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Indicators of School Crime and Safety: 2015

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Executive Summary

Introduction

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008).

Establishing reliable indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators are important in ensuring the safety of our nation's students. This is the aim of *Indicators of School Crime and Safety*.

This report is the 18th in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey, School Survey on Crime and Safety, Fast Response Survey System, ED*Facts*, and High School Longitudinal Study of 2009, all sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey and Civil Rights Data Collection, both sponsored by the U.S. Department of Education; and the Census of Juveniles in Residential Placement, sponsored by the U.S. Department of Justice. The most recent data collection for each indicator varied by survey, from 2009 to 2014. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

This report covers topics such as victimization, teacher injury, bullying and cyber-bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

Key Findings

Preliminary data show that there were 53 school-associated violent deaths[1] from July 1, 2012, through June 30, 2013 (*Indicator 1*). In 2014, among students ages 12–18, there were about 850,100 nonfatal victimizations at school,[2] which included 363,700 theft victimizations[3] and 486,400 violent victimizations (simple assault[4] and serious violent victimizations[5]) (*Indicator 2*). During the 2013–14 school year, there were 1.3 million reported discipline incidents in the United States for reasons related to alcohol, drugs, violence, or weapons possession that resulted in a student being removed from the education setting for at least an entire school day (*Indicator 19*). Of the 781 total hate crimes[6] reported on college campuses in 2013, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (364 incidents), followed by intimidation (295 incidents) and simple assault (89 incidents; *Indicator 23*).

[1] A "school-associated violent death" is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event." Victims of school-associated violent deaths include students, staff members, and others who are not students or staff members.

[2] "At school" includes inside the school building, on school property, or on the way to or from school.

[3] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[4] "Simple assault" includes threats and attacks without a weapon or serious injury.

[5] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

[6] A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, or disability.

The following key findings are drawn from each section of the report.

Spotlights

- The percentage of students who had ever been suspended or expelled was higher for fall 2009 ninth-graders who did not complete high school by 2013 than for fall 2009 ninth-graders who did complete high school by 2013 (54 vs. 17 percent; *Spotlight 1*).
- A higher percentage of Black students (36 percent) than of Hispanic (21 percent), White (14 percent), and Asian students (6 percent) had ever been suspended or expelled from school (*Spotlight 1*).
- A greater percentage of students of low socioeconomic status (SES) than of students of middle SES had ever been suspended or expelled (29 vs. 17 percent), and both of these percentages were greater than the percentage of high-SES students who had ever been suspended or expelled (9 percent; *Spotlight 1*).
- The percentage of students with low school engagement who had ever been suspended or expelled (28 percent) was higher than the percentage of students with middle or high levels of school engagement who had ever been suspended or expelled (21 percent and 9 percent, respectively). Similarly, the percentage of students with a low sense of school belonging who had ever been suspended or expelled (28 percent) was higher than the percentage of students with a middle or high sense of school belonging who had ever been suspended or expelled (16 percent and 15 percent, respectively; *Spotlight 1*).
- Between 1997 and 2013, the 1-day count of juvenile offenders in residential placement facilities that house such offenders fell by nearly 50 percent, from approximately 105,000 to 54,000 (*Spotlight 2*).
- The rate of residential placement for Black male juvenile offenders in 2013 was 1.6 times the rate for American Indian/Alaska Native males, 2.7 times the rate for Hispanic males, 5 times the rate for White males, and over 16 times the rate for Asian males (*Spotlight 2*).
- In 2013, 32 percent of juvenile offenders were housed in state-run residential placement facilities, with an additional 32 percent in private facilities and 36 percent in local facilities (*Spotlight 2*).

Violent Deaths

- Of the 53 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2012, and June 30, 2013, there were 41 homicides, 11 suicides, and 1 legal intervention death.[7] Of these 53 deaths, there were 31 homicides, 6 suicides, and 1 legal intervention death of school-age youth (ages 5–18) at school (*Indicator 1*).
- During the 2012–13 school year, 31 of the 1,186 homicides among school-age youth occurred at school.[8] During the same period, there were 6 suicides of school-age youth at school, compared with 1,590 total suicides of school-age youth that occurred in calendar year 2012 (*Indicator 1*).

Nonfatal Student and Teacher Victimization

- In 2014, among students ages 12–18, there were about 850,100 nonfatal victimizations at school,[9] which included 363,700 theft victimizations[10] and 486,400 violent victimizations (simple assault[11] and serious violent victimizations[12]) (*Indicator 2*).
- In 2014, students ages 12–18 experienced 33 nonfatal victimizations per 1,000 students at school and 24 per 1,000 students away from school (*Indicator 2*).
- In 2014, students residing in rural areas had higher rates of total victimization at school (53 victimizations per 1,000 students) than students residing in suburban areas (28 victimizations per 1,000 students). These differences were primarily driven by higher rates of violent victimization at school among students living in rural areas. In the same year, the rate of total victimization at school for students residing in urban areas was 32 victimizations per 1,000 students (*Indicator 2*).

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[7] A legal intervention death is defined as a death caused by police and other persons with legal authority to use deadly force, excluding legal executions.

[8] This finding is drawn from the School-Associated Violent Deaths Study (SAVD), which defines "at school" for survey respondents as on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

[9] This finding is drawn from the National Crime Victimization Survey (NCVS), which defines "at school" for survey respondents as inside the school building, on school property, or on the way to or from school.

[10] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[11] "Simple assault" includes threats and attacks without a weapon or serious injury.

