

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

9. Nonfatal teacher victimization at school*

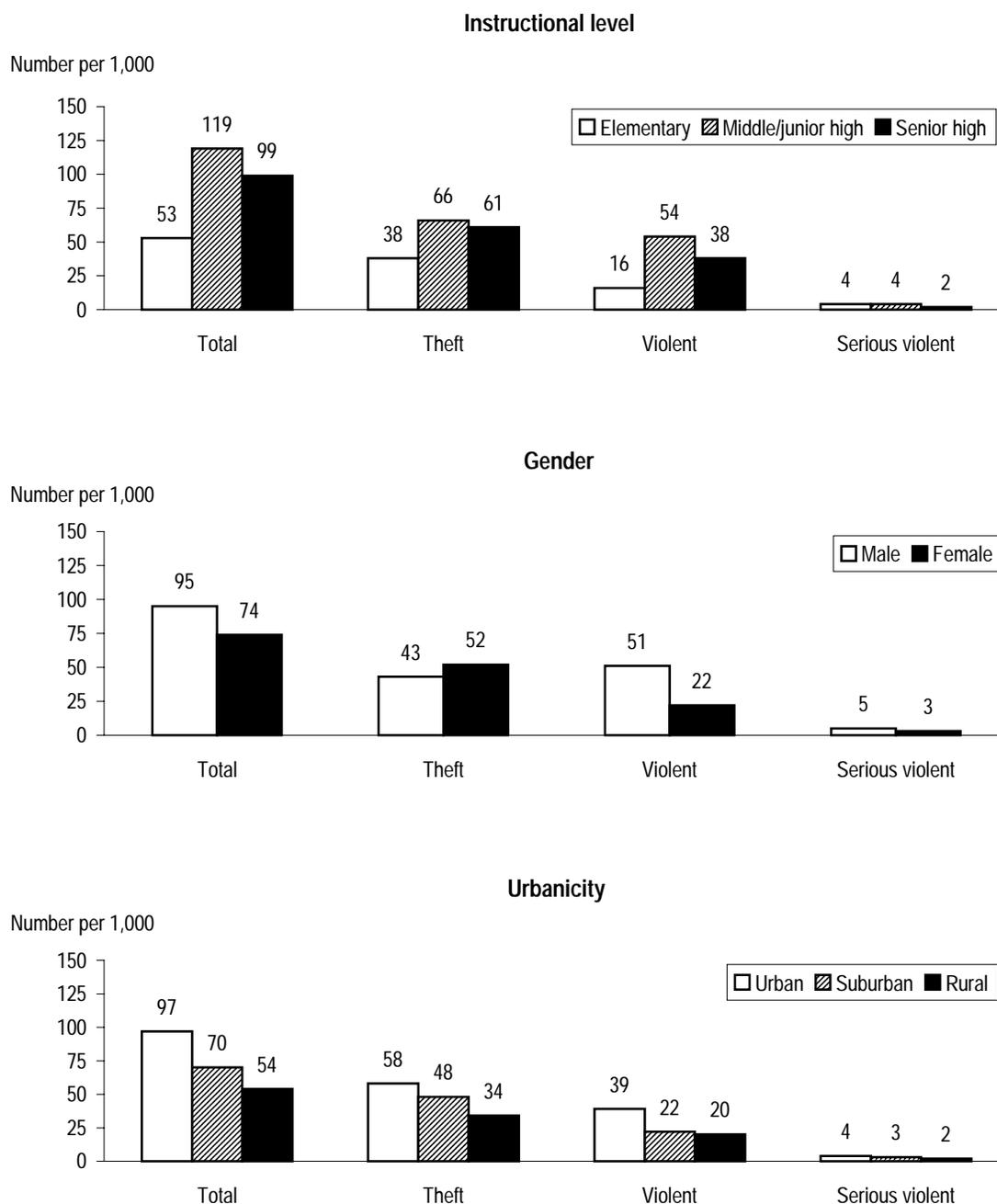
Students are not the only ones who are victims of crime at school. Teachers in school can also be the targets of violence and theft. In addition to the personal toll such violence takes on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether.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

*This indicator has been updated to include 1999 data.

- Over the 5-year period from 1995 through 1999, teachers were the victims of approximately 1,708,000 nonfatal crimes at school, including 1,073,000 thefts and 635,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 9.1). On average, this translates into 342,000 nonfatal crimes per year, or 79 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.
- During the 1995–99 period, the average annual rate of serious violent crime was similar for teachers (on average, 3 per 1,000 teachers), regardless of their instructional level, gender, race/ethnicity, and the urbanicity of the schools where they taught (figure 9.1 and table 9.1).⁶
- During the 1995–99 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 (38 and 54, respectively, versus 16 crimes per 1,000 teachers) (figure 9.1 and table 9.1).
- During the 1995–99 period, senior high school and middle/junior high school teachers were more likely to experience theft at school than elementary school teachers (61 and 66, respectively, versus 38 thefts per 1,000 teachers) (figure 9.1 and table 9.1).
- 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 1995 through 1999, male teachers were more likely to be victims of violent crimes than female teachers (51 versus 22 crimes per 1,000 teachers).
- Teachers were differentially victimized by violent crimes at school according to where they taught (figure 9.1 and table 9.1). For example, over the 5-year period from 1995 through 1999, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers (39 versus 22 and 20, respectively, per 1,000 teachers). Teachers in urban areas were more likely to experience theft at school than those in rural areas (58 and 34 respectively, per 1,000 teachers) but no more likely than suburban teachers.

