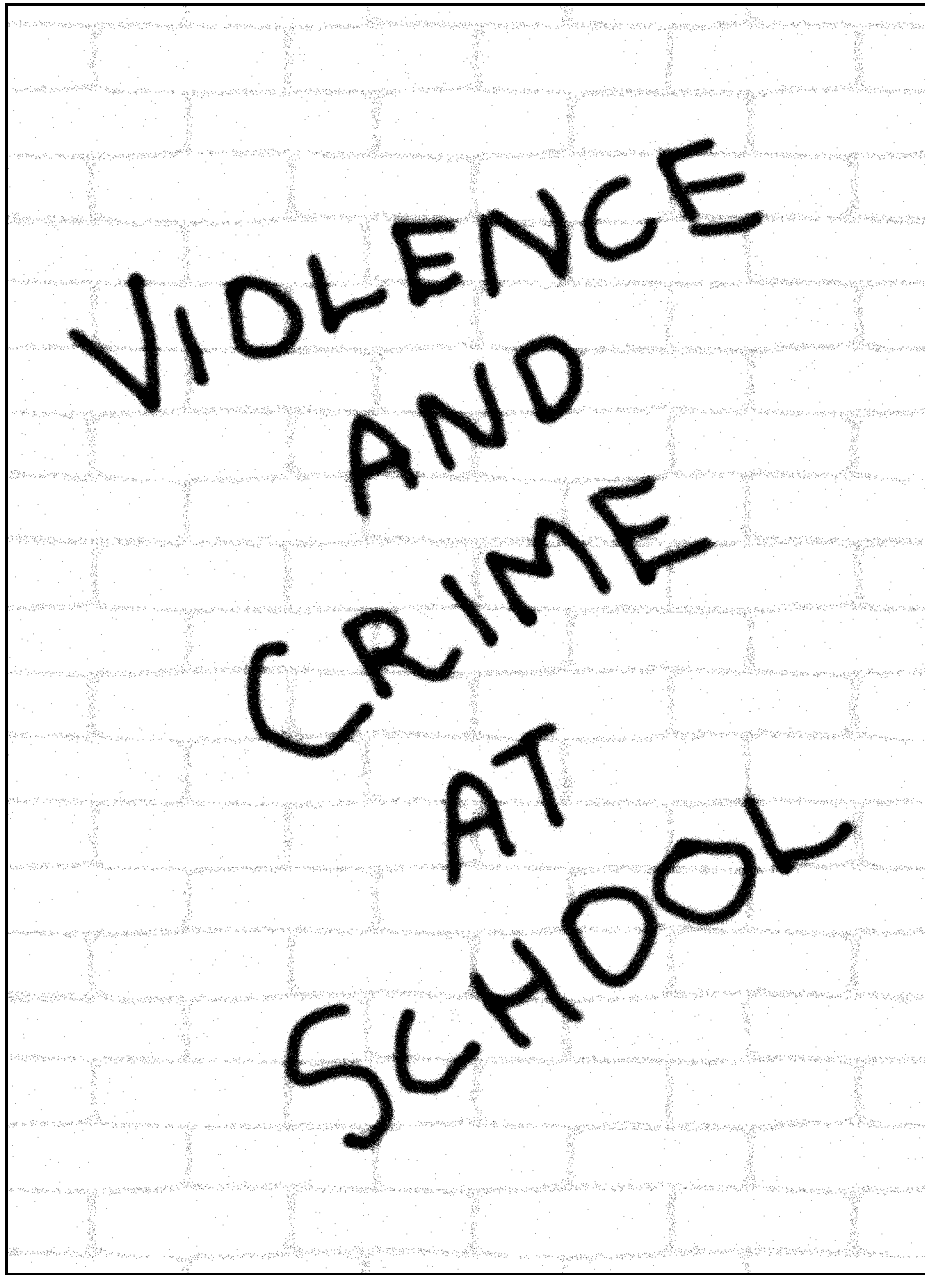
Figure 6.1.—Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by gender: 1999 and 2001



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

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

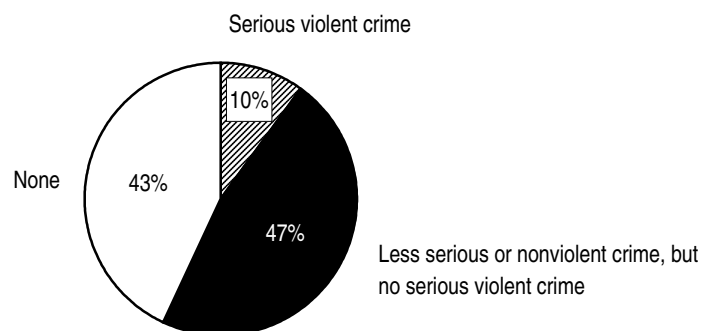
7. Crimes reported to the police*

The number of crimes that principals indicated 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.

*This indicator repeats information from the 2000 *Indicators of School Crime and Safety* report.

- In 1996–97, 10 percent of all public schools reported at least one serious violent crime to a law enforcement representative (figure 7.1 and table 7.1). 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 7.3).
- No differences were found between the percentage of schools reporting crimes at the middle and high school levels (figure 7.2 and table 7.1). 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 did not differ for middle and high schools for both serious violent and less serious violent and nonviolent crimes (figure 7.2 and table 7.4). 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 7.2 and table 7.1).

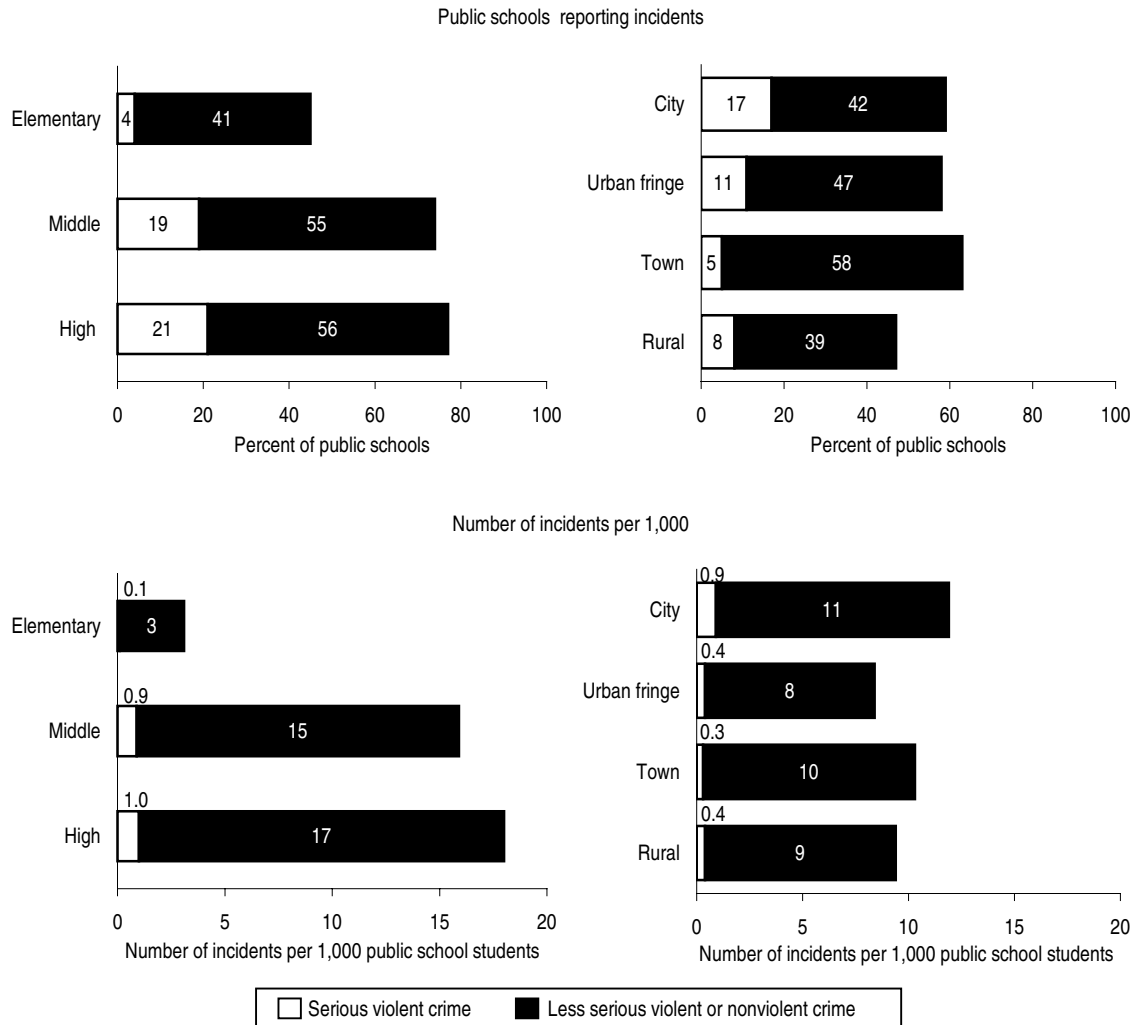
Figure 7.1.—Percentage distribution of public schools according to types of crimes reported to police: 1996–97



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 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.