[12] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

- Between 1992 and 2014, the total victimization rate at school declined 82 percent, from 181 victimizations per 1,000 students in 1992 to 33 victimizations per 1,000 students in 2014. The total victimization rate away from school declined 86 percent, from 173 victimizations per 1,000 students in 1992 to 24 victimizations per 1,000 students in 2014 (*Indicator 2*).
- In 2013, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Two percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization (*Indicator 3*).
- Between 1995 and 2013, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent), as did the percentages of students who reported theft (from 7 to 2 percent), violent victimization (from 3 to 1 percent), and serious violent victimization (from 1 percent to less than one-half of 1 percent; *Indicator 3*).
- About 7 percent of students in grades 9–12 reported being threatened or injured with a weapon such as a gun, knife, or club on school property[13] in 2013. The percentage of students who reported being threatened or injured with a weapon on school property has decreased over the last decade, from 9 percent in 2003 to 7 percent in 2013 (*Indicator 4*).
- In each survey year from 1993 to 2013, a higher percentage of males than of females in grades 9–12 reported being threatened or injured with a weapon on school property. In 2013, approximately 8 percent of males and 6 percent of females reported being threatened or injured with a weapon on school property. The percentage of males who reported being threatened or injured with a weapon on school property was lower in 2013 than in 2011 (8 vs. 10 percent); however, the percentages for females were not measurably different between these two years (*Indicator 4*).
- In 2013, a higher percentage of students in grades 9–12 reported being threatened or injured with a weapon on school property 1 time (3 percent) than reported being threatened or injured with a weapon on school property 2 or 3 times (2 percent), 4 to 11 times (1 percent), or 12 or more times (1 percent; *Indicator 4*).
- During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school (*Indicator 5*).
- Ten percent of elementary teachers and 9 percent of secondary teachers reported being threatened by a student from their school in 2011–12. The percentage of elementary teachers who reported being physically attacked by a student was higher than the percentage of secondary teachers (8 vs. 3 percent; *Indicator 5)*.

School Environment

- During the 2013–14 school year, 65 percent of public schools recorded that one or more incidents of violence had taken place, amounting to an estimated 757,000 crimes. This figure translates to a rate of approximately 15 crimes per 1,000 students enrolled in 2013–14 (*Indicator 6*).
- In 2013–14, about 58 percent of public schools recorded one or more incidents of a physical attack or fight without a weapon, 47 percent of schools recorded one or more incidents of threat of physical attack without a weapon, and 13 percent of public schools recorded one or more serious violent incidents (*Indicator 6*).
- Primary schools recorded lower percentages of violent incidents in 2013–14 (53 percent) than middle schools (88 percent) and high schools and combined elementary/secondary schools (referred to as high/combined schools) (78 percent; *Indicator 6*).
- The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 16 percent in 2013–14. Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers decreased from 13 percent in 1999–2000 to 5 percent in 2013–14 (*Indicator 7*).
- The percentage of public schools reporting student harassment of other students based on sexual orientation or gender identity was lower in 2013–14 (1 percent) than in 2009–10 (3 percent; *Indicator 7*).
- During the 2013–14 school year, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (25 percent) than high schools/combined schools (17 percent), and the percentages for both of these school levels was higher than the percentage of primary schools (12 percent; *Indicator 7*).

[13] "On school property" was not defined for survey respondents.

- The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013. A higher percentage of students from urban areas (18 percent) reported a gang presence than students from suburban (11 percent) and rural areas (7 percent) in 2013 (*Indicator 8*).
- A higher percentage of students attending public schools (13 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2013 (*Indicator 8*).
- In 2013, higher percentages of Hispanic (20 percent) and Black (19 percent) students reported the presence of gangs at their school than White (7 percent) and Asian (9 percent) students (*Indicator 8*).
- The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but then decreased to 22 percent in 2013 (*Indicator 9*).
- In 2013, lower percentages of Black students (19 percent) and White students (20 percent) than of Hispanic students (27 percent) and students of Two or more races (26 percent) reported that illegal drugs were made available to them on school property (*Indicator 9*).
- During the 2013–14 school year, the rate of illicit drug-related discipline incidents was 394 per 100,000 students in the United States. The majority of states had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2013–14 school year. Five states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, Tennessee, Virginia, and Michigan, while two states had rates above 1,000: Kentucky and New Mexico (*Indicator 9*).
- The percentage of students ages 12–18 who reported being the target of hate-related words decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2013. The percentage of students who reported being the target of hate-related words in 2013 was lower than the percentage in 2011 (9 percent; *Indicator 10*).
- The percentage of students ages 12–18 who reported seeing hate-related graffiti at school decreased from 36 percent in 1999 (the first year of data collection for this item) to 25 percent in 2013. The percentage of students who reported seeing hate-related graffiti in 2013 was lower than the percentage in 2011 (28 percent; *Indicator 10*).
- In 2013, a lower percentage of White students than students of any other race/ethnicity reported being called a hate-related word during the school year. About 5 percent of White students reported being called a hate-related word, compared with 7 percent of Hispanic students, 8 percent of Black students, 10 percent of Asian students, and 11 percent of students of other races/ethnicities. There were no measurable differences by race/ethnicity, however, in the percentages of students who reported seeing hate-related graffiti at school in 2013 (*Indicator 10*).
- In 2013, about 22 percent of students ages 12–18 reported being bullied at school during the school year. Higher percentages of females than of males reported that they were made fun of, called names, or insulted (15 vs. 13 percent); were the subject of rumors (17 vs. 10 percent); and were excluded from activities on purpose (5 vs. 4 percent). In contrast, a higher percentage of males (7 percent) than of females (5 percent) reported being pushed, shoved, tripped, or spit on (*Indicator 11*).
- In 2013, approximately 7 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year. A higher percentage of female students than of male students reported being victims of cyber-bullying overall (9 vs. 5 percent; *Indicator 11*).
- In 2013, about 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year, and about 27 percent of students who reported being cyber-bullied anywhere indicated that they were cyber-bullied at least once or twice a month. A higher percentage of students reported notifying an adult after being bullied at school than after being cyber-bullied anywhere (39 vs. 23 percent; *Indicator 11*).
- The percentage of students who reported being bullied was lower in 2013 (22 percent) than in every prior survey year (28 percent each in 2005, 2009, and 2011 and 32 percent in 2007). The same pattern was observed across many of the student and school characteristics examined (*Indicator 11*).
- In 2011–12, about 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 percent reported that student tardiness and class cutting interfered with their teaching. Sixty-nine percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules (*Indicator 12*).

- The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 25 to 35 percent). Between 1993–94 and 2011–12, the percentage of teachers who reported that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 82 and 89 percent (*Indicator 12*).
- A higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching in 2011–12. In addition, 38 percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers. During the same year, lower percentages of public school teachers than of private school teachers agreed that school rules were enforced by other teachers (68 vs. 77 percent) and by the principal in their school (84 vs. 89 percent; *Indicator 12*).

