

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

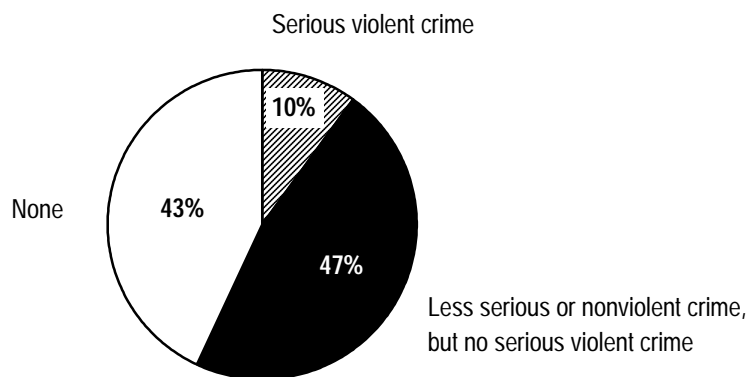
8. Crimes reported to the police*

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 1999 *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 8.1 and table 8.1). 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 8.3).
- The percentage of schools reporting crimes was similar at the middle and high school levels (figure 8.2 and table 8.1). 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 8.2 and table 8.4). 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 8.2 and table 8.1).

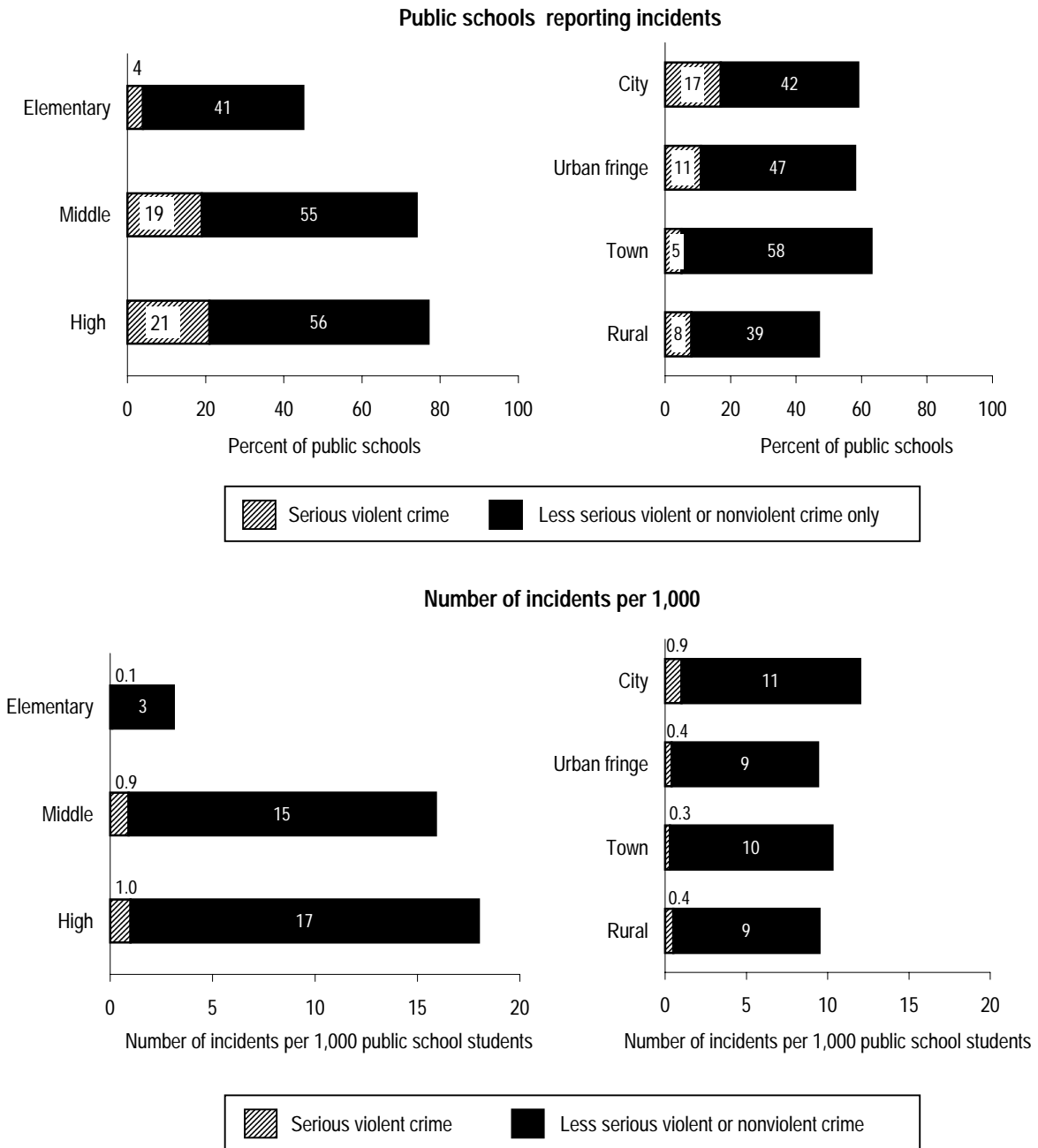
Figure 8.1.—Percentage distribution of public schools according to types of crimes reported to police: 1996–97



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 8.2.—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.

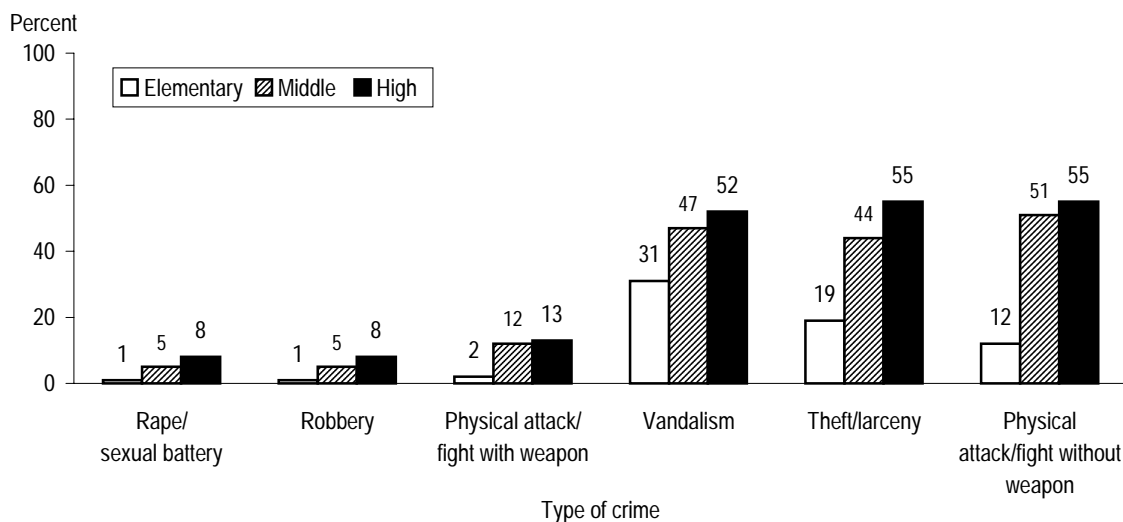
9. Specific crimes reported to the police*

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.

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- 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 9.1 and table 9.2). 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 9.1).
- 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 9.1 and tables 9.1 and 9.2). 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 9.2 and table 9.8). 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 9.2 and tables 9.7 and 9.8).