⁶The 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 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 1995 to 1999



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 1995 to 1999 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, 1995 to 1999.

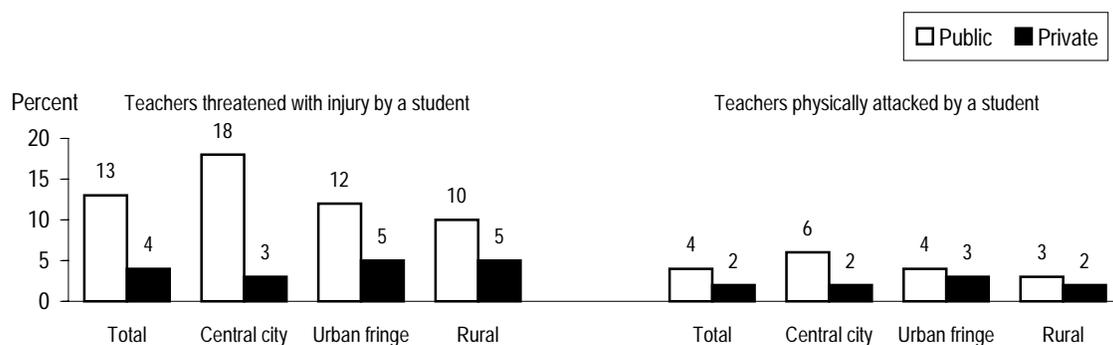
10. Prevalence of teachers being threatened with injury or attacked by students*

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

*This indicator repeats information from the 2000 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 10.1).
- Teachers in central city schools were more likely to be victims than were teachers in urban fringe or rural schools in 1993–94 (table 10.1). About 15 percent of teachers in central city schools had been threatened with injury by students, compared with 11 and 10 percent of teachers in urban fringe and rural schools. About 6 percent of teachers in central city schools had been attacked by students, compared with 4 and 3 percent of teachers in urban fringe and rural schools.
- Public school teachers were more likely than private school teachers to be victimized by students in school in 1993–94 (figure 10.1 and table 10.1). Almost 13 percent of public school teachers had been threatened with injury by students, compared with 4 percent of private school teachers, and 4 percent of public school teachers had been physically attacked by students, compared with 2 percent of private school teachers. Teachers in public central city schools were about five times more likely to be targets of threats of injury and about three times more likely to be targets of attacks than their colleagues in private central city schools.
- In 1993–94, secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student from their school (15 percent versus 9 percent) (table 10.1). However, elementary school teachers were more likely than secondary school teachers to have been physically attacked by a student (5 percent versus 3 percent). The prevalence of teacher victimization by students did not vary according to the racial/ethnic backgrounds of teachers.

Figure 10.1.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student 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

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 percentages 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.

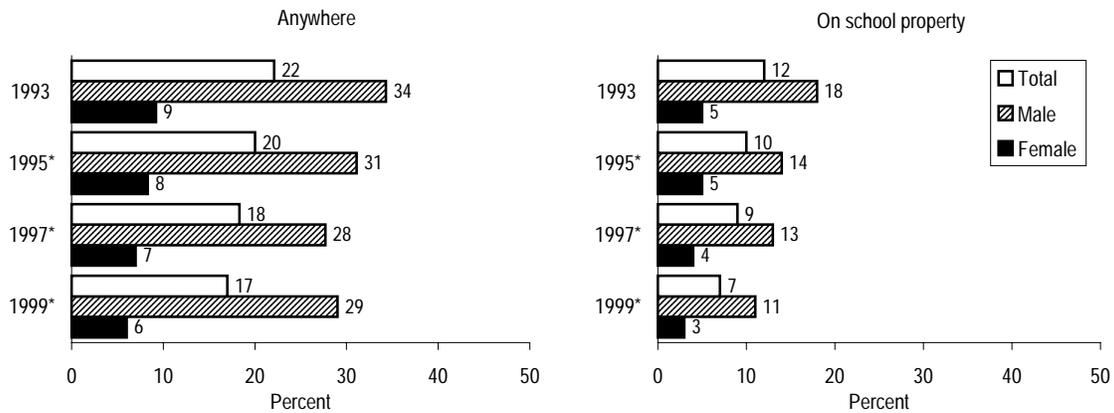
*This indicator has been updated to include 1999 data.