Fights, Weapons, and Illegal Substances

- In 2013, about 25 percent of students in grades 9–12 reported that they had been in a physical fight anywhere during the previous 12 months, and 8 percent reported that they had been in a physical fight on school property during this time period (*Indicator 13*).
- The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2013 (from 42 to 25 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; *Indicator 13*).
- In 2013, a lower percentage of 12th-graders than of 9th-, 10th-, and 11th-graders reported being in a physical fight, either anywhere or on school property during the previous 12 months. Higher percentages of Black students than of students of Two or more races, Hispanic students, Pacific Islander students, White students, and Asian students reported being in a physical fight anywhere or on school property during this time period (*Indicator 13*).
- In 2013, about 19 percent of students in grades 9–12 reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2 percent reported being in a physical fight anywhere 12 or more times during the previous 12 months. About 7 percent of students in these grades reported being in a physical fight on school property 1 to 3 times, 1 percent reported being in a physical fight on school property 4 to 11 times, and less than 1 percent reported being in a physical fight on school property 12 or more times during the 12-month period (*Indicator 13*).
- The percentage of students who reported carrying a weapon on school property in the previous 30 days declined from 12 percent in 1993 to 5 percent in 2013. The percentage of students carrying weapons anywhere was lower in 2013 (18 percent) than in 1993 (22 percent; *Indicator 14*).
- During the 2013–14 school year, there were 1,501 reported firearm possession incidents at schools, and the rate of firearm possession incidents was 3 per 100,000 students. Three states had rates above 10: Louisiana, Arkansas, and Vermont (*Indicator 14*).
- The percentage of students ages 12–18 who reported that they had access to a loaded gun without adult permission, either at school or away from school, during the current school year decreased from 7 percent in 2007 to 4 percent in 2013 (*Indicator 14*).
- Between 1993 and 2013, the percentage of students in grades 9–12 who reported having at least one drink of alcohol during the previous 30 days decreased from 48 to 35 percent (*Indicator 15*).
- In 2013, about 47 percent of 12th-graders reported consuming alcohol on at least 1 day during the previous 30 days. This percentage was higher than the percentages for 9th-graders (24 percent), 10th-graders (31 percent), and 11th-graders (39 percent; *Indicator 15*).
- During the 2013–14 school year, the rate of alcohol-related discipline incidents was 48 per 100,000 students in the United States. The majority of states had rates between 10 and 100 alcohol-related discipline incidents per 100,000 students during the 2013–14 school year. Texas and Wyoming had rates of alcohol-related discipline incidents per 100,000 students that were at or below 10. Tennessee, Montana, and Washington had rates above 100 (*Indicator 15*).
- In 2013, some 23 percent of students in grades 9–12 reported using marijuana at least one time in the previous 30 days, which was a higher percentage than that reported in 1993 (18 percent) but not measurably different from that reported in 2011 (*Indicator 16*).

» In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana at least one time in the previous 30 days; in 2013, however, there was no measurable difference in the percentages reported by male and female students (25 and 22 percent, respectively; *Indicator 16*).

» In 2013, the percentages of Asian students (16 percent) and White students (20 percent) who reported using marijuana at least one time during the previous 30 days were lower than the percentages reported by Hispanic students (28 percent), Black students and students of Two or more races (29 percent each), and American Indian/Alaska Native students (36 percent; *Indicator 16*).

» In 2011, some 6 percent of students reported using marijuana at least one time on school property, which was not measurably different from the percentage in 1993. In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana on school property at least one time in the previous 30 days (*Indicator 16*).

Fear and Avoidance

» The percentage of students who reported being afraid of attack or harm at school or on the way to and from school decreased from 12 percent in 1995 to 3 percent in 2013, and the percentage of students who reported being afraid of attack or harm away from school decreased from 6 percent in 1999 to 3 percent in 2013 (*Indicator 17*).

» In 2013, higher percentages of Black and Hispanic students than of White students reported being afraid of attack or harm both at school and away from school. Additionally, higher percentages of students in urban areas than of students in suburban areas reported being afraid of attack or harm both at school and away from school (*Indicator 17*).

» In 2013, about 5 percent of students reported that they avoided at least one school activity or class[14] or one or more places in school[15] during the previous school year because they feared being attacked or harmed.[16] Specifically, 2 percent of students reported avoiding at least one school activity or class, and 4 percent reported avoiding one or more places in school (*Indicator 18*).

» A higher percentage of Hispanic students (5 percent) than of White students (3 percent) reported avoiding one or more places in school in 2013. In addition, a higher percentage of public school students (4 percent) than of private school students (1 percent) reported avoiding one or more places in school (*Indicator 18*).

Discipline, Safety, and Security Measures

» During the 2011–12 school year, 3.4 million public school students in the United States received in-school suspensions and 3.2 million received out-of-school suspensions (*Indicator 19*).

» During the 2011–12 school year, the percentage of Black students receiving out-of-school suspensions (15 percent) was higher than the percentages for students of any other racial/ethnic group. In contrast, a lower percentage of Asian students (1 percent) received out-of-school suspensions than students from any other racial/ethnic group (*Indicator 19*).

» During the 2013–14 school year, there were 1.3 million reported discipline incidents in the United States for reasons related to alcohol, drugs, violence, or weapons possession that resulted in a student being removed from the education setting for at least an entire school day. About 78 percent of these discipline incidents were violent incidents with or without physical injury, 15 percent were illicit drug related, 5 percent were weapons possessions, and 2 percent were alcohol related (*Indicator 19*).

» Higher percentages of high/combined schools and middle schools than of primary schools reported the enforcement of a strict dress code; a requirement that students wear badges or picture IDs; and the use of random metal detector checks in 2013–14. Additionally, a higher percentage of high/combined schools reported the use of security cameras to monitor the school (89 percent) than middle schools (84 percent), and both these percentages were higher than the percentage of primary schools (67 percent) that reported the use of security cameras (*Indicator 20*).

[14] "Avoided school activities or classes" includes student reports of three activities: avoiding any (extracurricular) activities, avoiding any classes, or staying home from school. Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities." Caution should be used when comparing changes in this item over time.

[15] "Avoiding one or more places in school" includes student reports of five activities: avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

[16] For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." See appendix A for more information.

- From 1999–2000 to 2013–14, the percentage of public schools reporting the use of security cameras increased from 19 percent to 75 percent. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 93 percent during this time (*Indicator 20*).
- In the 2013–14 school year, about 88 percent of public schools reported they had a written plan for procedures to be performed in the event of a shooting, and 70 percent of those schools with a plan had drilled students on the use of the plan (*Indicator 20*).
- In 2013, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools. Most students ages 12–18 reported that their schools had a written code of student conduct and a requirement that visitors sign in (96 percent each). Approximately 90 percent of students reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway, 77 percent reported the presence of one or more security cameras to monitor the school, and 76 percent reported locked entrance or exit doors during the day. Eleven percent of students reported the use of metal detectors at their schools, representing the least observed of the selected safety and security measures (*Indicator 21*).
- About 76 percent of students ages 12–18 reported observing locked entrance or exit doors during the day in 2013, representing an increase from 65 percent in 2011 as well as an overall increase from 38 percent in 1999 (*Indicator 21*).

