

# Graph of the Week

## February

Analyze the graphs below and write a reflection on what you think the graphs are communicating to you. To guide you with your response, start with some observations.

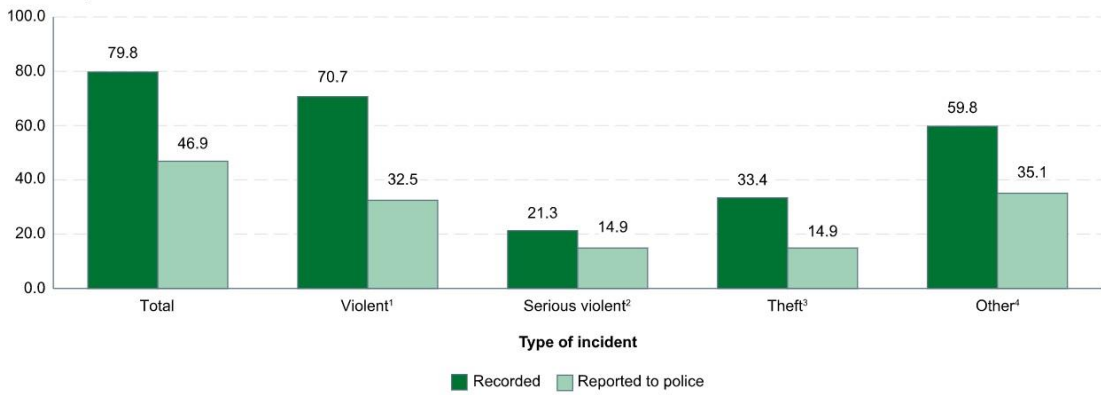
- What is the topic of each graph?
- What does the x-axis represent? What does the y-axis represent?
- What are some observations that you can make based on the graph?
- What do you foresee happening in the next 10 years?

Questions to ask when reading graphs:

- Is there an upward or downward trend?
- Are there any sudden spikes in the graph?
- What is being compared in the graph?
- What prediction can I make for the future?
- What inferences can I make about the graph?

Percentage of public schools recording incidents of violence, theft, and other crimes at school, percentage reporting these incidents to the police, and rate of these incidents per 1,000 students, by type of incident: School year 2017–18

Percent of public schools




---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

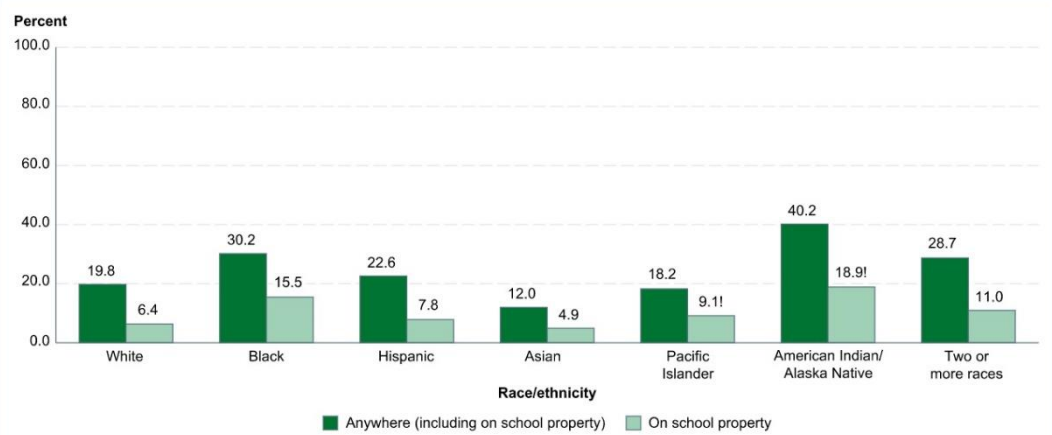
---

---

---

---

Figure 2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2019




---

---

---

---

---

---

---

---

---

---

---

---

## Graph notes and sources:

<sup>1</sup> “Violent incidents” include “serious violent” incidents (see footnote 2) as well as physical attacks or fights without a weapon and threat of physical attacks without a weapon.

<sup>2</sup> “Serious violent” incidents include rape, sexual assault other than rape, physical attacks or fights with a weapon, threat of physical attacks with a weapon, and robbery with or without a weapon.

<sup>3</sup> Theft or larceny is taking things worth over \$10 without personal confrontation.

<sup>4</sup> “Other incidents” include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

**NOTE:** Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics. (2021). *Report on Indicators of School Crime and Safety: 2020* (NCES 2021-092), [Violent and Other Criminal Incidents Recorded by Public Schools and Those Reported to the Police](#).

## For graph “Figure 2”:

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: The term “anywhere” is not used in the Youth Risk Behavior Surveillance System (YRBSS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, “on school property” was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 231.10.