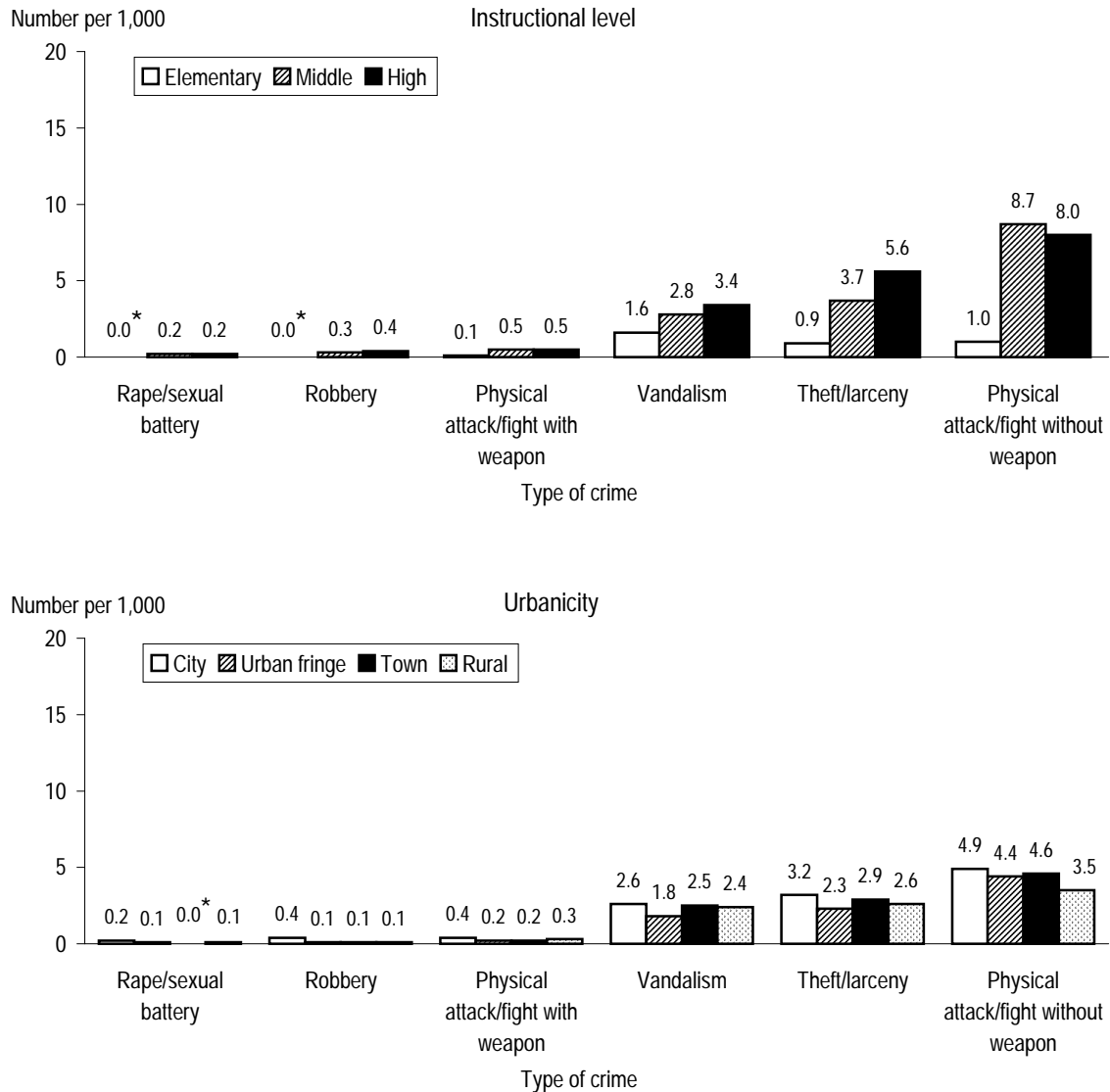
Figure 9.1.—Percentage of public schools that reported one or more criminal incidents to police, by type of crime and instructional level: 1996–97



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

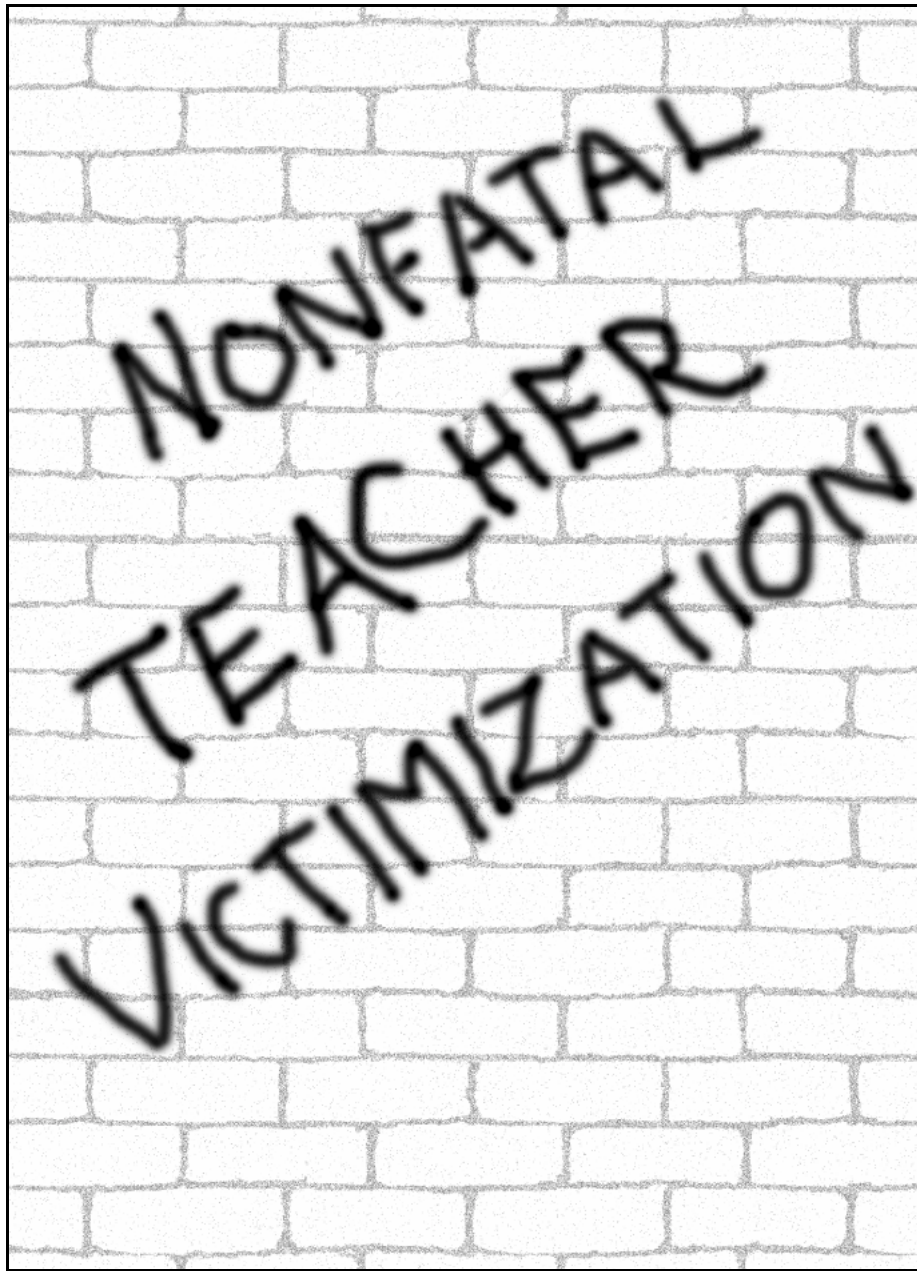


*Less than 0.05.