Postsecondary Campus Safety and Security

- In 2013, there were 27,600 criminal incidents on campuses at postsecondary institutions that were reported to police and security agencies, representing an 8 percent decrease from 2012 (29,800 incidents). The number of on-campus crimes per 10,000 full-time-equivalent students also decreased, from 19.8 in 2012 to 18.4 in 2013 (*Indicator 22*).
- Between 2001 and 2013, the overall number of crimes reported by postsecondary institutions decreased by 34 percent, from 41,600 to 27,600. However, the number of reported forcible sex crimes on campus increased during this period, from 2,200 in 2001 to 5,000 in 2013 (a 126 percent increase; *Indicator 22*).
- The number of disciplinary referrals for drug law violations reported by postsecondary institutions increased between 2001 and 2013 (from 23,900 to 54,100 for a 127 percent increase). The number of referrals for liquor law violations also increased from 130,000 in 2001 to 190,900 in 2013 (a 47 percent increase). The number of referrals for illegal weapons possession was lower in 2013 (1,400) than in 2006 (1,900), but it was higher than the number of such referrals in 2001 (1,300; *Indicator 22*).
- The number of arrests for illegal weapons possession reported by postsecondary institutions was 3 percent lower in 2013 than in 2001 (1,000 vs. 1,100). Arrests for drug law violations increased by 70 percent during this period, from 11,900 in 2001 to 20,100 in 2013. The number of arrests for liquor law violations in 2013 (26,600) was lower than in any year between 2001 and 2012 (*Indicator 22*).
- Of the 781 total hate crimes reported on college campuses in 2013, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (364 incidents; also referred to as "vandalism"), followed by intimidation (295 incidents), simple assault (89 incidents), larceny (15 incidents), forcible sex offenses (7 incidents), aggravated assault (6 incidents), burglary (4 incidents), and robbery (1 incident). Similarly, vandalism, intimidation, and simple assault were the three most common types of hate crimes reported by institutions from 2009 to 2012 (*Indicator 23*).
- Race-related hate crimes accounted for 41 percent of reported vandalisms classified as hate crimes, 37 percent of reported intimidations, and 38 percent of reported simple assaults in 2013. Additionally, 31 percent of vandalism hate crimes, 23 percent of intimidations, and 29 percent of simple assaults were associated with sexual orientation as the motivating bias (*Indicator 23*).

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Foreword

Indicators of School Crime and Safety: 2015 provides the most recent national indicators on school crime and safety. The information presented in this report serves as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

This is the 18th edition of *Indicators of School Crime and Safety,* a joint publication of the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES). This report provides detailed statistics to inform the nation about current aspects of crime and safety in schools.

The 2015 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey, School Survey on Crime and Safety, Fast Response Survey System, ED*Facts*, and High School Longitudinal Study of 2009, all sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey and Civil Rights Data Collection, both sponsored by the U.S. Department of Education; and the Census of Juveniles in Residential Placement, sponsored by the U.S. Department of Justice.

The entire report is available on the Internet (http://nces.ed.gov/programs/crimeindicators/). The Bureau of Justice Statistics and the National Center for Education Statistics continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

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Introduction

Our nation's schools should be safe havens for teaching and learning free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008). For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties (Crick and Bigbee 1998; Crick and Grotpeter 1996; Nansel et al. 2001; Prinstein, Boergers, and Vernberg 2001; Storch et al. 2003), victimized children are more prone to truancy (Ringwalt, Ennett, and Johnson 2003), poor academic performance (MacMillan and Hagan 2004; Wei and Williams 2004), dropping out of school (Beauvais et al. 1996; MacMillan and Hagan 2004), and violent behaviors (Nansel et al. 2003). For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether (Karcher 2002; Smith and Smith 2006).

For parents, school staff, and policymakers to effectively address school crime, they need an accurate understanding of the extent, nature, and context of the problem. However, it is difficult to gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Measuring progress toward safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators; this is the aim of *Indicators of School Crime and Safety.*

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2015 is the 18th in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. Although the data presented in this report are the most recent data available at the time of publication, the data do not cover the most recent two or more school years. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2015 is organized into sections that delineate specific concerns to readers, starting with a description of the most serious violent crimes. The sections cover violent deaths; nonfatal student and teacher victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security measures; and campus safety and security. This year's report also includes a spotlight section on topics related to student suspension and expulsion and juvenile offenders in residential placement facilities that house such offenders. Each section contains a set of indicators that, taken together, aim to describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.[1] Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A reference section and a glossary of terms appear at the end of the report.

This edition of the report contains updated data for eleven indicators: violent deaths at school and away from school (*Indicator 1*); incidence of victimization at school and away from school (*Indicator 2*); violent and other criminal incidents at public schools, and those reported to the police (*Indicator 6*); discipline problems reported by public schools (*Indicator 7*); illegal drug availability and drug-related discipline incidents (*Indicator 9*); students carrying weapons on school property and anywhere and students' access to firearms (*Indicator 14*); students' use of alcohol and alcohol-related discipline incidents (*Indicator 15*); serious disciplinary actions taken by public schools (*Indicator 19*); safety and security measures taken by public schools (*Indicator 20*); criminal incidents at postsecondary institutions (*Indicator 22*); and hate crime incidents at postsecondary institutions

[1] Data in this report are not adjusted to reflect the number of hours that youths spend on school property versus the number of hours they spend elsewhere.

(*Indicator 23*). In addition, it includes two spotlight indicators: suspension and expulsion by student, family, and academic characteristics (*Spotlight 1*) and juveniles in residential placement: youth and facility characteristics (*Spotlight 2*).

Also included in this year's report are references to publications relevant to each indicator that the reader may want to consult for additional information or analyses. These references can be found in the "For more information" sidebars at the bottom of each indicator.