- In every survey year, more students reported carrying a weapon anywhere⁷ than reported carrying a weapon on school property in the past 30 days (figures 11.1 and 11.2 and tables 11.1 and 11.2). In 1999, 17 percent of students in grades 9 through 12 reported carrying a weapon such as a gun, knife, or club anywhere. About 7 percent reported they had carried a weapon on school property.
- Between 1993 and 1999, the percentage of students who reported carrying a weapon anywhere fell from 22 percent to 17 percent (figures 11.1 and 11.2 and tables 11.1 and 11.2). There was also a decline in the percentage of students who carried a weapon at school—from 12 percent in 1993 to 7 percent in 1999 (about a 42 percent reduction).
- In all years, males were approximately between four and five times more likely than females to carry a weapon anywhere and between three and four times more likely to carry a weapon on school property (figure 11.1 and table 11.1). For example, in 1999, 11 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 tables 11.1 and 11.2). However, at school, students in all grades were equally likely to carry a weapon in all survey years, except 1995.
- There were few racial/ethnic differences in the percentages of students carrying weapons anywhere and on school property (tables 11.1 and 11.2).⁸

⁷The 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.

⁸While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and are not statistically significant.

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, and 1999

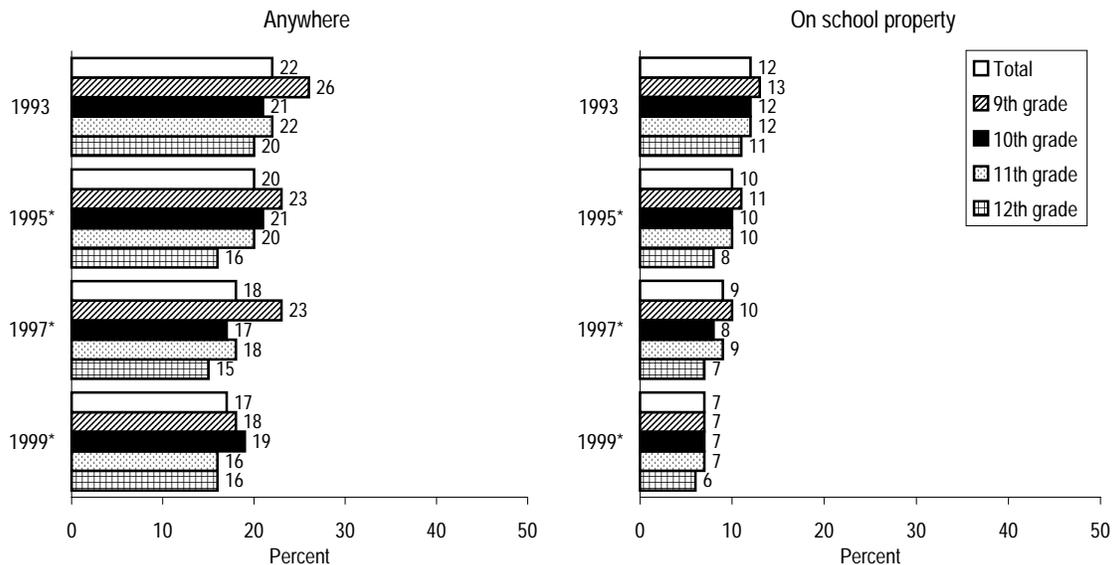


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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 (YRBS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, and 1999.

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, and 1999



*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 (YRBS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, and 1999.

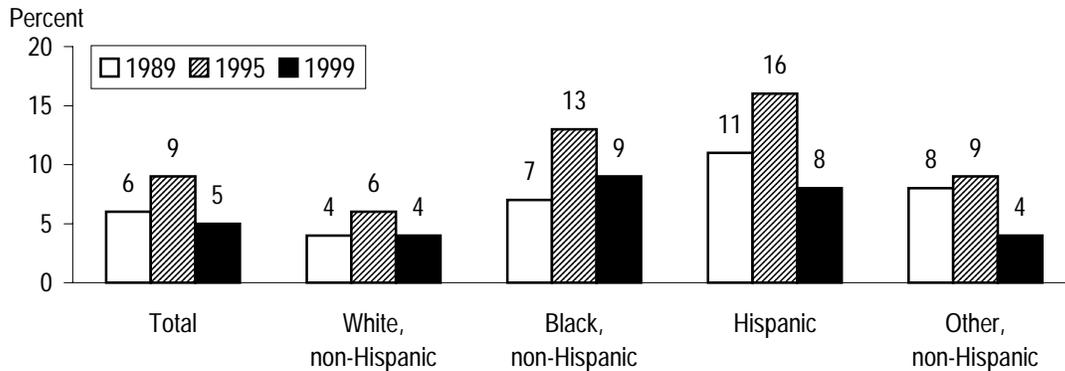
12. Students' perceptions of personal safety at school and when traveling to and from school*

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

*This indicator repeats information from the 2000 *Indicators of School Crime and Safety* report. 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 12.1 and 12.2 and table 12.1). 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 12.1 and 12.2 and table 12.1).
- 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 12.1). 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 12.1).
- 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 12.1).