Figure 7.2.—Percentage of public schools that reported 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.

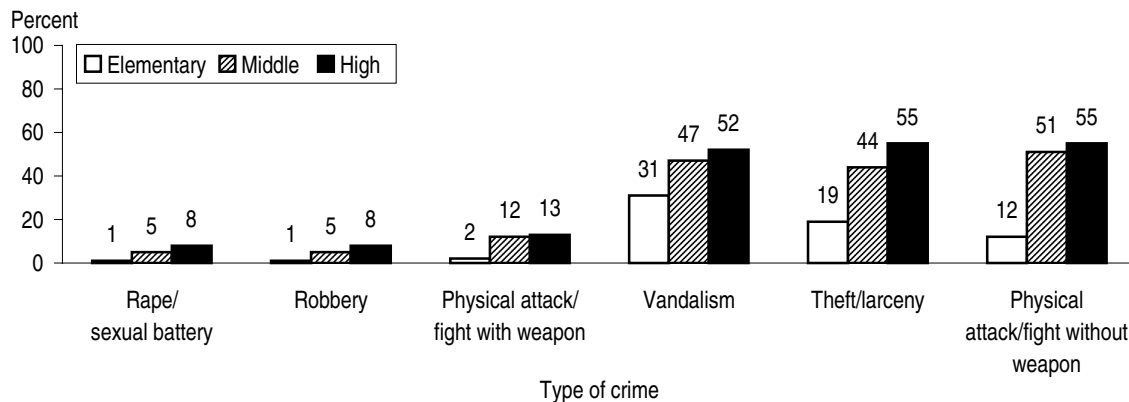
8. Specific crimes reported to the police*

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.

*This indicator repeats information from the 2000 Indicators of School Crime and Safety report.

- Forty-four 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 8.1 and table 8.2). 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 8.1).
- 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 8.1 and tables 8.1 and 8.2). They were much more likely to report vandalism (31 percent) than any other crime (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 8.2 and table 8.8). Theft or larceny was more common at the high school level than at the middle school level (6 vs. 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 8.2 and tables 8.7 and 8.8).

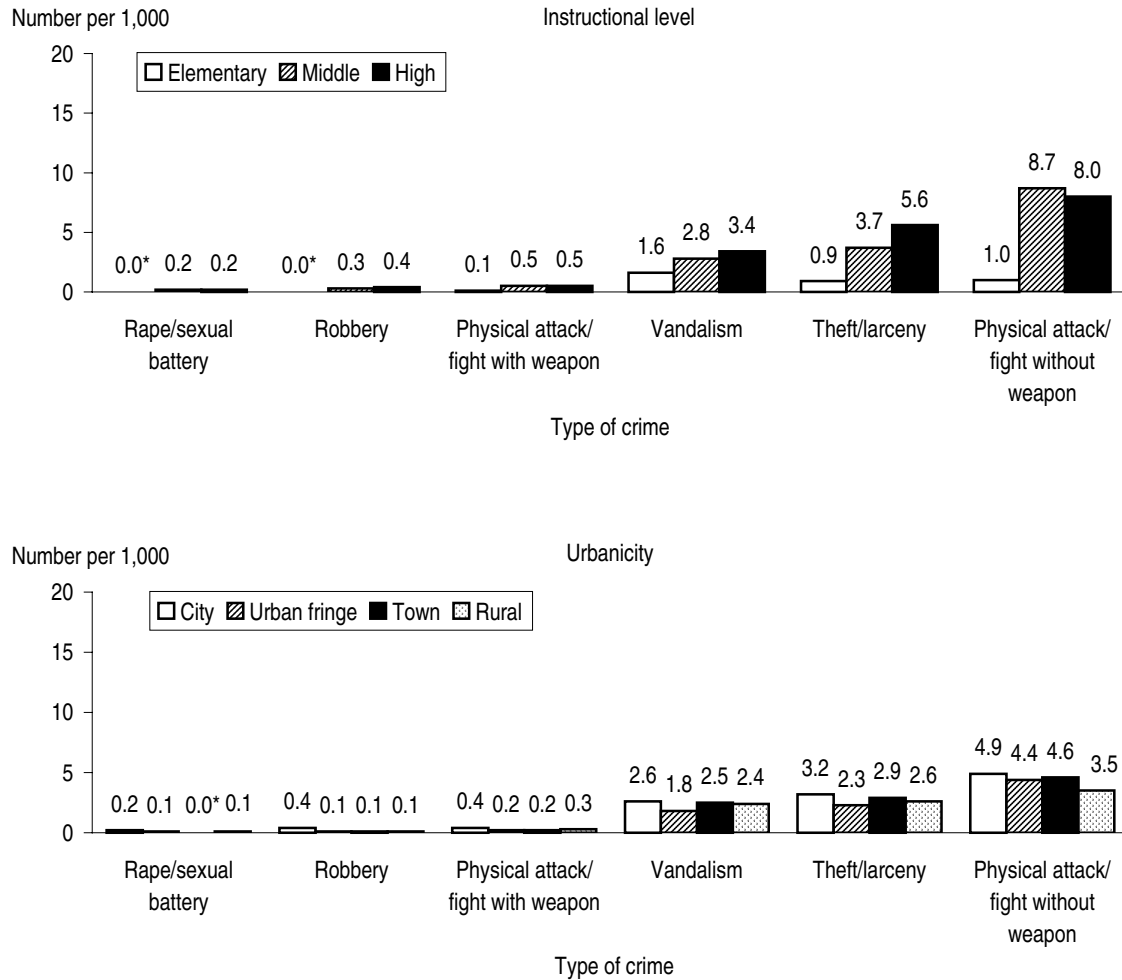
Figure 8.1.—Percentage of public schools that reported one or more criminal incidents to police, by type of crime and instructional level: 1996–97