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**

10. Nonfatal teacher victimization at school*

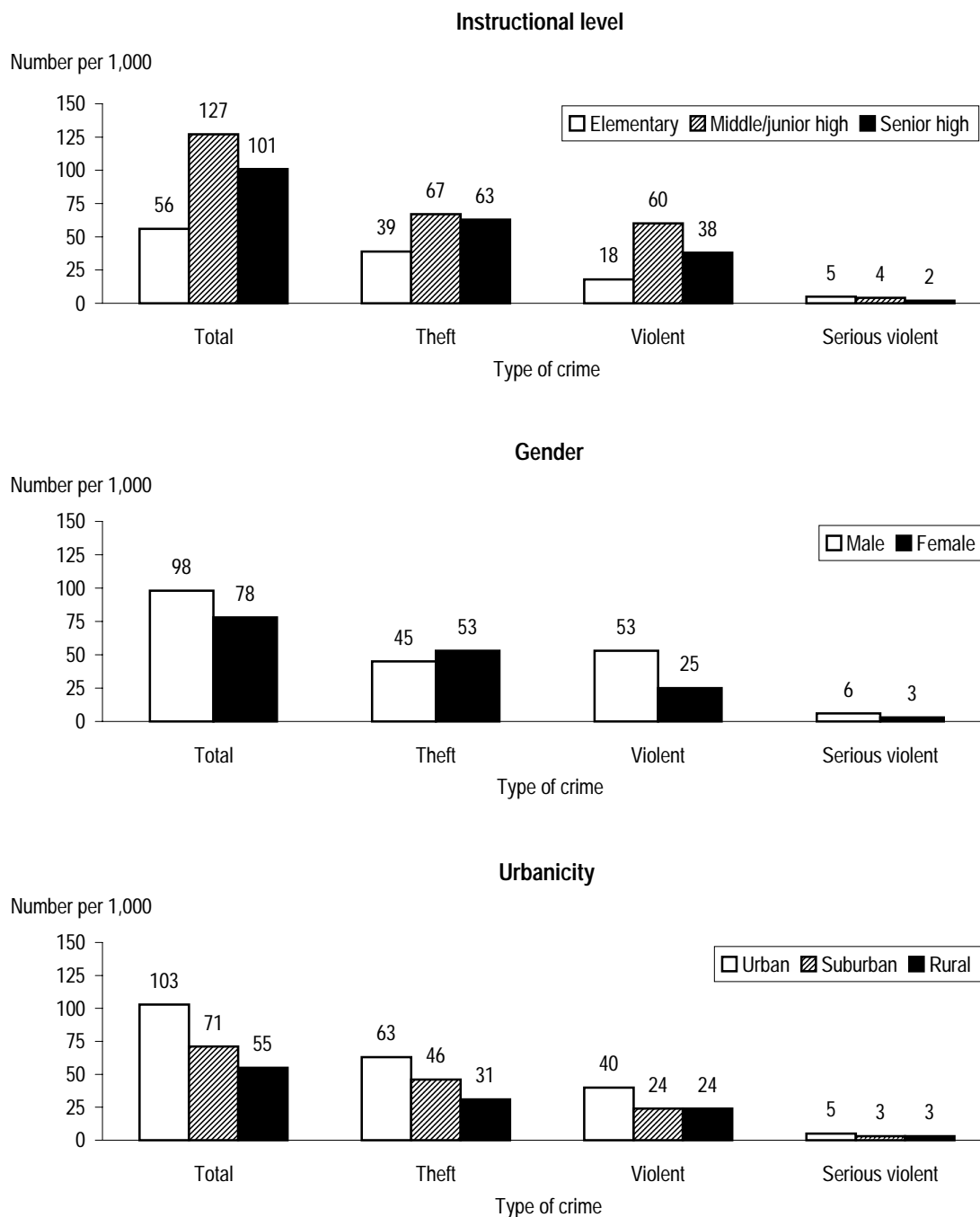
Students are not the only ones who are victims of crime at school. Teachers in school can also be the targets of violence and theft. In addition to the personal toll such violence takes on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether.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

*The data reported here are new.

- Over the 5-year period from 1994 through 1998, teachers were the victims of approximately 1,755,000 nonfatal crimes at school, including 1,087,000 thefts and 668,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 10.1). On average, this translates into 351,000 nonfatal crimes per year, or 83 crimes per 1,000 teachers per year. Among the violent crimes against teachers during this 5-year period, there were about 80,000 serious violent crimes (12 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, this translates into 16,000 serious violent crimes per year.
- During the 1994–98 period, the average annual rate of serious violent crime was similar for teachers (on average, 4 per 1,000 teachers), regardless of their instructional level, gender, race/ethnicity, and the urbanicity of the schools where they taught (figure 10.1 and table 10.1).⁴
- In the period from 1994 through 1998, 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 (38 and 60, respectively, versus 18 crimes per 1,000 teachers) (figure 10.1 and table 10.1).
- During the 1994–98 period, senior high and middle/junior high school teachers were more likely to be targets of theft than elementary school teachers (63 and 67, respectively, versus 39 thefts per 1,000 teachers) (figure 10.1 and table 10.1).
- The average annual violent crime rate for teachers at school varied by gender. Over the 5-year period from 1994 through 1998, male teachers were more likely to be victims of violent crimes than female teachers (53 versus 25 crimes per 1,000 teachers) (figure 10.1 and table 10.1).
- Teachers were differentially victimized by crimes at school according to where they taught. For example, over the 5-year period from 1994 through 1998, urban teachers were more likely to be victims of violent crimes than rural and suburban teachers (40 versus 24 and 24, respectively, per 1,000 teachers). Urban teachers were also more likely to experience theft than suburban and rural teachers (63 versus 46 and 31 per 1,000 teachers, respectively) (figure 10.1 and table 10.1).

⁴The average annual rate is the sum of all teacher victimizations across five years divided by the sum of all teachers over those five years.

Figure 10.1.—Average annual number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected characteristics: Aggregated from 1994 to 1998



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 1994 to 1998 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 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, 1994 to 1998.

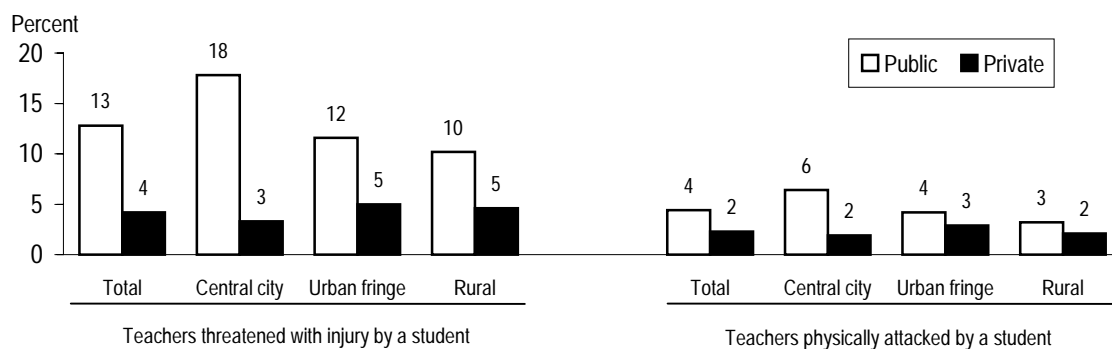
11. Prevalence of teachers being threatened with injury or attacked by students*

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.

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- 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 (119,000) were physically attacked by a student (table 11.1).
- Teachers in central city schools were more likely to be victims than were teachers in urban fringe or rural schools in 1993–94 (table 11.1). 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 11.1 and table 11.1). 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 11.1). 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 11.1.—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 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

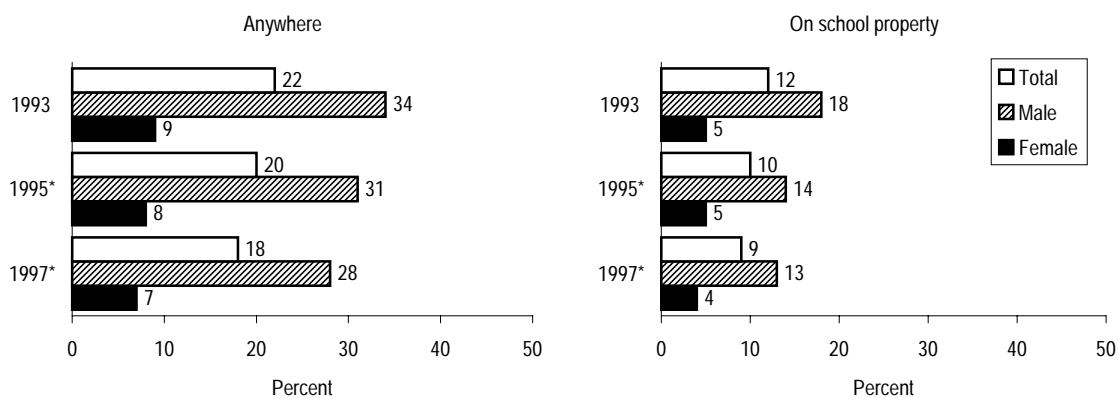
12. Prevalence of students carrying weapons on school property*

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

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- In 1997, 18 percent of students reported carrying a weapon such as a gun, knife, or club at any time in the past 30 days. About 9 percent reported they had carried a weapon on school property in the past 30 days (figures 12.1 and 12.2 and tables 12.1 and 12.2).
- Between 1993 and 1997, the percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day within 30 days before the survey fell from 12 percent to 9 percent (a 25 percent reduction) (figure 12.1 and table 12.1).
- There was also a decline in the percentage of students in grades 9 through 12 who carried a weapon at any time during the past 30 days—from 22 percent in 1993 to 18 percent in 1997 (figure 12.2 and table 12.2).
- Males were about three times more likely than females to carry a weapon on school property. For example, in 1997, 13 percent of males carried a weapon on school property, compared with 4 percent of females (figure 12.1 and table 12.1).
- Students in lower grades were more likely to have carried a weapon anywhere in the previous 30 days than were students in higher grades (figure 12.2 and table 12.2). For example, in 1997, 23 percent of 9th graders had carried a weapon compared with 15 percent of 12th graders.
- Generally, students in lower grades were no more likely to carry a weapon to school than other students (figure 12.2 and table 12.1). The one exception to this general trend was in 1995, in which 12th graders were less likely to carry a weapon to school than were 10th or 9th grade students.