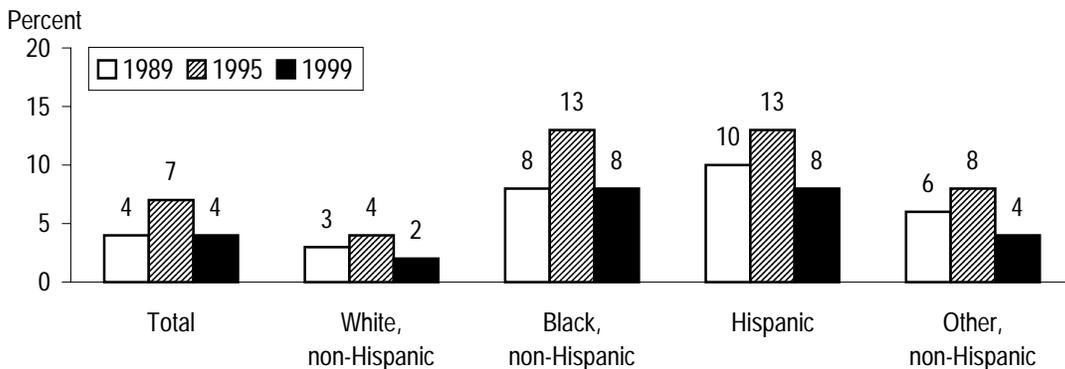
Figure 12.1.—Percentage of students ages 12 through 18 who reported fearing being attacked or harmed at school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



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 12.2.—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.

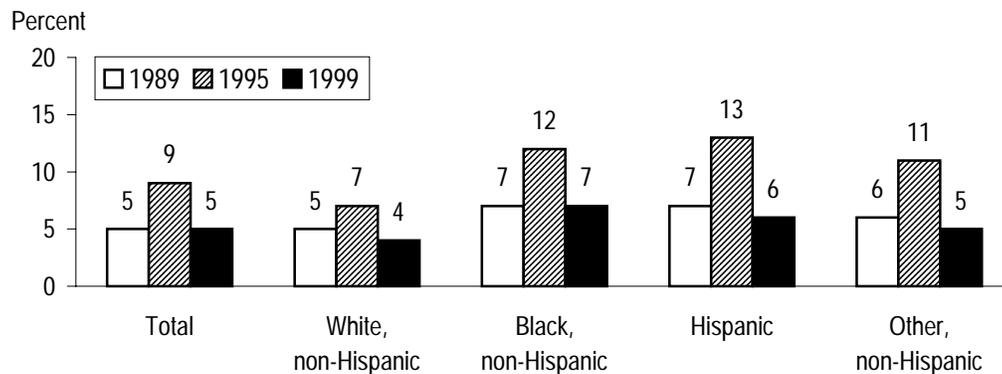
13. Students' reports of avoiding places in school*

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.

*This indicator repeats information from the 2000 *Indicators of School Crime and Safety* report. 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 13.1 and table 13.1). 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 13.1 and table 13.1). 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 13.1). 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 13.2 and table 13.1).

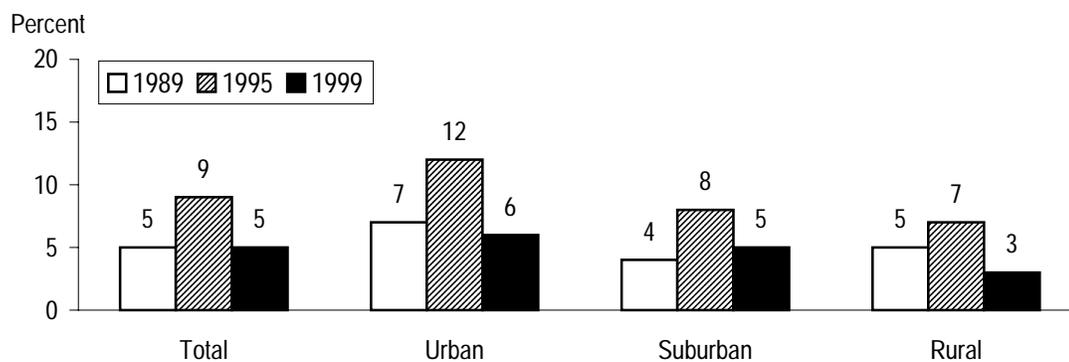
Figure 13.1.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1989, 1995, and 1999



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 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: 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.

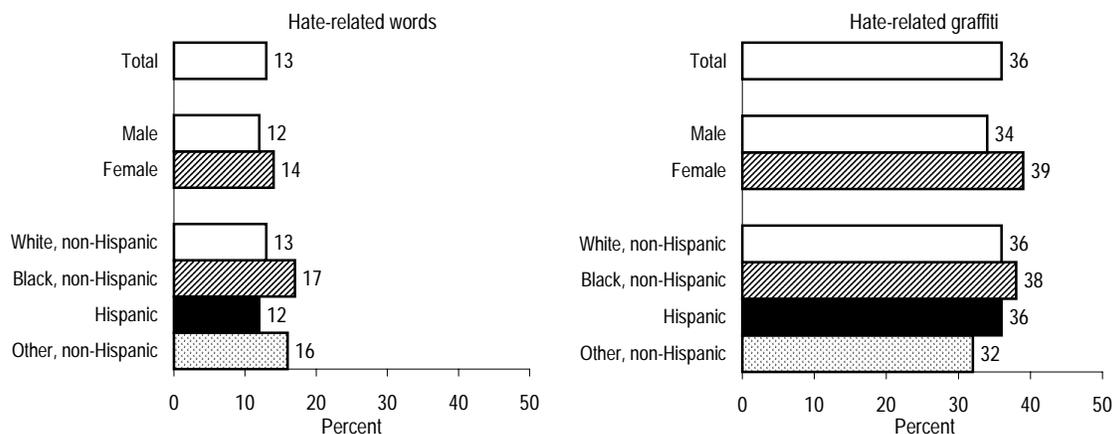
14. Students' reports of being called hate-related words and seeing hate-related graffiti*

A student's exposure to hate-related words or symbols at school 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 indicator repeats information from the 2000 Indicators of School Crime and Safety report.