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

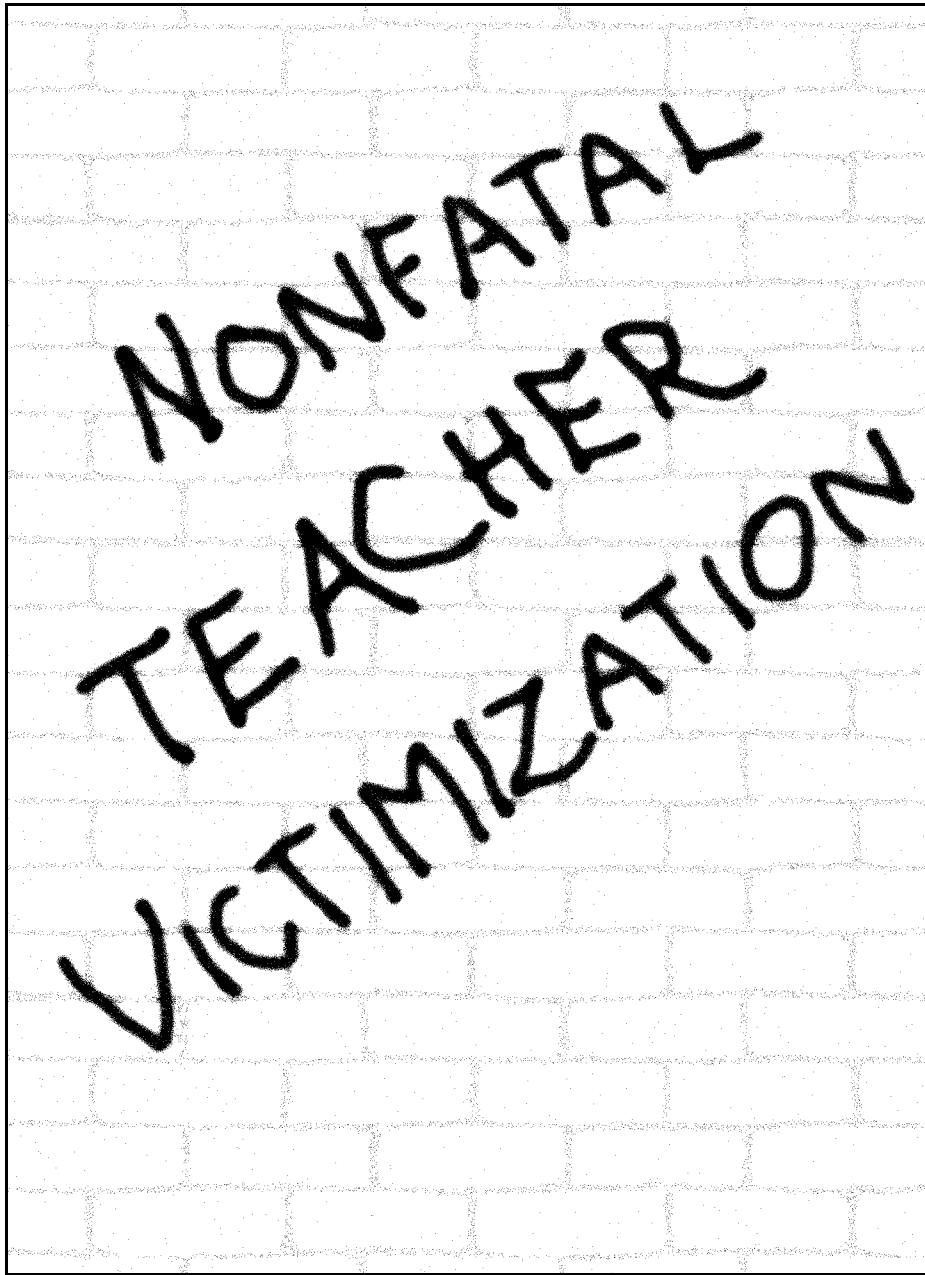


*Less than 0.05.

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.

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

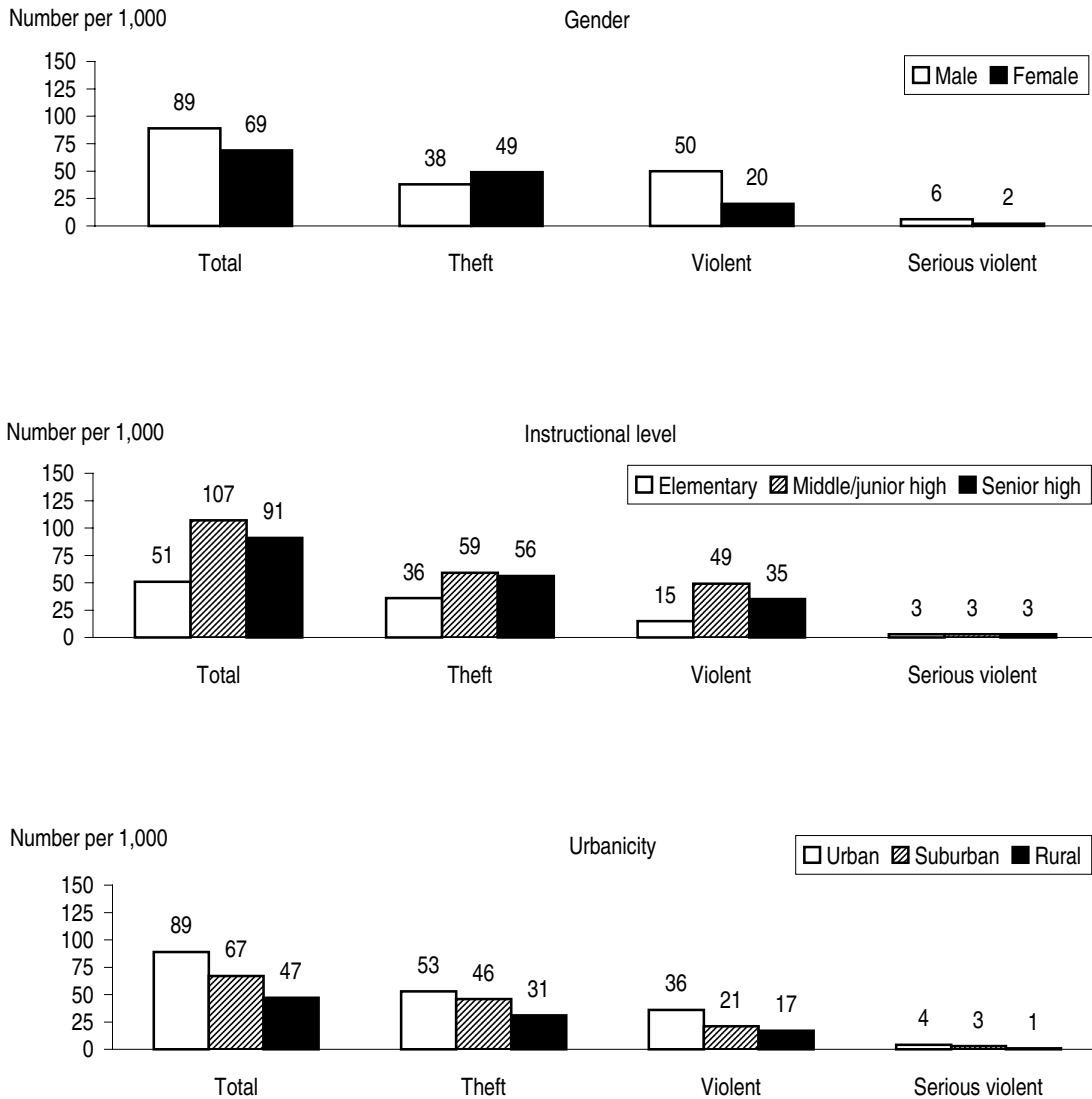
9. Nonfatal teacher victimization at school*

Students are not the only ones who are victims of crime at school. Teachers are also targets of violence and theft in schools. In addition to the personal toll that violence may take on teachers, those who worry about 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 the nature and prevalence of the problem.

*This indicator has been updated to include 2000 data.

- Over the 5-year period from 1996 through 2000, teachers were the victims of approximately 1,603,000 nonfatal crimes at school, including 1,004,000 thefts and 599,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 9.1). On average, this translates into 321,000 nonfatal crimes per year, or 74 crimes per 1,000 teachers per year. Among the violent crimes against teachers during this 5-year period, there were about 69,000 serious violent crimes (11 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, this translates into 14,000 serious violent crimes per year.
- The average annual violent crime rate for teachers at school varied by gender (figure 9.1 and table 9.1). Over the 5-year period from 1996 through 2000, male teachers were more likely to be victims of violent crimes than female teachers (50 vs. 20 crimes per 1,000 teachers).
- During the 1996–2000 period, senior high school and middle/junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than elementary school teachers (35 and 49, respectively, vs. 15 crimes per 1,000 teachers) (figure 9.1 and table 9.1). Senior high school and middle/junior high school teachers also were more likely to experience theft at school than elementary school teachers (56 and 59, respectively, vs. 36 thefts per 1,000 teachers).
- Teachers were differentially victimized by violent crimes at school according to the location of where they taught (figure 9.1 and table 9.1). For example, over the 5-year period from 1996 through 2000, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers (36 vs. 21 and 17, respectively, per 1,000 teachers). Teachers in urban areas were more likely to experience theft at school than those in rural areas (53 and 31 respectively, per 1,000 teachers), but no differences were detected when urban teachers' experiences of theft were compared to suburban teachers (53 and 46, per 1,000 teachers).

Figure 9.1.—Average annual number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected characteristics: Aggregated from 1996 through 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. The data were aggregated from 1996 through 2000 due to the small number of teachers in each year's sample. Detail may not add to totals because of rounding. "At school" includes inside the school building, on school property, at the work site, or while working. For thefts, "while working" was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996 to 2000.