Data

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, the Office for Civil Rights, and the Office of Juvenile Justice and Delinquency Prevention. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on selected security and safety measures used in schools. *Indicator 20* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2013–14 school year. The schools range from primary through high schools. *Indicator 21,* however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2013, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent victimization at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of victimization, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that limitations inherent to self-reported data may affect estimates (Addington 2005; Cantor and Lynch 2000). First, unless an interview is "bounded" or a reference period is established, estimates may include events that exceed the scope of the specified reference period. This factor may artificially increase reported incidents because respondents may recall events outside of the given reference period. Second, many of the surveys rely on the respondent to "self-determine" a condition. This factor allows the respondent to define a situation based upon his or her own interpretation of whether the incident was a crime or not. On the other hand, the same situation may not necessarily be interpreted in the same way by a bystander or the perceived offender. Third, victim surveys tend to emphasize crime events as incidents that take place at one point in time. However, victims can often experience a state of victimization in which they are threatened or victimized regularly or repeatedly. Finally, respondents may recall an event inaccurately. For instance, people may forget the event entirely or recall the specifics of the episode incorrectly. These and other factors may affect the precision of the estimates based on these surveys.

Data trends are discussed in this report when possible. Where trends are not discussed, either the data are not available in earlier surveys or the wording of the survey question changed from year to year, eliminating the ability to discuss any trend.

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. With the exception of *Indicator 2,* in this report, in cases where the standard error was between 30 and 50 percent of the associated estimate, the estimates were noted with a "!" symbol (Interpret data with caution. The coefficient of variation [CV] for this estimate is between 30 and 50 percent). In *Indicator 2,* the "!" symbol cautions the reader that estimates marked indicate that the reported statistic was based on 10 or fewer cases. With the exception of *Indicator 2,* in cases where the standard error was 50 percent or greater of the associated estimate, the estimate was suppressed (Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation [CV] is 50 percent or greater). See appendix A for more information.

The appearance of a "!" symbol (Interpret data with caution) in a table or figure indicates a data cell with a high ratio of standard error to estimate so the reader should use caution when interpreting such data. These estimates are still discussed, however, when statistically significant differences are found despite large standard errors.

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the comparison being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Linear trend tests were used to examine changes in percentages over a range of values such as time or age. Linear trends tests allow one to examine whether, for example, the percentage of students who reported using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables.

Percentages reported in the tables and figures are generally rounded to one decimal place (e.g., 76.5 percent), while percentages reported in the text are generally rounded from the original number to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). While the data labels on the figures have been rounded to one decimal place, the graphical presentation of these data is based on the unrounded estimates.

Appendix A of this report contains descriptions of all the datasets used in this report and a discussion of how standard errors were calculated for each estimate.

Table A. Nationally representative sample and universe surveys used in this report

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2001 through 2013 annually	Calendar year	22, 23
Census of Juveniles in Residential Placement (CJRP)	All residential placement facilities that house juvenile offenders	1997 through 2013 biennially	Fourth Wednesday in October	Spotlight 2
Civil Rights Data Collection (CRDC)	All public elementary and secondary schools	2011–12	2011–12 school year	19
ED*Facts*	All students in K–12 schools	2009–10 through 2013–14 annually	Incidents during the school year	9, 14, 15, and 19
Fast Response Survey System (FRSS)	Public primary, middle, and high schools[1]	2013–14	2013–14 school year	6, 7, and 20
High School Longitudinal Study of 2009 (HSLS:09)	Students enrolled in ninth grade in fall 2009	2009, 2012, and 2013	Fall 2009, spring 2012, and fall 2013	Spotlight 1
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2014 annually	Interviews conducted during the calendar year[2]	2
The School-Associated Violent Deaths Study (SAVD)	Universe	1992 through 2013 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year	1995, 1999, and 2001 through 2013 biennially	Incidents during the previous 6 months	3
			Incidents during the school year[3]	8, 10, 11, 14, 17, 18, and 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[1]	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 school years	6, 7, and 20
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94,1999–2000, 2003–04, 2007–08, and 2011–12	Incidents during the previous 12 months	5, 12
Supplementary Homicide Reports (SHR)	Universe	1992 through 2013 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)	Universe	1992 through 2012 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993 through 2013 biennially	Incidents during the previous 12 months	4, 9, 11, and 13
			Incidents during the previous 30 days	14, 15, and 16

[1] Either school principals or the person most knowledgeable about discipline issues at school completed the questionnaire.
[2] Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.
[3] In 2007, 2009, 2011, and 2013, the reference period was the school year. In all other survey years, the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007, 2009, 2011, and 2013 are comparable to previous years. For more information, please see appendix A.

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Spotlights

Spotlight 1

Suspension and Expulsion by Student, Family, and Academic Characteristics

The percentage of students who had ever been suspended or expelled was lower for fall 2009 ninth-graders who completed high school by 2013 than for fall 2009 ninth-graders who did not complete high school by 2013 (17 percent vs. 54 percent).

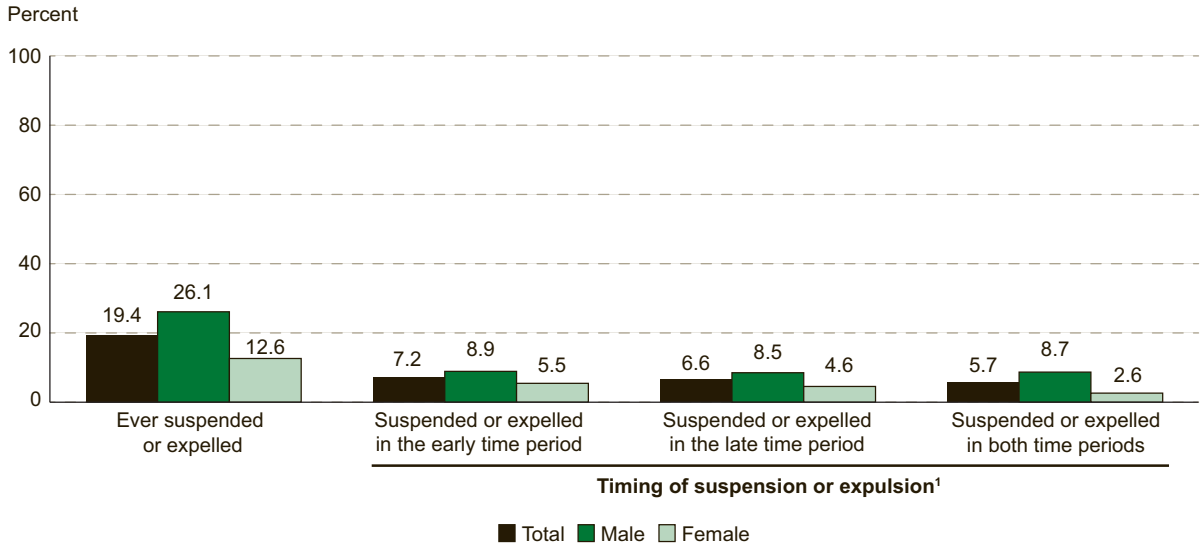
Students may be suspended (temporarily removed from regular school activities in or out of school) or expelled (permanently removed from school with no services) for a variety of disciplinary reasons. Suspensions and expulsions from school are often associated with negative academic outcomes, such as lower levels of achievement and higher school dropout rates (Christle, Nelson, and Jolivette 2004; Skiba et al. 2002). The timing of school suspensions or expulsions is also associated with student outcomes. For example, students' suspension in elementary or middle school is associated with a greater likelihood of being suspended later in school, poor academic performance, and a lower likelihood of graduating from high school on time (Raffaele Mendez 2003). This spotlight examines the characteristics of students who have ever been suspended or expelled, as well as academic outcomes for these students. It also examines differences in students' characteristics based on the timing of their suspension or expulsion.