Figure 12.1.—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, and 1997

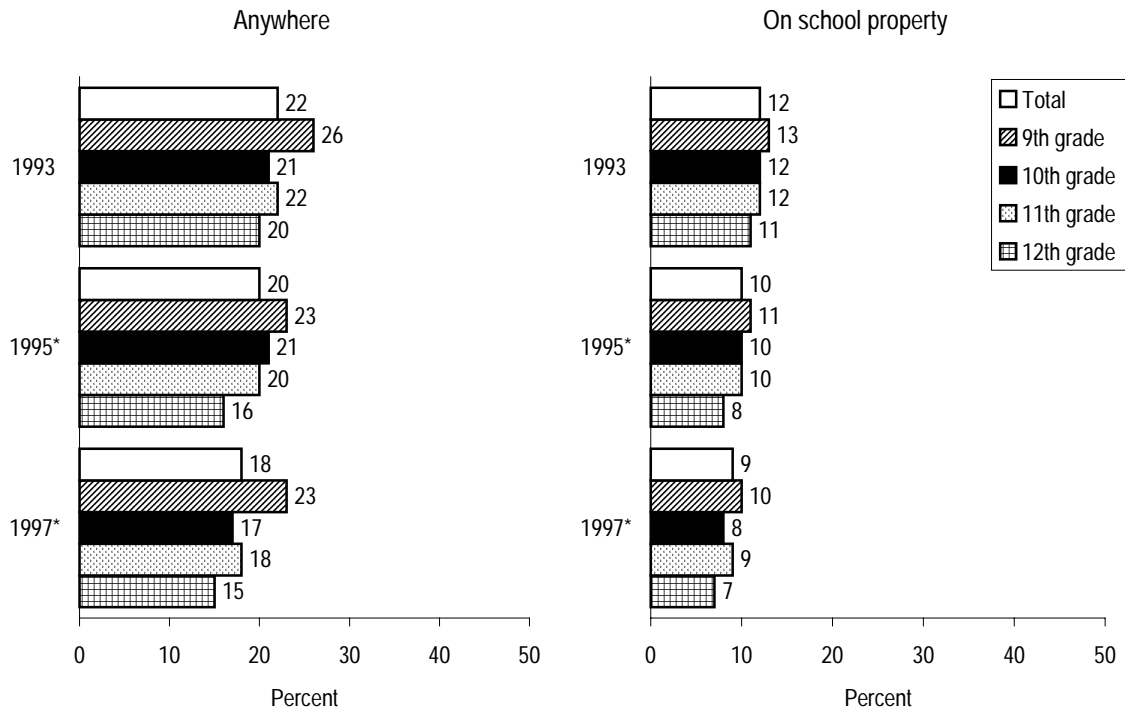


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: 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.

Figure 12.2.—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, and 1997



*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: 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.

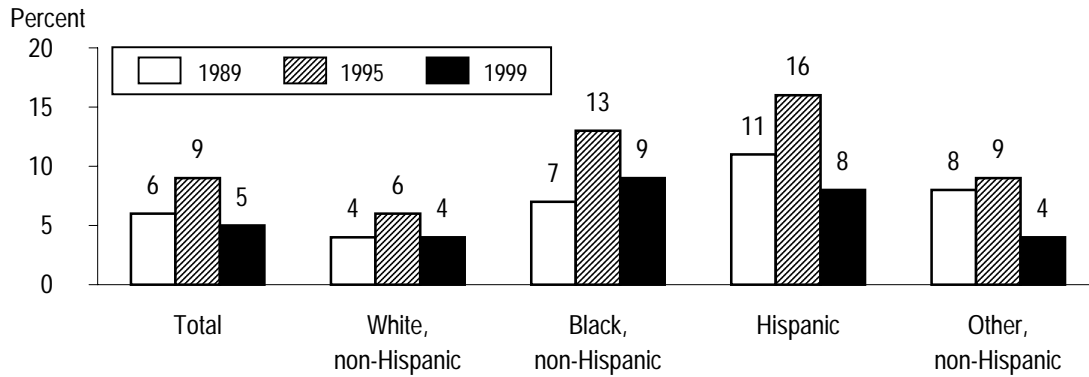
13. Students' perceptions of personal safety at school and when traveling to and from school*

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.

*The 1999 data reported here are new. Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. See appendix B for details.

- Between 1995 and 1999, there were decreases in the percentages of students feeling unsafe while they were at school and while they were going to and from school (figures 13.1 and 13.2 and table 13.1). In 1995, 9 percent of students ages 12 through 18 sometimes or most of the time feared they were going to be attacked or harmed at school, while in 1999 this percentage fell to 5 percent. Between these years, the percentage of students fearing they would be attacked while traveling to and from school fell from 7 percent to 4 percent.
- Between 1995 and 1999, there was a decline in fear of attacks at school and when traveling to and from school among all racial/ethnic groups. However, in both years, larger percentages of black and Hispanic students than white students feared such attacks (figures 13.1 and 13.2 and table 13.1).
- In both 1995 and 1999, students in lower grades were more likely to fear for their safety at school than were students in higher grades (table 13.1). For example, in 1999, 9 percent of students in grade 6 feared for their safety while at school, compared with 3 percent of students in grade 12.
- Between 1995 and 1999 there was a decline in fear of attacks at school and to and from school within almost all grades. However, in both 1995 and 1999, students in lower grades were also more likely than students in higher grades to fear being attacked on the way to and from school (table 13.1).
- Between 1995 and 1999 there was a decline in fear of attacks at school and to and from school for students in all areas—urban, suburban and rural. However, in 1999, as in 1995, students in urban schools were more likely than students in suburban or rural schools to fear being attacked at school and when travelling to and from school (table 13.1).

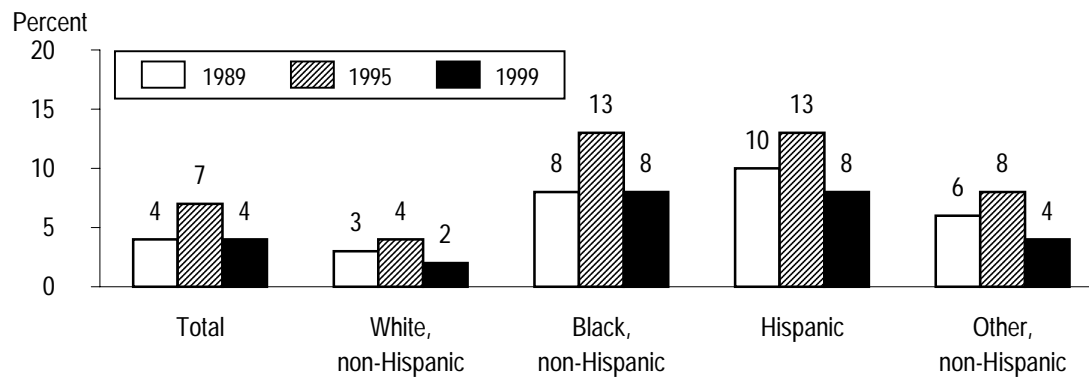
Figure 13.1.—Percentage of students ages 12 through 18 who reported fearing being attacked or harmed at school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. 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, January–June, 1989, 1995, and 1999.

Figure 13.2.—Percentage of students ages 12 through 18 who reported fearing being attacked or harmed on the way to and from school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. 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, January–June, 1989, 1995, and 1999.