- In 1999, about 13 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (figure 14.1 and table 14.1). 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 14.1). 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 14.1 and table 14.1). 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 14.1). 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.⁹ Students of all racial/ethnic groups were equally likely to report hate-related graffiti at school.

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: 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.

⁹The 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.

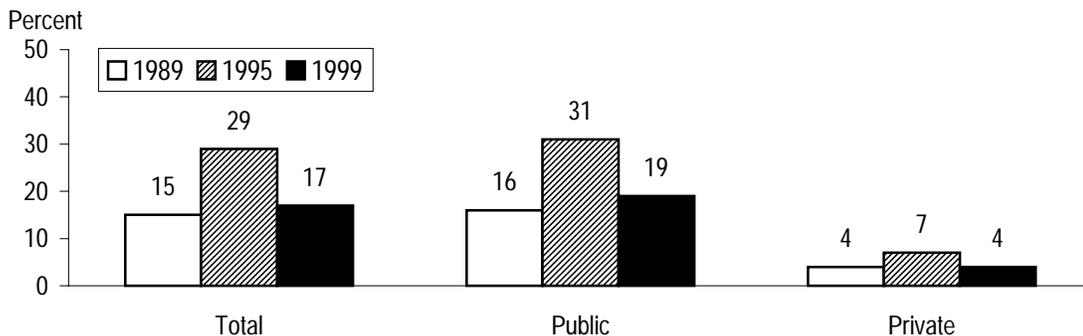
15. Students' reports of gangs at school*

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 repeats information from the 2000 *Indicators of School Crime and Safety* report. 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 15.1 and table 15.1). 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 15.1 and table 15.1). 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 15.2 and table 15.1). 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 15.3 and table 15.1), 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.

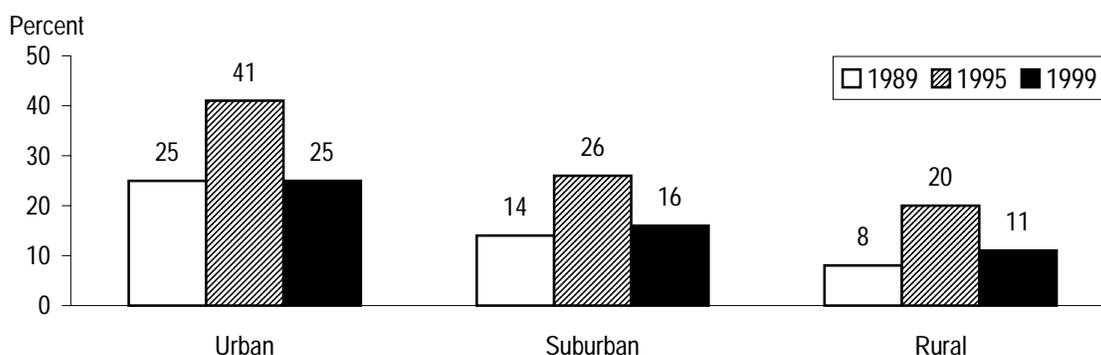
Figure 15.1.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by control of school: 1989, 1995, and 1999



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.

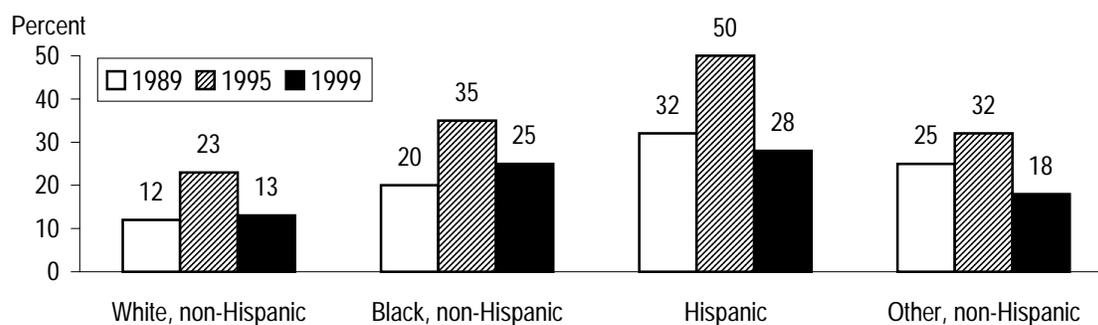
Figure 15.2.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity: 1989, 1995, and 1999



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 15.3.—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.