The High School Longitudinal Study of 2009 (HSLS:2009) followed a nationally representative cohort of ninth-grade students throughout high school. During the first wave of data, which was collected from ninth-graders and their parents in the fall of 2009, parents were asked to report whether their child had ever been suspended or expelled from school since starting kindergarten. During the first follow-up (conducted in the spring of 2012, when most of the students were in the 11th grade), parents and their children were surveyed again, and parents were asked to report on whether their child had been suspended or expelled since the last data collection.

In addition to examining differences for all students who had ever been suspended or expelled, this spotlight examines differences in relation to the timing of students' suspensions or expulsions. For this spotlight, students who were ever suspended or expelled are categorized into three different groups depending on the time period in which their suspension or expulsion occurred. One group consists of those who were suspended or expelled only before fall 2009 (in the spotlight, this group is described as being made up of those who were suspended or expelled only in the "early time period"). A second group consists of those who were suspended or expelled only between fall 2009 and spring 2012 (in the spotlight, this group is described as being made up of those who were suspended or expelled only in the "late time period"). A third group consists of those who were suspended or expelled in both time periods.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Table S1.1, and https://nces.ed.gov/surveys/hsls09/.

Figure S1.1. Percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by when the student was suspended or expelled and sex: 2012

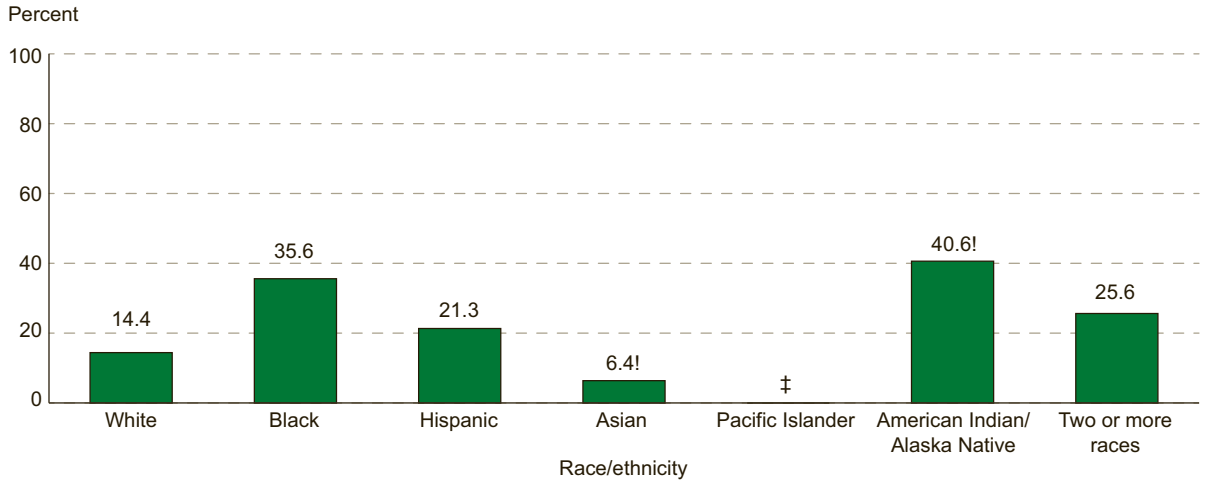


[1] "Ever suspended or expelled" are those fall 2009 ninth-graders who were suspended or expelled at any time. "Suspended or expelled in the early time period" are those students who were only suspended before fall 2009. "Suspended or expelled in the late time period" are those who were only suspended between fall 2009 and spring 2012. "Suspended or expelled in both time periods" are those who were suspended or expelled both before fall 2009 and between fall 2009 and spring 2012.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File.

The percentage of fall 2009 ninth-graders who, by spring 2012, had ever been suspended or expelled from school was about 19 percent (table S1.1 and figure S1.1). There were no measurable differences between the percentages of students who had ever been suspended or expelled in terms of the time period during which they were suspended or expelled (7 percent were suspended or expelled only in the early time period, 7 percent were suspended or expelled only in the late time period, and 6 percent were suspended or expelled in both time periods).

A higher percentage of males (26 percent) than of females (13 percent) were ever suspended or expelled. There were no measurable differences between the percentages of male students who were suspended or expelled only in the early time period, only in the late time period, or in both time periods. For female students who had ever been suspended or expelled, however, higher percentages were suspended or expelled only in the early time period (5 percent) and only in the late time period (5 percent) than in both time periods (3 percent).