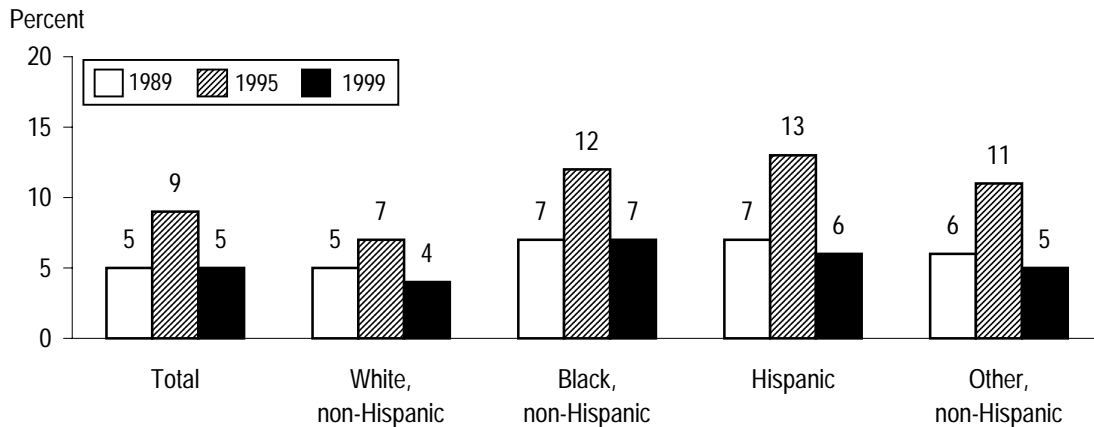
14. Students' reports of avoiding places in school*

One consequence of crime in school is that students begin 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.

*The 1999 data reported here are new. Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. See appendix B for details.

- Between 1995 and 1999, there was a decrease in the percentage of students ages 12 through 18 who avoided one or more places in school—from 9 percent in 1995 to 5 percent in 1999 (figure 14.1 and table 14.1). Despite this decline, this percentage still represented 1.1 million students in 1999 who reported avoiding some areas in school out of fear for their own safety.
- The percentage of students of all racial/ethnic groups avoiding specific areas in school fell between 1995 and 1999 (figure 14.1 and table 14.1). In both 1995 and 1999, black and Hispanic students were more likely to avoid areas in school than were white students.
- Between 1995 and 1999, there was a decrease in the percentage of students reporting avoiding areas in school among students of almost all grade levels (table 14.1). However, in both years, students in lower grades were more likely than students in higher grades to report avoiding areas in school.
- While in 1995, students in urban areas were more likely than suburban students to avoid areas in school (12 percent versus 8 percent, respectively), by 1999 urban and suburban students were equally as likely to avoid areas in school (figure 14.2 and table 14.1).

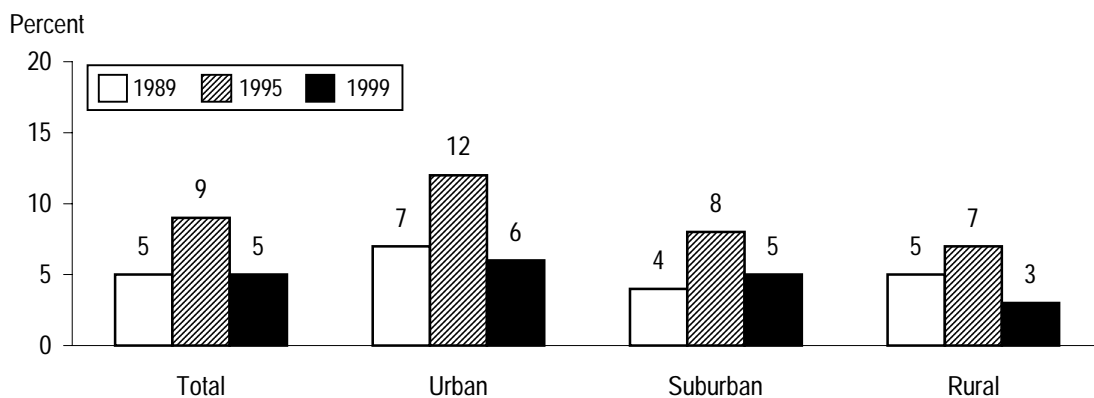
Figure 14.1.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. 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, January–June, 1989, 1995, and 1999.

Figure 14.2.—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: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. 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, January–June, 1989, 1995, and 1999.

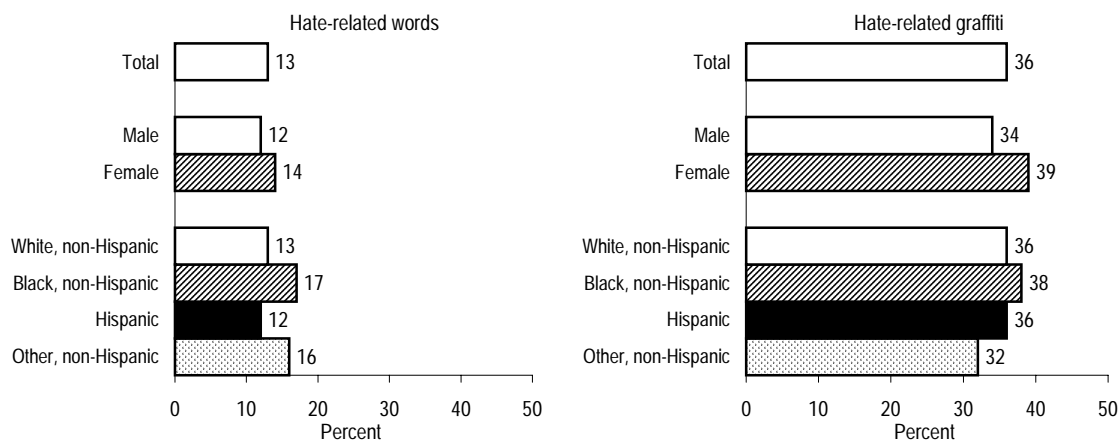
15. Students' reports of being called hate-related words and seeing hate-related graffiti*

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

*This is a new indicator.

- In 1999, about 13 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (figure 15.1 and table 15.1). That is, in the prior 6 months someone at school called them a derogatory word having to do with race/ethnicity, religion, disability, gender, or sexual orientation. In addition, about 36 percent of students saw hate-related graffiti at school.
- There was very little variation in these percentages based on the location of the students' households (table 15.1). Students in urban, suburban, and rural households were equally as likely to report being called hate-related words and to see hate-related graffiti.
- Females were more likely than males to report being targets of derogatory words and were also more likely to report seeing hate-related graffiti at their school (figure 15.1 and table 15.1). About 14 percent of females reported being called hate words in 1999, compared with 12 percent of males. About 39 percent of females had seen hate-related graffiti, compared with 34 percent of males.
- Black students were more likely than white or Hispanic students to report being called hate words (table 15.1). About 17 percent of black students ages 12 through 18 reported being targets of derogatory words, compared with 13 percent of white students and 12 percent of Hispanic students.⁵ Students of all racial/ethnic groups were equally likely to report hate-related graffiti at school.

Figure 15.1.—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: 1999



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, January–June, 1999.

⁵The percentage of other, non-Hispanic students who were victimized by hate-related words was similar to that for white, non-Hispanic, black, non-Hispanic, and Hispanic students.

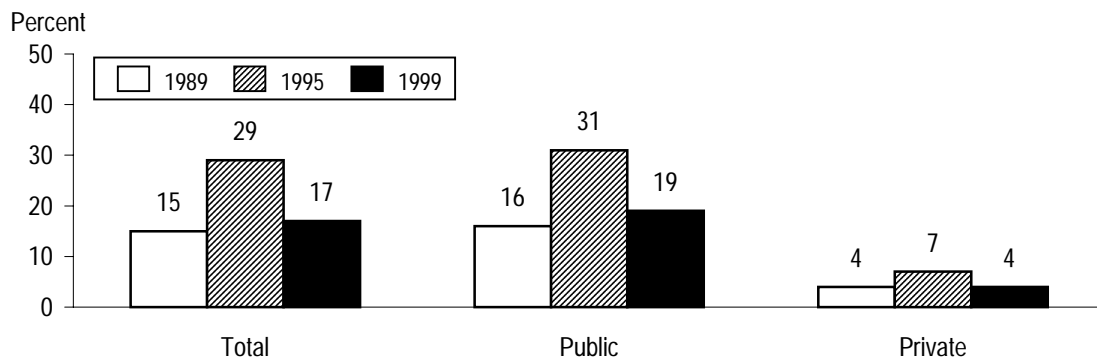
16. Students' reports of gangs at school*

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.