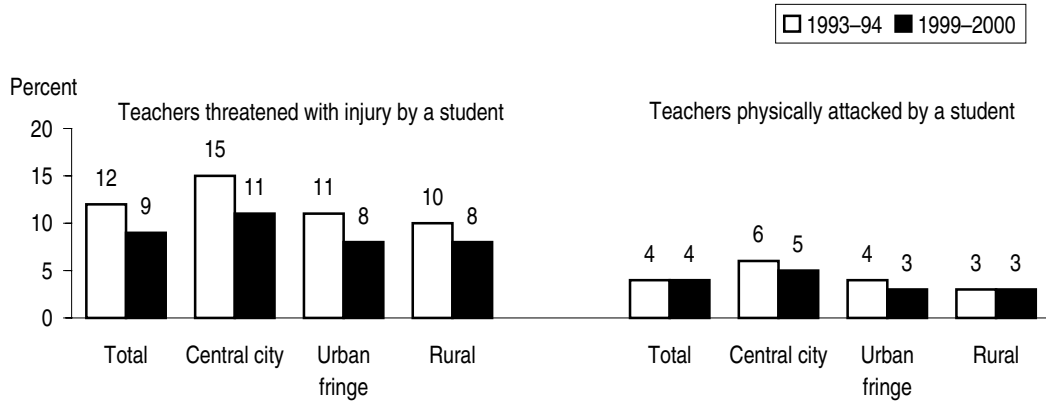
10. Prevalence of teachers being threatened with injury or attacked by students*

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

*This indicator has been updated to include 1999–2000 data.

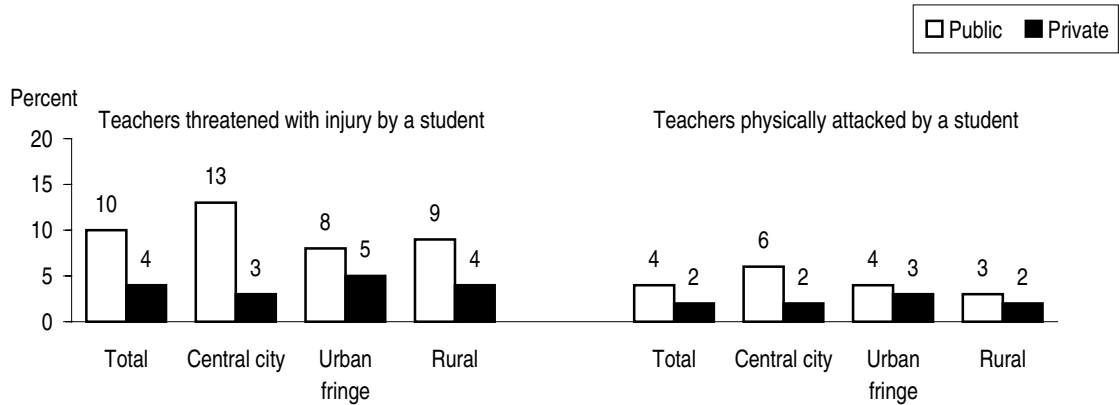
- A smaller percentage of elementary and secondary school teachers were threatened with injury by a student from their school in the 1999–2000 school year than in the 1993–1994 school year (9 percent vs. 12 percent, respectively) (table 10.1). In both years, 4 percent of teachers were physically attacked by a student (table 10.2).
- In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than were teachers in urban fringe or rural schools (figure 10.1 and tables 10.1 and 10.2). In 1999–2000, 11 percent of teachers in central city schools had been threatened with injury by students, compared with 8 percent in both urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students, compared with 3 percent in both urban fringe and rural schools. No differences were detected in the percentage of teachers being threatened or attacked when urban fringe and rural schools were compared.
- Black teachers were more likely to be threatened than White teachers in 1999–2000 (12 percent vs. 9 percent); however, the prevalence of teachers being attacked by students did not vary according to the racial/ethnic backgrounds of teachers (tables 10.1 and 10.2).
- In 1999–2000, secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student from their school (10 percent vs. 8 percent) (table 10.1). However, they were less likely than elementary school teachers to have been physically attacked by a student (2 percent vs. 6 percent) (table 10.2).
- Public school teachers were more likely than private school teachers to be victimized by students in school in 1999–2000 (figure 10.2 and tables 10.1 and 10.2). Ten percent of public school teachers had been threatened with injury by students, compared with 4 percent of private school teachers. Four 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 four 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 1999–2000 (figure 10.2 and tables 10.1 and 10.2).

Figure 10.1.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity: 1993–94 and 1999–2000



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

Figure 10.2.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity and control: 1999–2000



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

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SCHOOL
ENVIRONMENT

School Environment

11. Prevalence of students carrying weapons on school property*

The presence of weapons at school can create an intimidating and threatening atmosphere, making teaching and learning difficult. The percentage of students who report that they carry a gun or other weapon on school property is an indicator of the breadth of the problem of weapons at school.

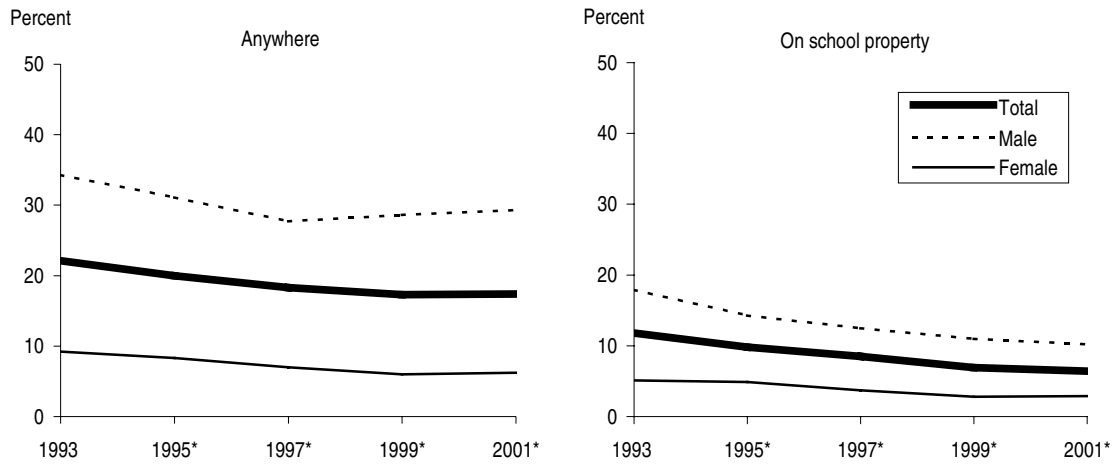
*This indicator has been updated to include 2001 data.

- In 2001, 17 percent of students in grades 9 through 12 reported carrying a weapon such as a gun, knife, or club anywhere⁶ in the past 30 days (table 11.2). About 6 percent reported they had carried a weapon on school property (table 11.1).
- Between 1993 and 2001, the percentage of students who reported carrying a weapon anywhere generally declined from 22 percent to 17 percent (table 11.2). There was also a decline in the percentage of students who carried a weapon at school—from 12 percent in 1993 to 6 percent in 2001 (table 11.1).
- In all years, males were at least three times more likely than females to carry a weapon—both anywhere and on school property (figure 11.1 and tables 11.1 and 11.2). For example, in 2001, 10 percent of males carried a weapon on school property, compared with 3 percent of females.
- Students in lower grades were generally more likely to have carried a weapon anywhere than were students in higher grades in all survey years except 1999 (figure 11.2 and table 11.2). However, at school, no differences were found among grade levels for students carrying a weapon at school in all years except 1995 (table 11.1).
- In 2001, few differences could be detected by race/ethnicity in the percentages of students carrying weapons anywhere and on school property (tables 11.1 and 11.2).⁷

⁶The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

⁷While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 11.1.—Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