Figure S1.2. Percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by race/ethnicity: 2012

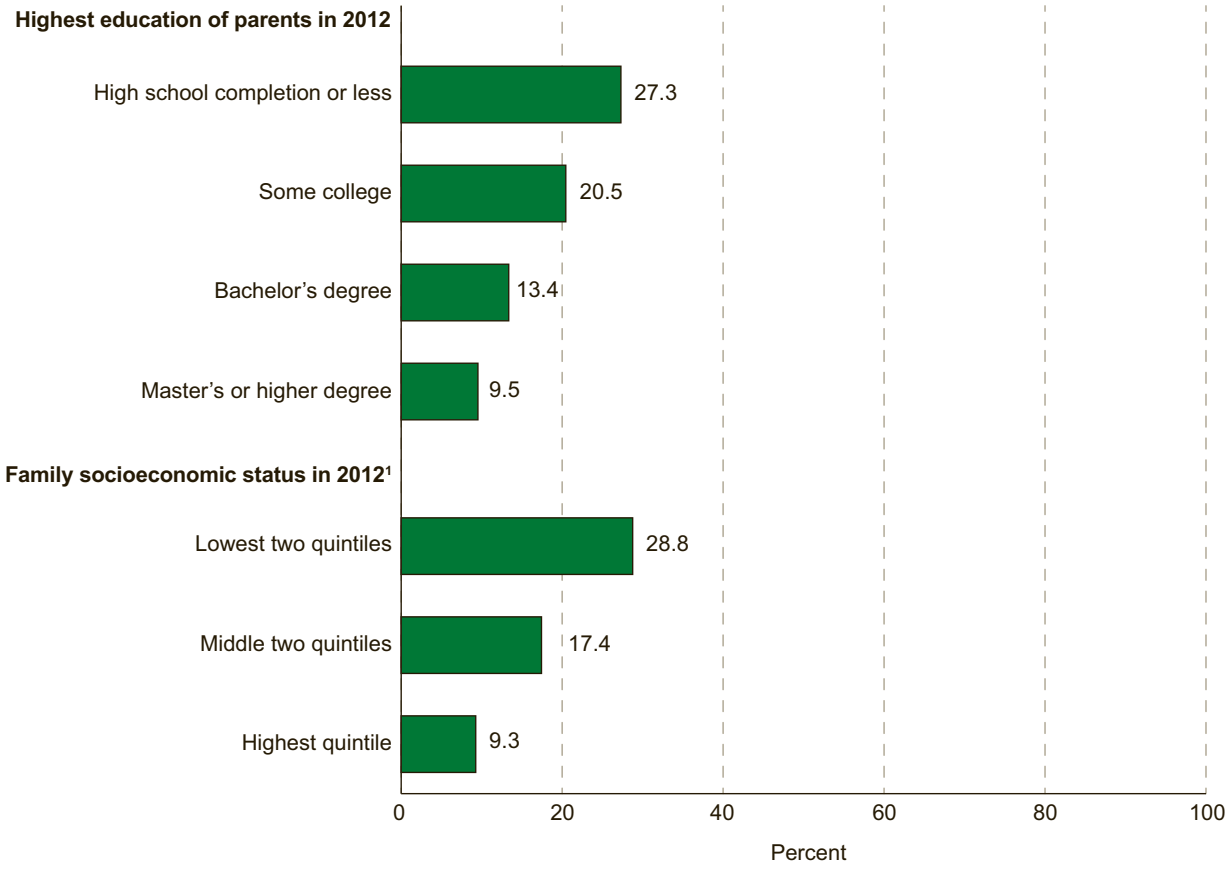


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File.

A higher percentage of Black students (36 percent) than of Hispanic (21 percent), White (14 percent), and Asian students (6 percent) had ever been suspended or expelled (figure S1.2 and table S1.1). Additionally, a higher percentage of students of Two or more races (26 percent) and Hispanic students had ever been suspended or expelled than White students. A lower percentage of Asian students than of students of any other race/ethnicity with available data had ever been suspended or expelled.

The percentages of students in the White, Black, and Hispanic racial/ethnic groups who had ever been suspended or expelled varied in terms of the time period in which the suspensions or expulsions occurred: For White students, a higher percentage were suspended or expelled only in the late time period (7 percent) than only in the early time period (4 percent) or in both periods (3 percent); for Black students, higher percentages were suspended or expelled only in the early time period (15 percent) or in both periods (14 percent) than only in the late time period (7 percent); and for Hispanic students, a higher percentage were suspended or expelled only in the early time period (10 percent) than in both periods (4 percent).

Figure S1.3. Percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by highest education of parents and family socioeconomic status: 2012

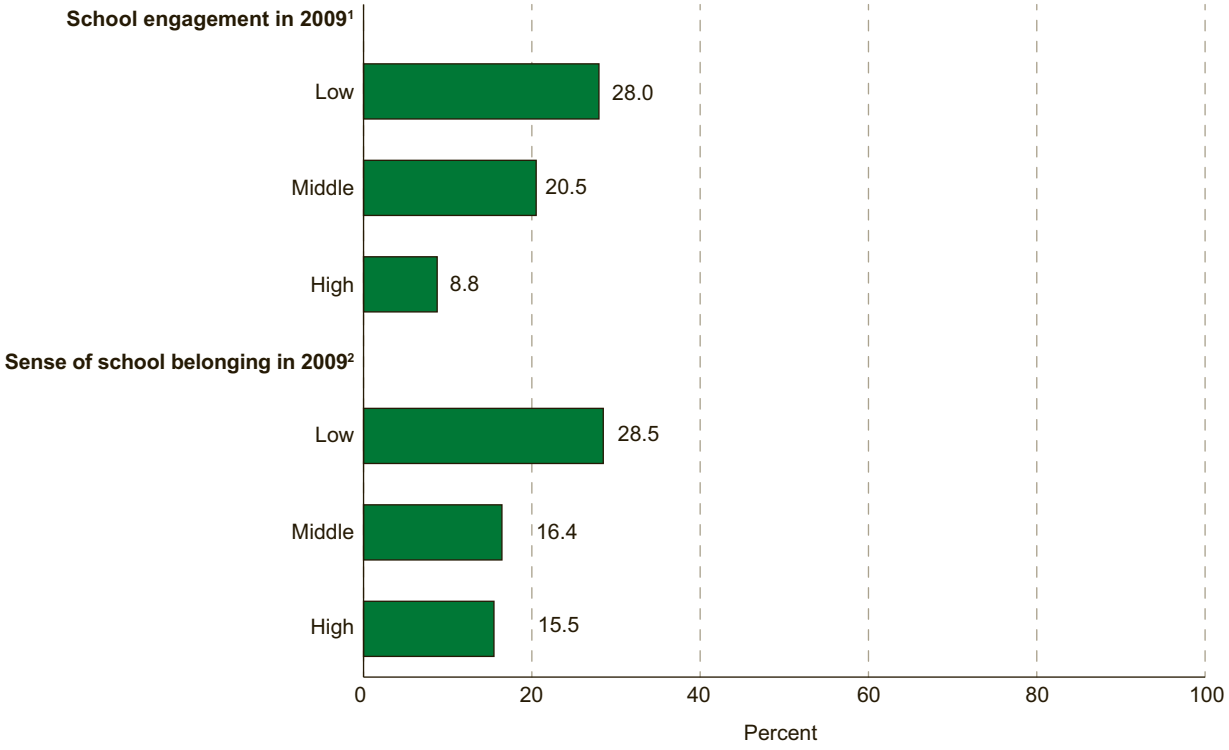


[1] Socioeconomic status was measured by a composite score on parental education and occupations, and family income.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File.