*The 1999 data reported here are new. Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. See appendix B for details.

- Between 1995 and 1999, the percentage of students who reported that street gangs were present at their schools decreased (figure 16.1 and table 16.1). In 1995, 29 percent of students reported street gangs being present in their schools. By 1999, this percentage had fallen to 17 percent.
- Gangs were more likely to be reported in public schools than in private schools (figure 16.1 and table 16.1). In 1999, 19 percent of students in public schools reported that street gangs were present in their schools, compared with 4 percent in private schools. A similar pattern of results was reported in 1995. However, between these two years, the percentage of public school students reporting that gangs were present in their schools decreased by about 40 percent (from 31 percent in 1995 to 19 percent in 1999) as did the percentage of private school students reporting gang presence (from 7 percent to 4 percent).
- In 1999, urban students were more likely to report that there were street gangs at their schools (25 percent) than were suburban and rural students (16 percent and 11 percent, respectively) (figure 16.2 and table 16.1). Between 1995 and 1999, reports of gang presence decreased regardless of students' place of residence.
- In both years, Hispanic and black students were more likely than white students to report the existence of street gangs in their schools. In 1995, Hispanic students were more likely than black students to do so (figure 16.3 and table 16.1), while in 1999 they were equally as likely. Between 1995 and 1999, reports of gang presence decreased for whites, blacks, Hispanics, and students of other race/ethnicities.

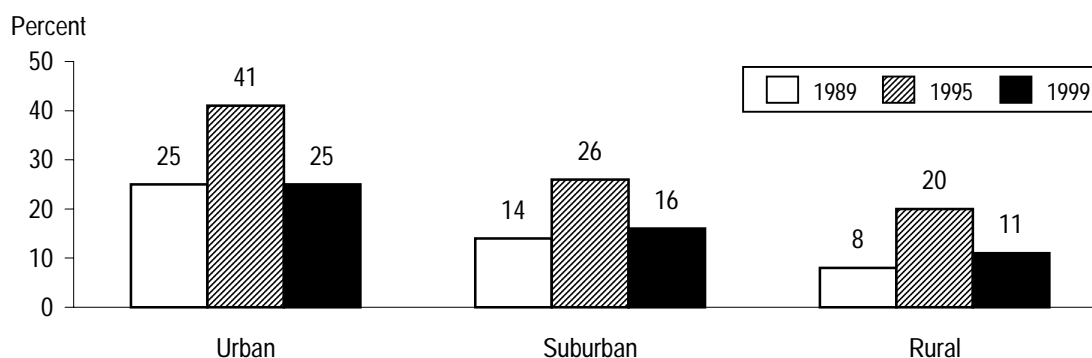
Figure 16.1.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by control of school: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. This indicator is based on an item from earlier in the SCS questionnaire, before "at school" was defined for the respondent.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June, 1989, 1995, and 1999.

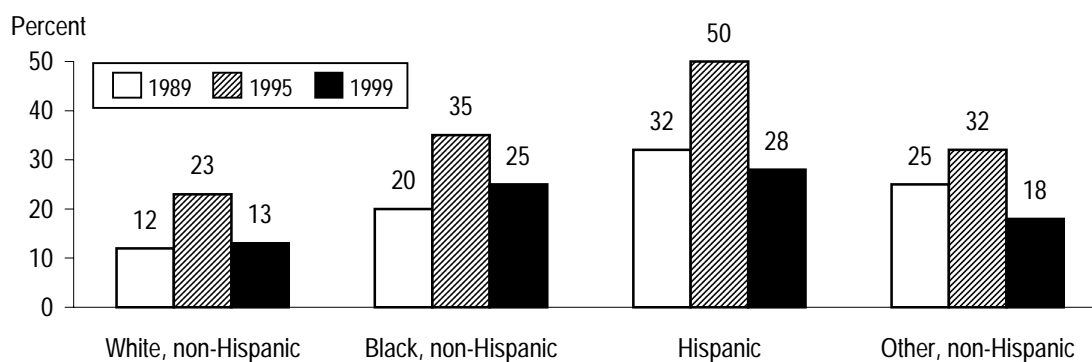
Figure 16.2.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. This indicator is based on an item from earlier in the SCS questionnaire, before "at school" was defined for the respondent.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June, 1989, 1995, and 1999.

Figure 16.3.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



NOTE: Comparisons between the 1989 data and the 1995 and 1999 data should be made with caution due to changes in the questionnaire. Also, the 1989 data include students ages 12 through 19. See appendix B for details. This indicator is based on an item from earlier in the SCS questionnaire, before "at school" was defined for the respondent.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June, 1989, 1995, and 1999.

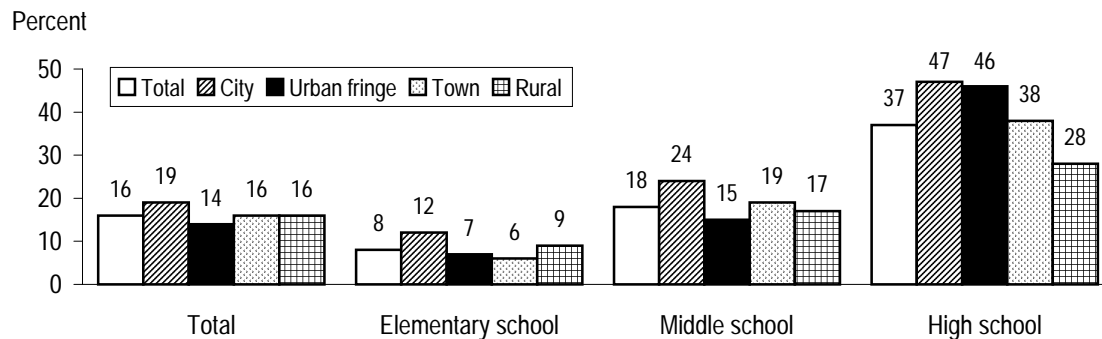
17. Public school principals' reports of discipline problems at school*

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.

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- 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 school⁶ (figure 17.1 and table 17.1). 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 17.1 and table 17.1). 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 17.1 and table 17.1).

Figure 17.1.—Percentage of public schools that reported 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.

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

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.

⁶These 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.

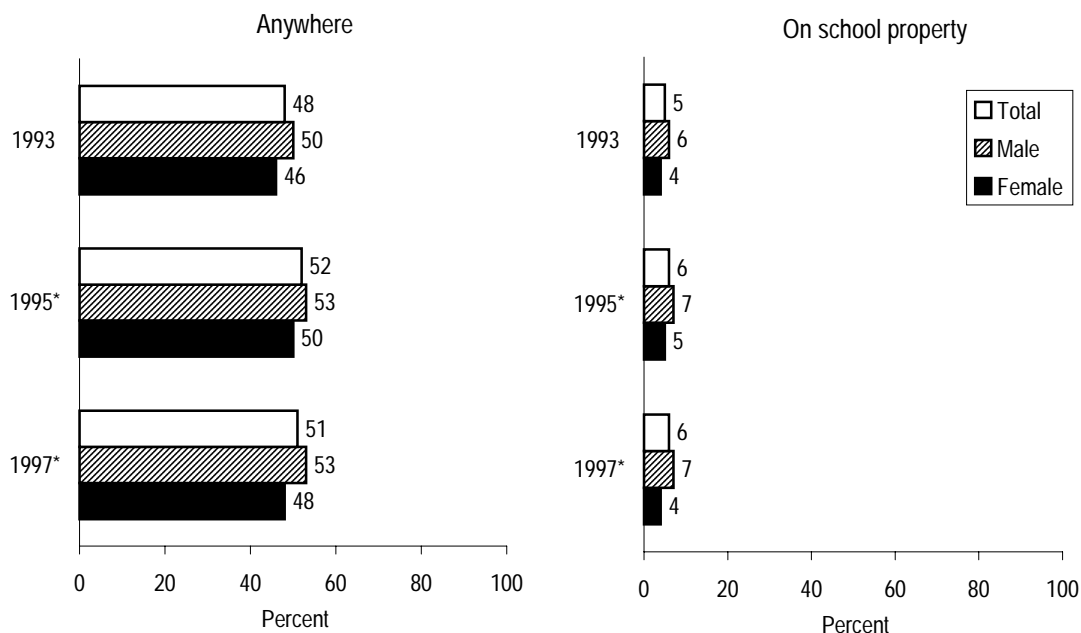
18. Prevalence of students using alcohol*

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 repeats information from the 1999 *Indicators of School Crime and Safety* report.