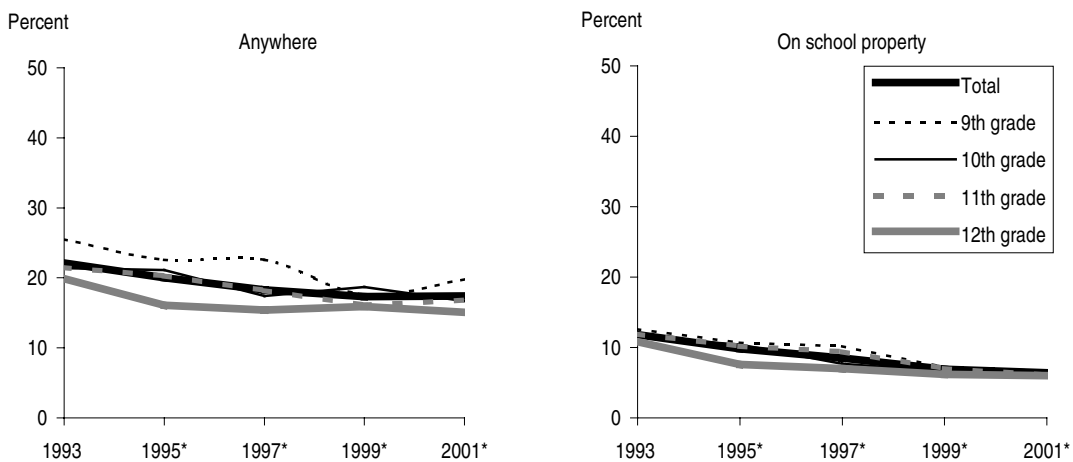


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 11.2.—Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

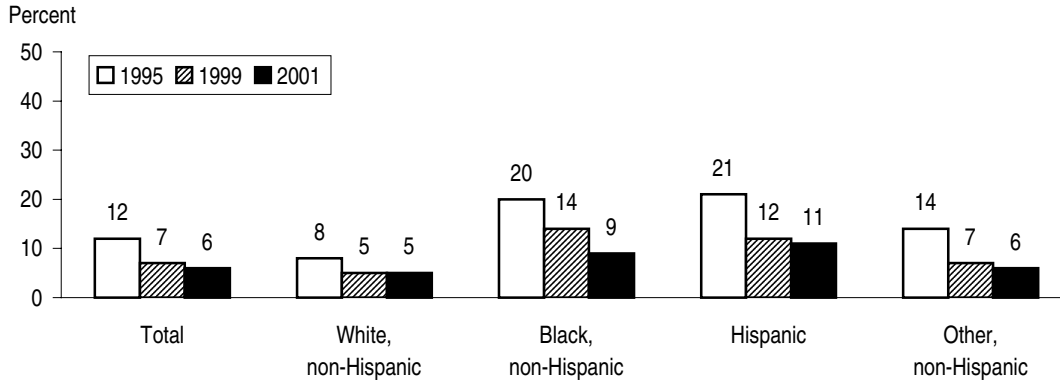
12. Students' perceptions of personal safety at school or on the way to and from school and away from school*

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 away from school may also have a detrimental effect on the school environment and learning.

*This indicator has been updated to include 2001 data. See appendix B for details on changes to the questionnaire among survey years.

- Between 1995 and 1999, there was a decrease in the percentage of students feeling unsafe while they were at school or on the way to and from school (table 12.1). However, between 1999 and 2001, there was no significant change in the percentage of students feeling unsafe at school or on the way to or from school. In 1995, 12 percent of students ages 12 through 18 reported that they sometimes or most of the time were fearful at school, compared to 7 percent in 1999 and 6 percent in 2001.
- In both 1999 and 2001, students were more likely to be afraid of being attacked at school or on the way to and from school than away from school (table 12.1). For example, in 2001, 6 percent feared being attacked at school, while 5 percent feared being attacked away from school.
- In both 1999 and 2001, Black and Hispanic students were more likely than White students to fear for their safety both at school or on the way to and from school and away from school (figures 12.1 and 12.2 and table 12.1).
- For all survey years, students in lower grades were more likely than students in higher grades to fear attacks at school or on the way to and from school. For example, in 2001, 11 percent of students in grade 6 feared for their safety while at school, compared with 3 percent of students in grade 12.
- Students in urban schools were more likely than students in suburban and rural schools to fear being attacked when at school or on the way to and from school in all three survey years (table 12.1). In 2001, 10 percent of students in urban schools feared being attacked when at school, compared with 5 percent of students in suburban schools and 6 percent of students in rural schools.

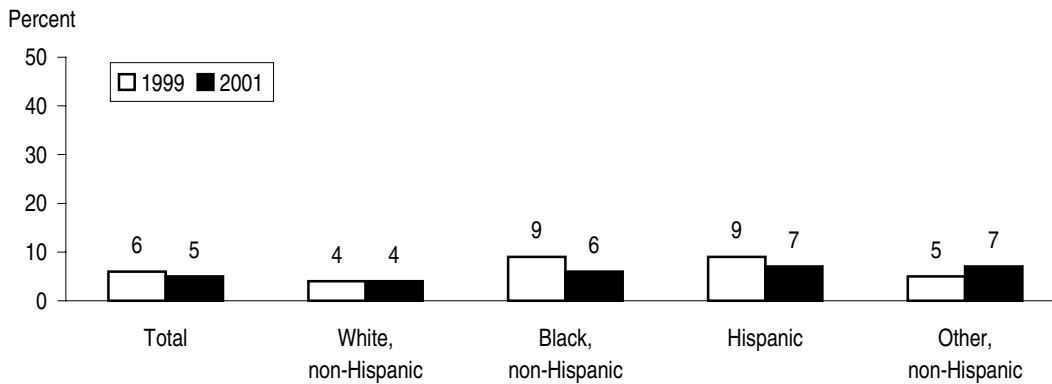
Figure 12.1.—Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001



NOTE: In 1995 and 1999, students reported fear of “attack or harm” at school during the previous 6 months. In 2001, students reported fear of “attack or threat of attack” at school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Figure 12.2.—Percentage of students ages 12 through 18 who reported fear away from school during the previous 6 months, by race/ethnicity: 1999 and 2001



NOTE: In 1999, students reported fear of “attack or harm” away from school during the previous 6 months. In 2001, students reported fear of “attack or threat of attack” away from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

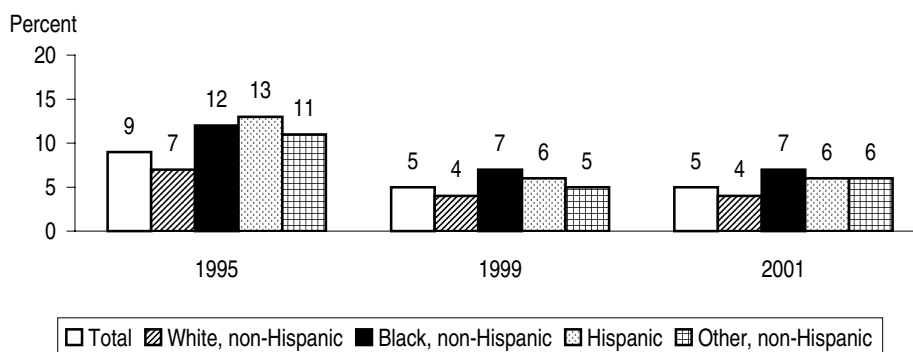
13. Students' reports of avoiding places in school*

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

*This indicator has been updated to include 2001 data. See appendix B for details on changes to the questionnaire among survey years.

- Between 1995 and 1999, the percentage of students ages 12 through 18 who avoided one or more places in school decreased from 9 percent in 1995 to 5 percent in 1999 (figure 13.1 and table 13.1). However, between 1999 and 2001, the percentage remained stable at 5 percent.
- In 1995 and 1999, both Black and Hispanic students were more likely than White students to report avoiding places (figure 13.1 and table 13.1). In 2001, Black students were more likely than White students to report avoiding places in school. No differences were detected between students of other racial/ethnic backgrounds in this year.
- In 2001, students in lower grades were more likely than students in higher grades to report avoiding areas in school (table 13.1). For example, 7 percent of 6th-graders avoided areas in school, compared with 3 percent of 12th-graders.
- In both 1995 and 2001, students in urban areas were more likely than suburban students to avoid places in school (6 percent vs. 4 percent, respectively, in 2001) (figure 13.2 and table 13.1). However, in 1999, there were no such differences between urban and suburban students.