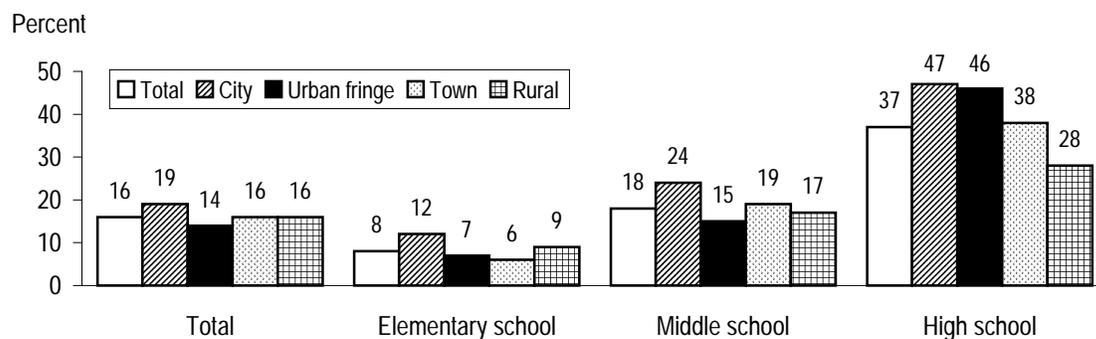
16. Public school principals' reports of discipline problems at school*

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 2000 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 school¹⁰ (figure 16.1 and table 16.1). 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 16.1 and table 16.1). 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 16.1 and table 16.1).

Figure 16.1.—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.

¹⁰These 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.

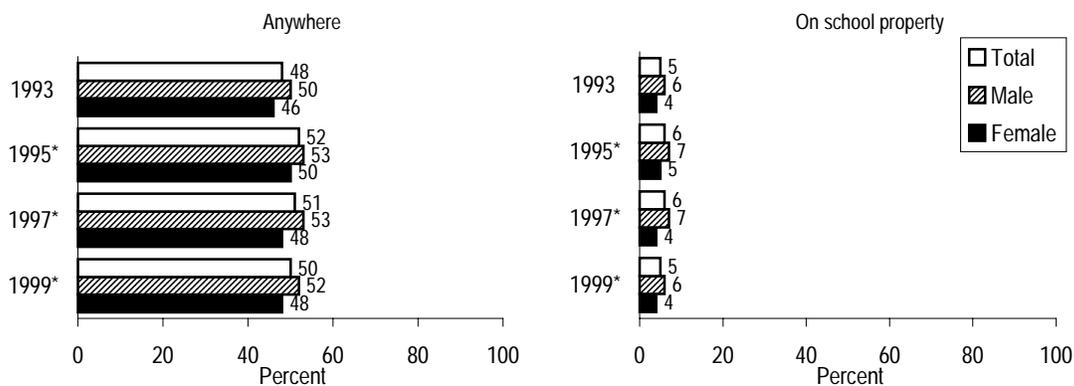
17. Prevalence of students using alcohol*

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 1999 data.

- In 1999, 50 percent of students in grades 9 through 12 had at least one drink of alcohol anywhere¹¹ in the 30 days before being surveyed (figure 17.1 and table 17.1). A much smaller percentage (5 percent) had at least one drink on school property during the same period.
- Approximately the same percentage of students had consumed alcohol in 1999 as in 1993, 1995, and 1997—both anywhere and on school property.
- 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 1999, 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, in every survey year, students in all grades were equally likely to report drinking alcohol on school property.
- Asian students were less likely to use alcohol anywhere than students of any other racial/ethnic background in 1999 (26 percent for Asian students compared to 40 to 61 percent for all other students) (table 17.1). They also were less likely to report using alcohol on school property than black or African American, white, and Hispanic or Latino students (2 percent compared to 4, 5, and 7 percent, respectively).