- In 1997, 51 percent of students in grades 9 through 12 had at least one drink of alcohol in the 30 days before being surveyed (figure 18.1 and table 18.1). A much smaller percentage (6 percent) had at least one drink on school property during the same period.
- Approximately the same percentage of students had drunk alcohol in 1997 as in 1993 and 1995—both in general and on school property.
- Males were more likely than females to have used alcohol in 1993 and 1997 (figure 18.1 and table 18.1). Furthermore, males were more likely than females to use alcohol on school property. For example, in 1997, 7 percent of males had used alcohol on school property compared with 4 percent of females.
- Of 9th through 12th graders, in every survey year, students in higher grades were more likely to report drinking alcohol anywhere than were students in lower grades (figure 18.2 and table 18.1). However, there were no differences by grade among students who said they had drunk alcohol on school property during 1993, 1995, or 1997.

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

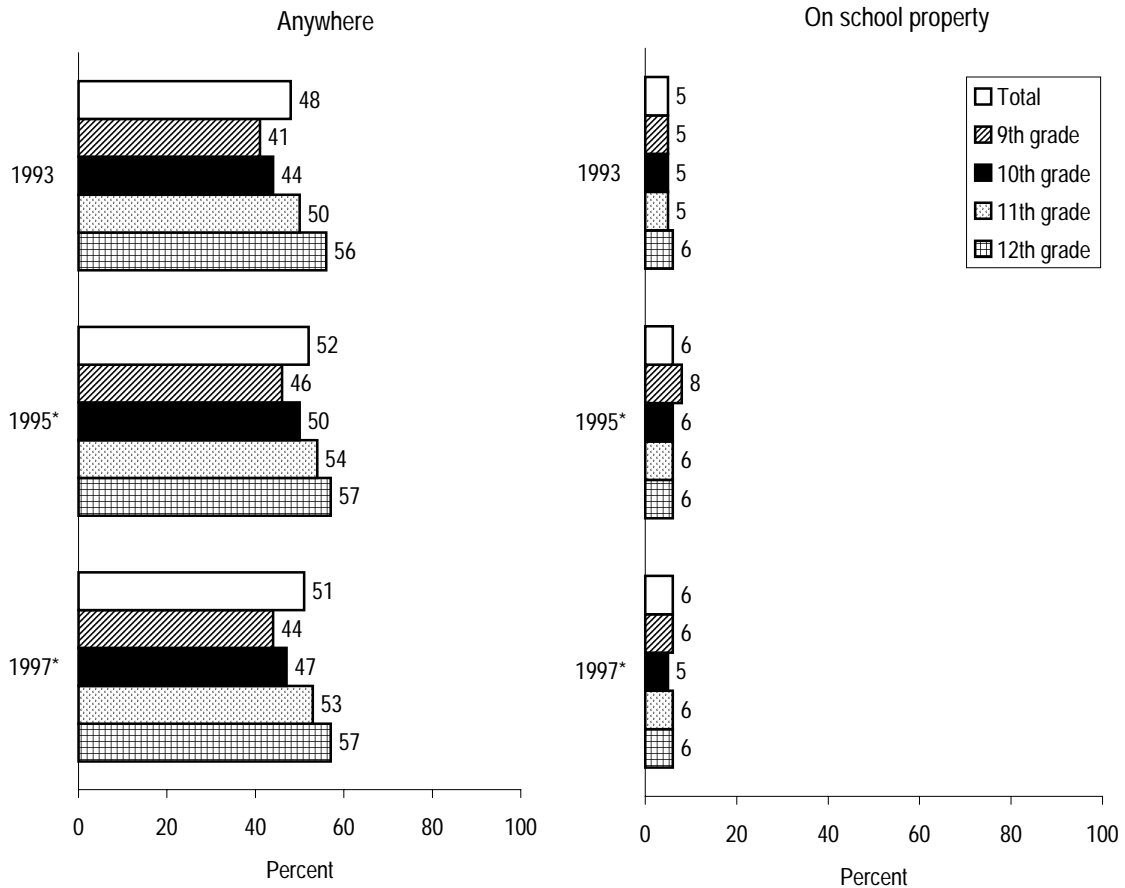


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: 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.

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



*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: 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.

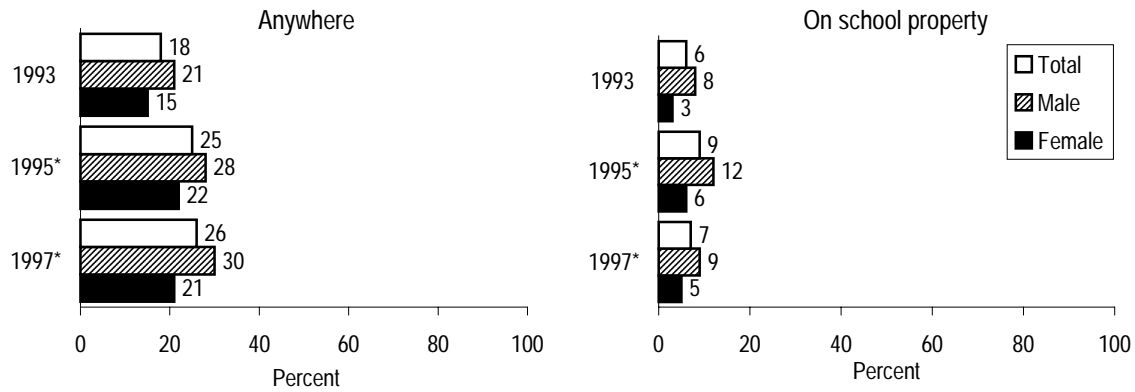
19. Prevalence of students using marijuana*

The use of other drugs such as marijuana on school property may also cause disruptions in the learning environment. The consumption of these substances leads to a school environment that is harmful to students, teachers, and school administrators.

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- Between 1993 and 1997, 6 to 9 percent of students in grades 9 through 12 reported using marijuana on school property during the last 30 days. About 18 to 26 percent reported using marijuana anywhere during the last 30 days (figure 19.1 and table 19.1).
- There was an increase in the use of marijuana among students between 1993 and 1995. In 1995, about 25 percent of all students in grades 9 through 12 had used marijuana in the last 30 days, compared with 18 percent in 1993 (figure 19.1 and table 19.1). Marijuana use in 1997, at 26 percent, was similar to that in 1995. However, marijuana use on school property did not increase significantly between 1993 and 1995, or between 1995 and 1997.
- Males were more likely than females to have used marijuana in every survey year (figure 19.1 and table 19.1), both in general and on school property.
- Both males and females increased their overall use of marijuana from 1993 to 1997 (figure 19.1 and table 19.1). The percentage of males who reported using marijuana in the 30 days before the survey increased from 21 percent in 1993 to 30 percent in 1997. The percentage of females increased from 15 percent to 21 percent.
- Students' grade in school was not associated with their use of marijuana on school property (figure 19.2 and table 19.1). However, in 1993 and 1995, students in lower grades were less likely than students in higher grades to report using marijuana at any time during the last 30 days. In 1997, this difference by grade was not apparent, with students in lower grades about as likely to report using marijuana as students in higher grades. This pattern occurred because the overall use of marijuana in 9th, 10th, and 11th grades increased from 1993 to 1997, while its use by 12th graders remained relatively constant.