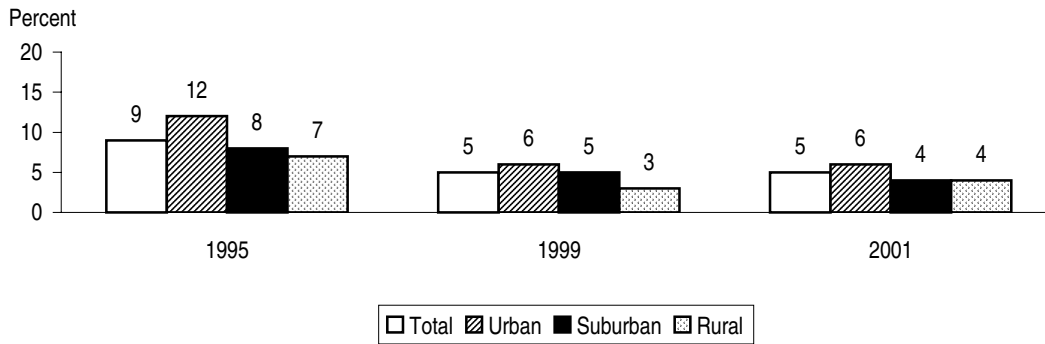
Figure 13.1.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001



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. See appendix B for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Figure 13.2.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by urbanicity: 1995, 1999, and 2001



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. See appendix B for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

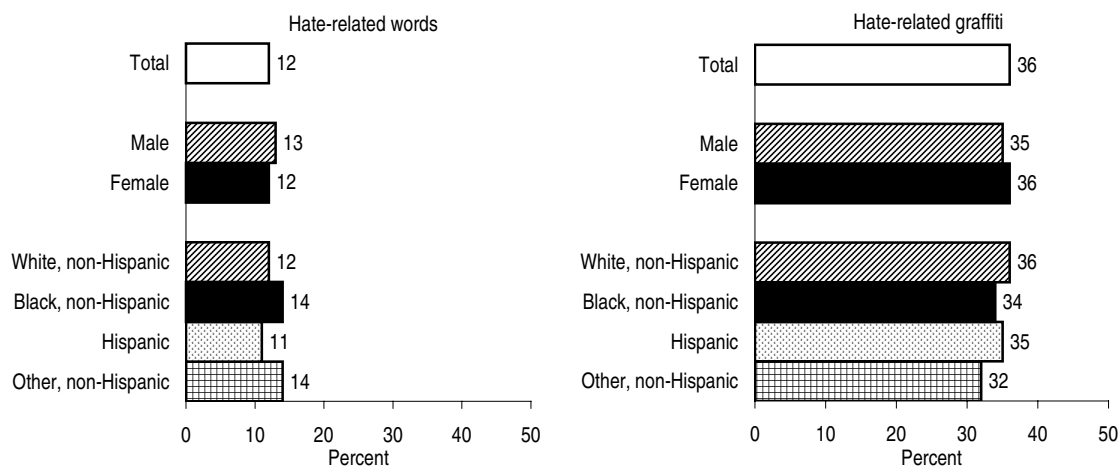
14. Students' reports of being called hate-related words and seeing hate-related graffiti*

A student's exposure to hate-related words or symbols at school may increase his or her feeling of vulnerability. An environment in which students are confronted with discriminatory behavior creates a climate of hostility that is not conducive to learning.

*This indicator has been updated to include 2001 data.

- In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (table 14.1). That is, in the 6 months prior to the survey, someone at school called them a derogatory word having to do with race, religion, ethnicity, disability, gender, or sexual orientation. Over 4 percent of respondents reported that the hate-related words related to their race, about 3 percent reported that the hate-related words related to their ethnicity or gender, and between 1 and 2 percent reported that the hate-related words related to their religion, disability, or sexual orientation.
- In both 1999 and 2001, 36 percent of students saw hate-related graffiti at school (table 14.2).
- In 2001, there were no differences measured by race/ethnicity or gender in students' likelihood of reporting either being called hate-related words or seeing hate-related graffiti at school (tables 14.1 and 14.2 and figure 14.1). However, there were differences among these groups in terms of exposure to specific types of hate-related words. For example, females were more likely to report gender-related hate words than males, and Blacks were more likely to report race-related hate words than Whites (4 percent of females vs. 1 percent of males and 8 percent of Blacks vs. 3 percent of Whites).
- Students in public schools were more likely than students in private schools to report being called hate-related words or to see hate-related graffiti in 2001 (tables 14.1 and 14.2).

Figure 14.1.—Percentage of students ages 12 through 18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by gender and race/ethnicity: 2001



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

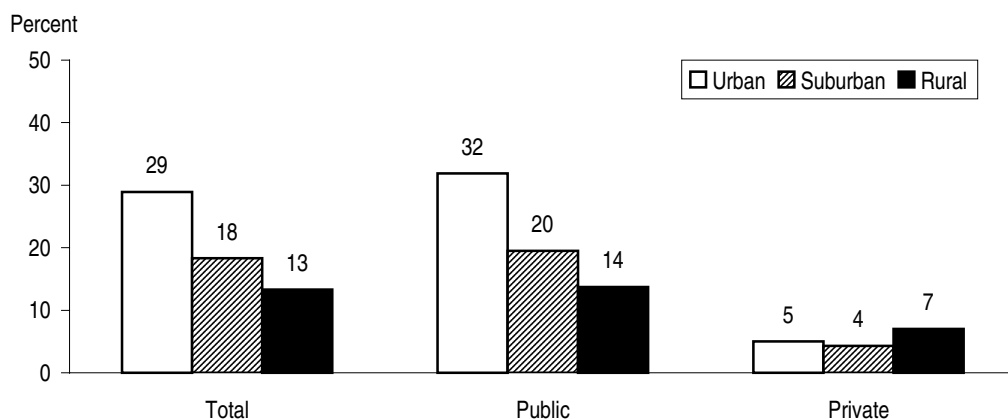
15. Students' reports of gangs at school*

Street gangs are organized groups that are often involved in drugs, weapons trafficking, and violence. The presence of street gangs in school can be very disruptive to the school environment. Street 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.

*This indicator has been updated to include 2001 data. See appendix B for details on questionnaire changes in 2001.

- In 2001, 20 percent of students reported that street gangs were present at their schools (figure 15.1 and table 15.1). Students in urban schools were more likely to report that there were street gangs at their schools (29 percent) than were suburban and rural students (18 percent and 13 percent, respectively).
- Hispanic and Black students were more likely than White students to report the existence of street gangs in their schools in 2001 (32 percent and 29 percent, respectively, vs. 16 percent) (table 15.1). This was also true for students in urban schools and suburban schools.
- Gangs were more likely to be reported in public schools than in private schools (figure 15.1 and table 15.1). In 2001, 22 percent of students in public schools reported that street gangs were present in their schools, compared with 5 percent in private schools. Among public schools, students in urban schools were more likely than students in suburban or rural schools to report street gangs. However, among private schools, no differences were found in students' reports of gangs irrespective of where their schools were located.

Figure 15.1.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and control: 2001