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, and 1999



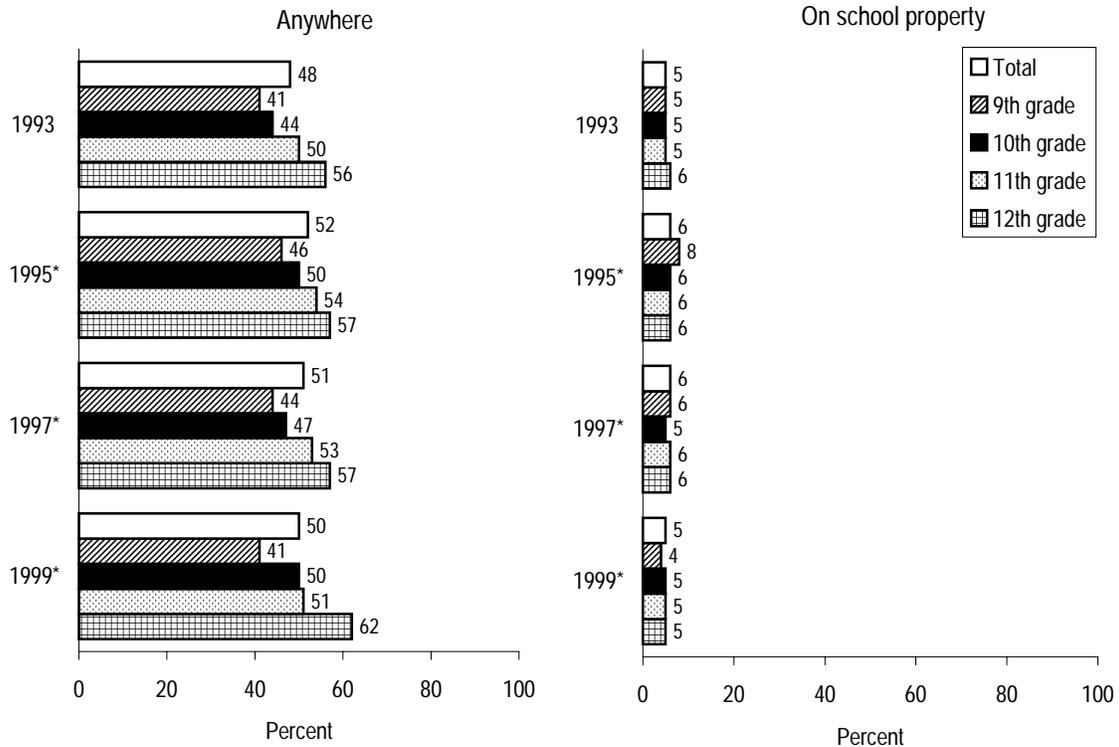
*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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, and 1999.

¹¹The 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.

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, and 1999



*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, and 1999.

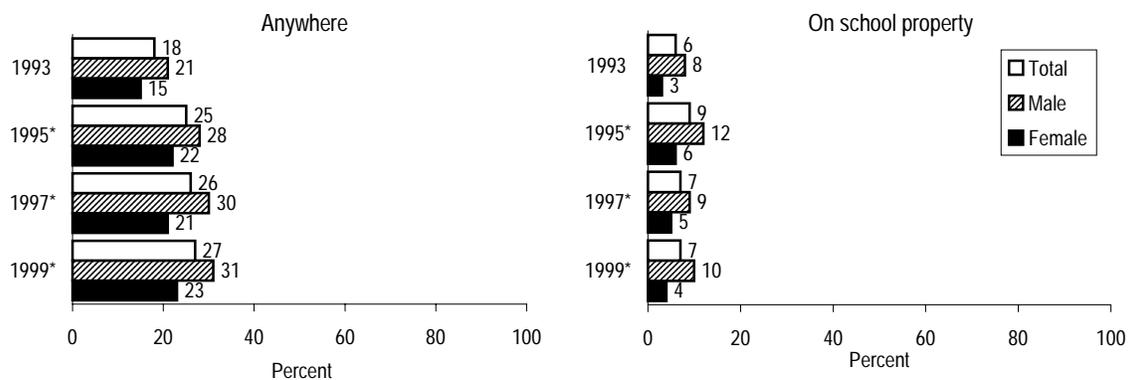
18. Prevalence of students using marijuana*

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 1999 data.

- In all years, a greater number of students in grades 9 through 12 reported using marijuana anywhere¹² than reported using marijuana on school property during the last 30 days (figure 18.1 and table 18.1). In 1999, 27 percent of students reported using marijuana anywhere whereas 7 percent of students reported using marijuana on school property.
- There was an increase in students' use of marijuana anywhere and on school property between 1993 and 1995 (figure 18.1 and table 18). In both 1997 and 1999, the percentage of students using marijuana anywhere and on school property were similar to the percentage in 1995.
- 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).
- In 1993, 1995, and 1999, students in lower grades were generally less likely than students in higher grades to report using marijuana anywhere (figure 18.2 and table 18.1). In 1997, this difference was not apparent, with students in lower grades about as likely to report using marijuana anywhere as students in higher grades. Students' grade in school was not associated with their use of marijuana on school property.
- In 1999, Asian students were less likely than students from other racial/ethnic backgrounds to report using marijuana anywhere (table 18.1). However, regarding marijuana use at school, there were generally no differences across racial/ethnic groups.