Figure 19.1.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by gender: 1993, 1995, and 1997

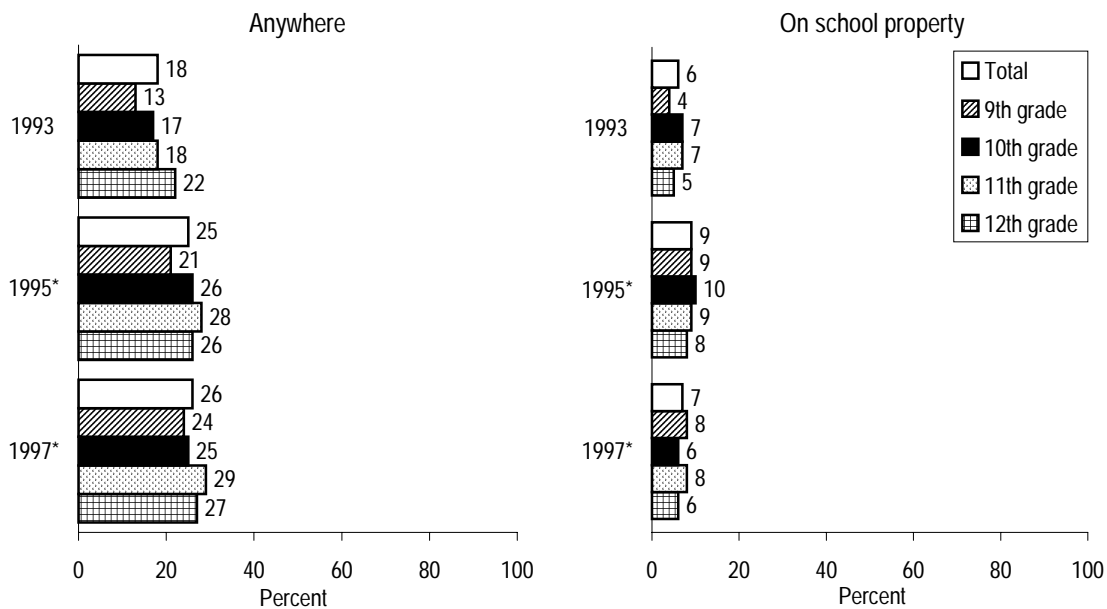


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: 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.

Figure 19.2.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by grade: 1993, 1995, and 1997



*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: 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.

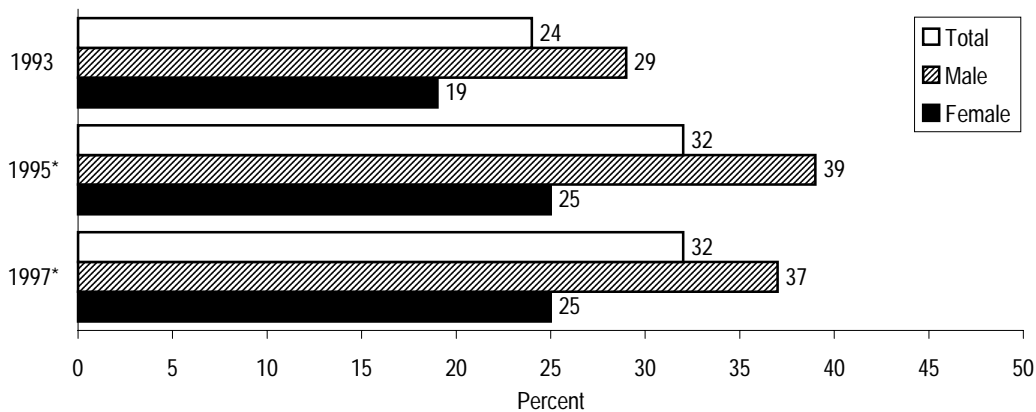
20. Prevalence of students reporting drugs were made available to them on school property*

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.

*This indicator repeats information from the 1999 *Indicators of School Crime and Safety* report.

- In 1995 and 1997, almost one-third of all students in grades 9 through 12 (32 percent) reported that someone had offered, sold, or given them an illegal drug on school property (figure 20.1 and table 20.1). This was an increase from 1993 when 24 percent of such students reported that illegal drugs were available to them on school property.
- The percentages of both males and females reporting that illegal drugs were made available to them on school property increased between 1993 and 1995. However, in each survey year, males were more likely than females to report that drugs were offered, sold, or given to them on school property. For example, in 1997, 37 percent of males reported the availability of drugs, while 25 percent of females did so.
- Students' grade level in school did not appear to be associated with whether they had been offered, sold, or given drugs on school property (figure 20.2 and table 20.1). Generally, in each survey year, about the same percentage of students in each grade level reported the availability of illegal drugs.
- The racial/ethnic background of students was associated with whether they reported having illegal drugs offered, sold, or given to them on school property (figure 20.3 and table 20.1). In general, Hispanics were more likely than students from other racial/ethnic groups to report having drugs available to them on school property.

Figure 20.1.—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, and 1997

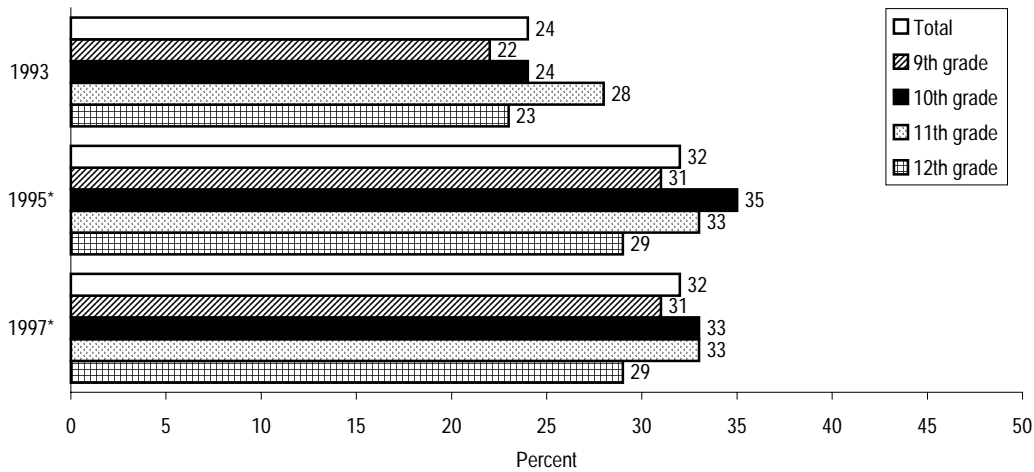


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: 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.

Figure 20.2.—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 grade: 1993, 1995, and 1997

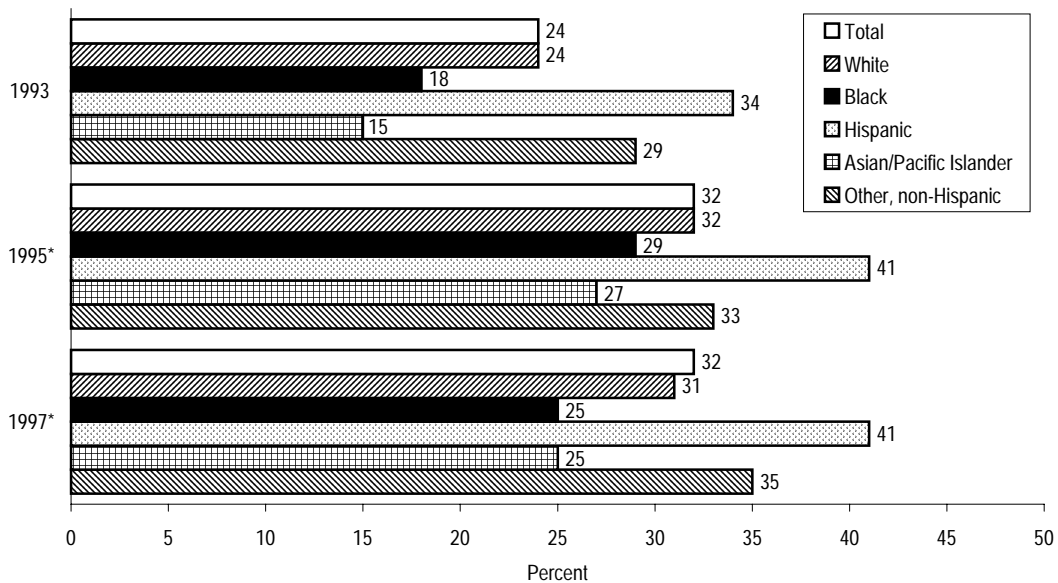


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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

SOURCE: 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.

Figure 20.3.—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: 1993, 1995, and 1997



*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: 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.