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

16. Public school principals' perceptions of discipline issues at school*

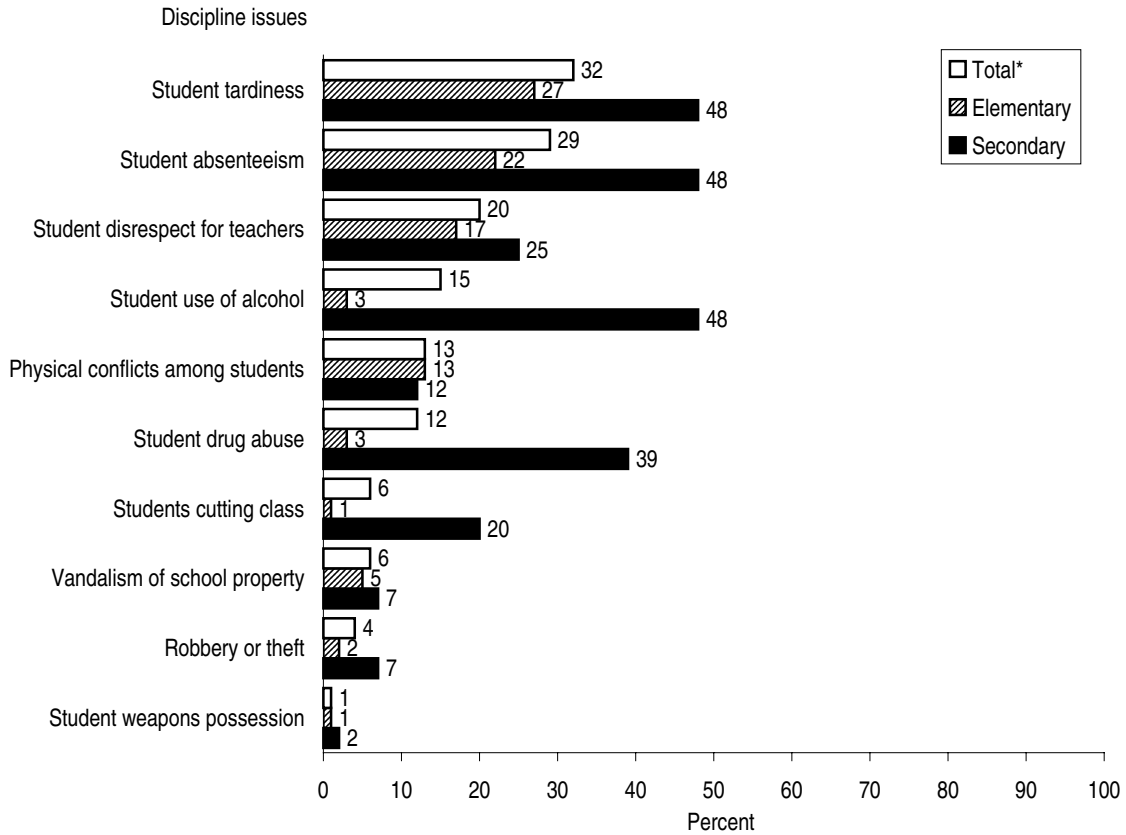
Discipline problems in a school may contribute to an overall climate in which violence may occur. Schools that suffer from student drug or alcohol use, physical conflicts, or student disrespect for teachers may be filled with pressures that result in school violence.

*This indicator has been updated to include 1999–2000 data.

- Public school principals were more likely to consider some discipline issues at their schools serious or moderate problems than other issues.⁸ For example, in 1999–2000, student tardiness and absenteeism were reported as problems by about 30 percent of principals (32 percent and 29 percent, respectively) (table 16.1). However, vandalism of school property and robbery or theft were considered to be serious or moderate problems in 6 percent and 4 percent of public schools, respectively. Student possession of weapons was reported as a serious or moderate problem by 1 percent of public school principals.
- With the exception of physical conflicts among students, secondary school principals were more likely than elementary school principals to report disciplinary issues as a serious or moderate problem in their school in 1999–2000 (table 16.1 and figure 16.1).
- Reports of disciplinary issues from secondary school principals varied between 1993–94 and 1999–2000. Reports of student tardiness as a serious or moderate problem increased from 43 percent to 48 percent, and reports of student drug abuse also increased from 30 percent to 39 percent (table 16.1). On the other hand, secondary school principal reports of physical conflicts, vandalism, robbery or theft, and student possession of weapons decreased during this time period (from 20 to 12 percent, 10 to 7 percent, 11 to 7 percent, and 7 to 2 percent, respectively).

⁸The issues were student tardiness, student absenteeism, student disrespect for teachers, student use of alcohol, physical conflicts among students, student drug abuse, students cutting class, vandalism of school property, robbery or theft, and student possession of weapons.

Figure 16.1.—Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level: 1999–2000



*Includes combined elementary/secondary schools not shown separately.

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

17. Prevalence of students using alcohol*

The consumption of alcohol by students on school property, a crime in itself, may also lead to other crimes and misbehavior. It can lead to a school environment that is harmful to students, teachers, and staff.

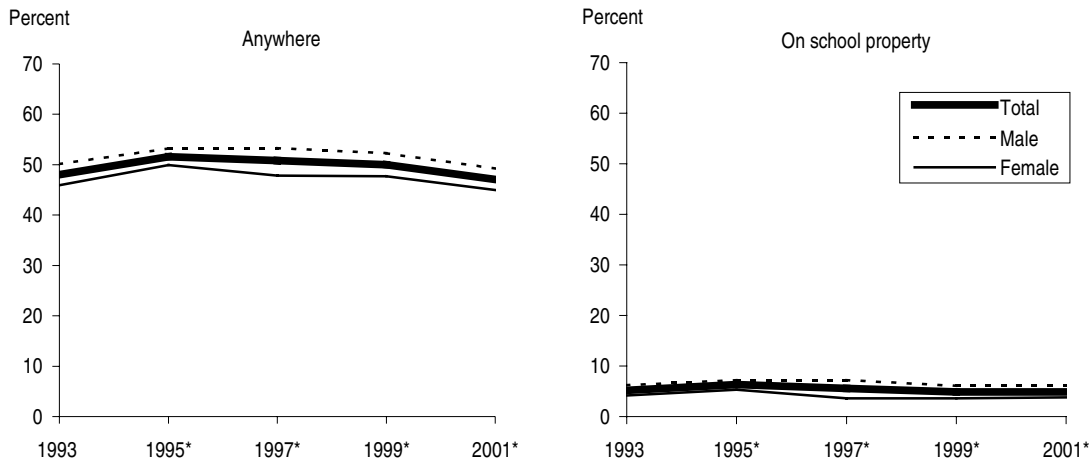
*This indicator has been updated to include 2001 data.

- In 2001, 47 percent of students in grades 9 through 12 had at least one drink of alcohol anywhere⁹ in the 30 days before being surveyed (table 17.1). A small percentage (5 percent) had at least one drink on school property during the same period.
- There were no consistent patterns of increase or decrease found in the percentage of students who had consumed alcohol between 1993 and 2001—both anywhere and on school property (figure 17.1 and table 17.1).
- In every survey year except for 1995, males were more likely than females to have used alcohol anywhere (figure 17.1 and table 17.1). Furthermore, in every survey year, males were more likely than females to use alcohol on school property. For example, in 2001, 6 percent of males had used alcohol on school property, compared with 4 percent of females.
- In every survey year, students in higher grades were more likely to report drinking alcohol anywhere than were students in lower grades (figure 17.2 and table 17.1). However, no differences were found among grade levels for students' reports of drinking alcohol on school property in every survey year.
- Asian students were less likely to use alcohol anywhere than White, Hispanic or Latino, and American Indian or Alaska Native students in 2001 (28 percent compared to 50, 49, and 51 percent, respectively) (table 17.1). However, when comparing Asian students' use of alcohol on school property to these groups' use, no difference could be detected (7 percent compared to 4, 7, and 8 percent, respectively).¹⁰

⁹The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

¹⁰While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 17.1.—Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

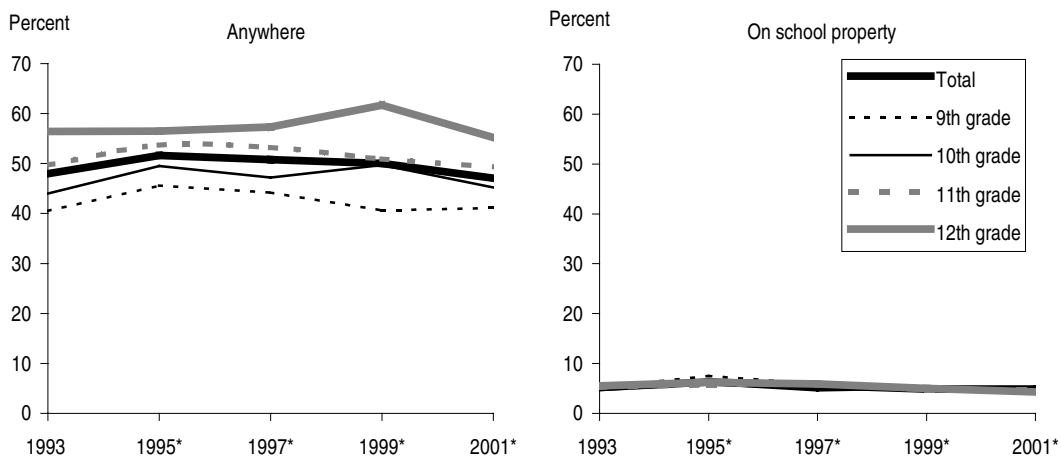


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 17.2.—Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

18. Prevalence of students using marijuana*

The use of drugs at school may cause disruptions in the learning environment. The consumption of these substances, such as marijuana, can lead to a school environment that is harmful to students, teachers, and school administrators.