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, and 1999



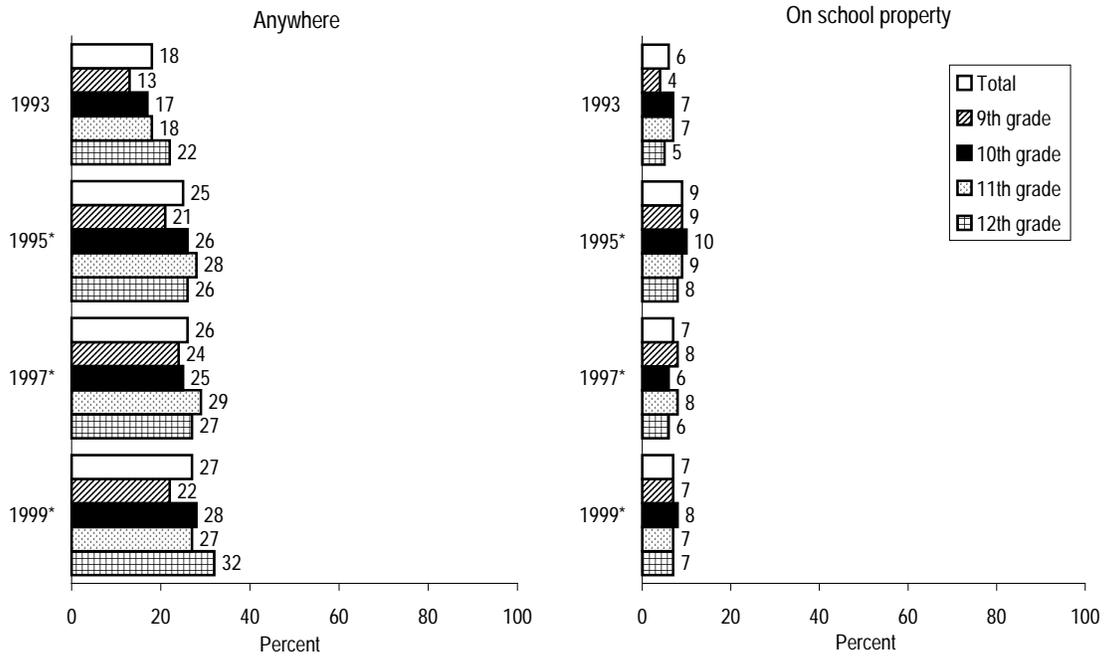
*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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, and 1999.

¹²The 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.

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, and 1999



*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, and 1999.

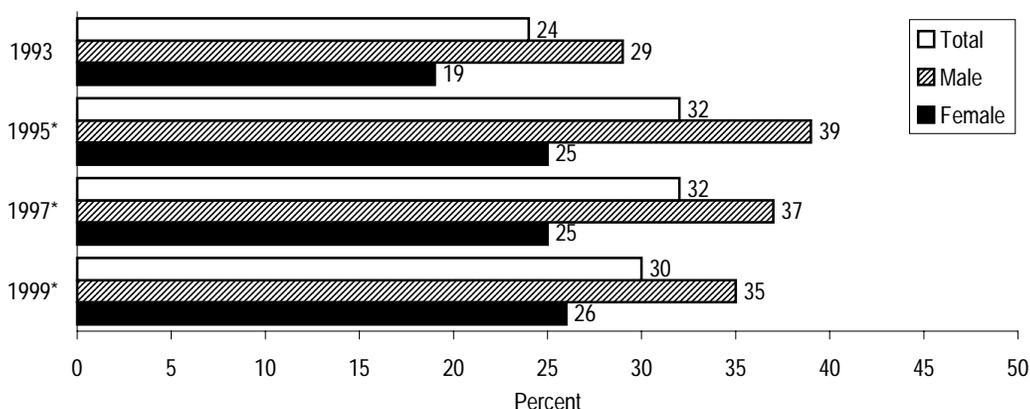
19. Prevalence of students reporting drugs were made available to them on school property*

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.

*This indicator has been updated to include 1999 data.

- In 1995, 1997, and 1999, between 30 and 32 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 (figure 19.1 and table 19.1). This was an increase from 1993 when 24 percent of such students reported that illegal drugs were available to them on school property.
- 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 1999, 35 percent of males reported the availability of drugs, while 26 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 (table 19.1). Generally, in each survey year, about the same percentage of students in each grade level reported the availability of illegal drugs.
- In 1999, the racial/ethnic background of students was associated with their reports of having illegal drugs offered, sold, or given to them on school property (figure 19.2 and table 19.1). Specifically, Hispanic or Latino and Native Hawaiian or other Pacific Islander students were more likely than black or African American, white, and Asian students to report having drugs available to them on school property.

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, and 1999

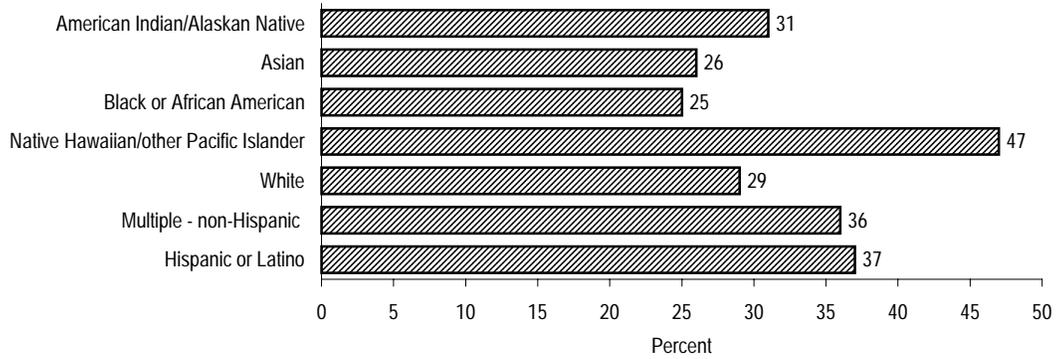


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

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, and 1999.

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 1999²



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), 1993, 1995, 1997, and 1999.

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