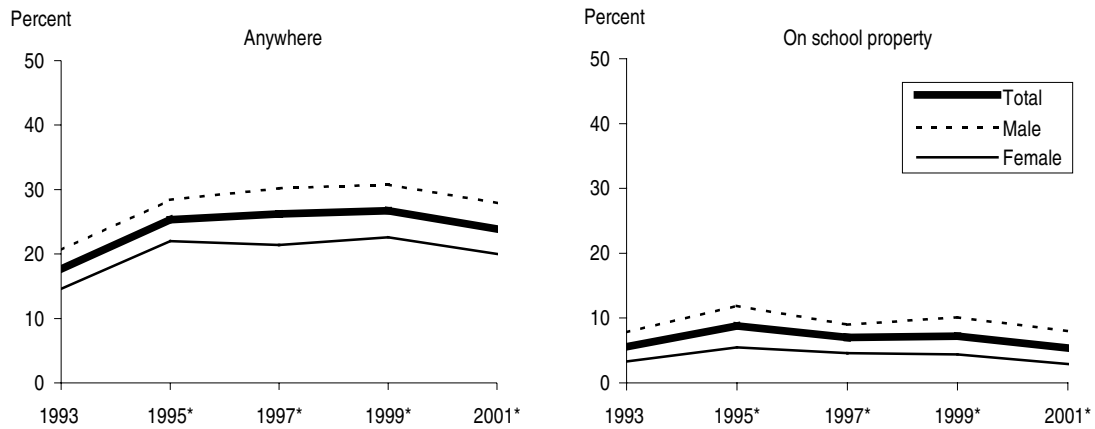
*This indicator has been updated to include 2001 data.

- In 2001, 24 percent of students in grades 9 through 12 reported using marijuana anywhere¹¹ during the last 30 days, whereas 5 percent of students reported using marijuana on school property (table 18.1).
- Overall, there were no consistent patterns of increase or decrease found in the percentage of students who had used marijuana between 1993 and 2001—both anywhere and on school property (table 18.1).
- Males were more likely than females to have used marijuana in every survey year—both anywhere and on school property (figure 18.1 and table 18.1). For example, in 2001, 8 percent of males and 3 percent of females reported using marijuana on school property.
- In 2001, students in lower grades were less likely than students in higher grades to report using marijuana anywhere (figure 18.2 and table 18.1). However, students' grade in school was not associated with their use of marijuana on school property.
- In 2001, Asian students were less likely than White, Black or African American, Hispanic or Latino, and American Indian or Alaska Native students to report using marijuana anywhere (table 18.1). However, regarding marijuana use at school among these groups, no differences could be detected.¹²

¹¹The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

¹²While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 18.1.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

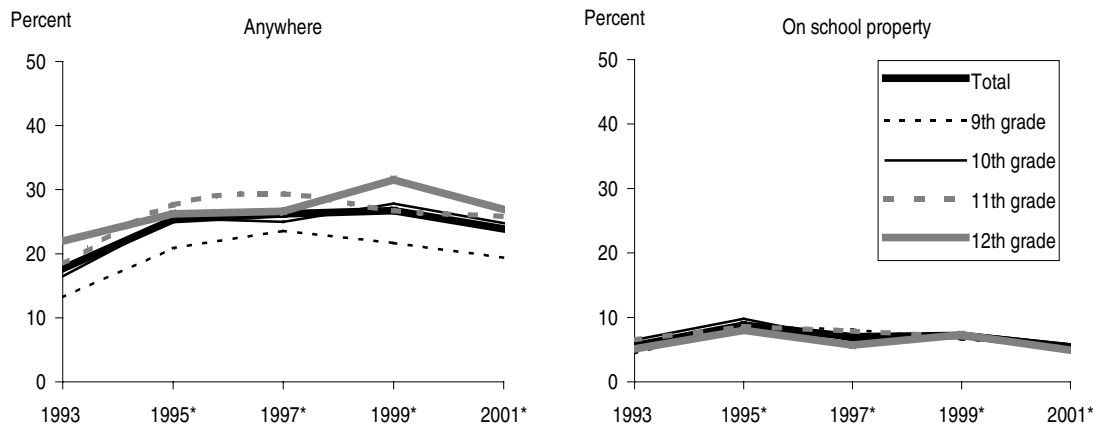


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 18.2.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

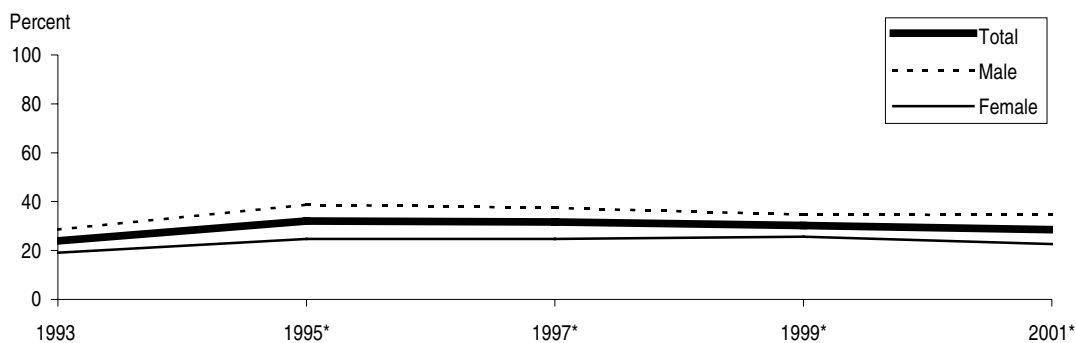
19. Prevalence of students reporting drugs were made available to them on school property*

Schools can be places where young people are offered or can purchase illegal drugs. The availability of drugs on school property is a disruptive and corrupting influence in the school environment.

- In 2001, 29 percent of all students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (table 19.1). There were no consistent patterns of increase or decrease found in the percentage of students who had reported that drugs were made available to them on school property between 1993 and 2001.
- In each survey year, males were more likely than females to report that drugs were offered, sold, or given to them on school property (figure 19.1 and table 19.1). For example, in 2001, 35 percent of males reported the availability of drugs, while 23 percent of females did so.
- Students' grade level in school does not appear to be associated with whether they had been offered, sold, or given drugs on school property (table 19.1). Generally, in each survey year, the percentage of students in each grade level who reported the availability of illegal drugs did not differ.
- In 1999 and 2001, there were few differences by racial/ethnic background in students' reports of having illegal drugs offered, sold, or given to them on school property (figure 19.2 and table 19.1).¹³

*This indicator has been updated to include 2001 data.

Figure 19.1.—Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001



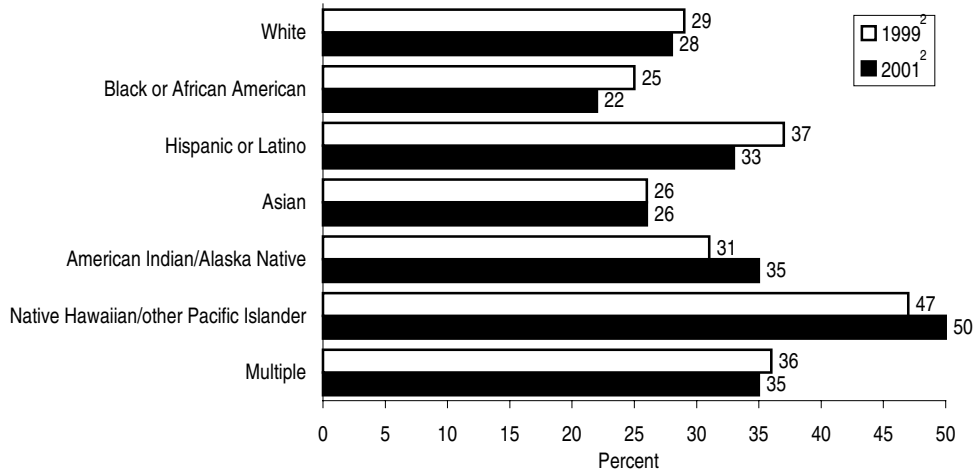
*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

¹³While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 19.2.—Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by race/ethnicity:¹ 1999 and 2001



¹Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

²The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1999 and 2001.

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