Data on the characteristics of students' families, such as their parents' highest level of education and their families' socioeconomic status, were also collected as part of the HSLS:2009 study, and the percentage of students who had ever been suspended or expelled varied according to these characteristics. For example, of students whose parents' highest level of education was high school completion or less, 27 percent had ever been suspended or expelled (figure S1.3 and table S1.1). Of students whose parents' highest level of education exceeded high school completion, the percentages who had ever been suspended or expelled were lower (21 percent for students whose parents had some college, 13 percent for students whose parents had a bachelor's degree, and 10 percent for students whose parents had a master's or higher degree). A greater percentage of students of low socioeconomic status (SES) than of students of middle SES had ever been suspended or expelled (29 vs. 17 percent), and both of these percentages were greater than the percentage of high-SES students who had ever been suspended or expelled (9 percent).[2]

[2] Socioeconomic status (SES) was measured by a composite score on parental education and occupations, and family income at the time of data collection. Students living in households in the highest 20 percent of the SES scale were identified as being from high-SES households, those living in households in the middle 40 percent of the SES scale were identified as being from middle-SES households, and those living in households in the lowest 40 percent of the SES scale were identified as being from low-SES households.

Figure S1.4. Percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by school engagement and sense of school belonging: 2012



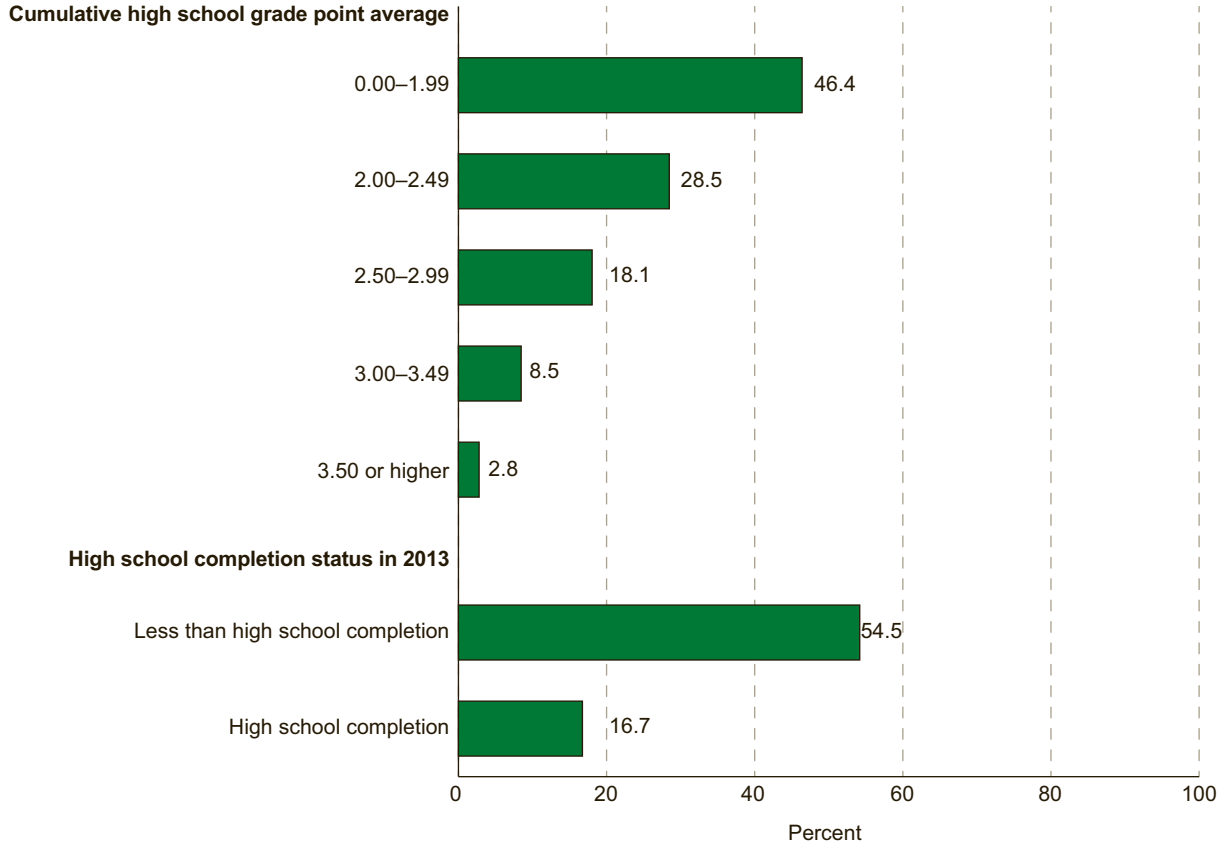
[1] A school engagement scale was constructed based on students' responses to questions about how frequently they went to class without homework done, without pencil or paper, without books, or late. Students' school engagement is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.
[2] A school belonging scale was constructed based on the extent to which students agreed or disagreed that they felt safe at school, that they felt proud of being part of the school, that there were always teachers or other adults at school they could talk to if they had a problem, that school was often a waste of time, and that getting good grades was important to them. Students' sense of school belonging is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File.

Research shows that students' attitudes toward school are associated with their academic outcomes (Morrison et al. 2002), and that schools with a supportive climate have lower rates of delinquency, including suspensions and expulsions (Christle, Jolivette, and Nelson 2005). As part of the HSLS:2009 data collection, students reported on their school engagement and sense of school belonging in the fall of their ninth-grade year. School engagement measured how frequently students went to class without homework done, without pencil or paper, without books, or late.[3] The percentage of students with low school engagement who had ever been suspended or expelled (28 percent) was higher than the percentage of students with middle or high levels of school engagement who had ever been suspended or expelled (21 percent and 9 percent, respectively; figure S1.4 and table S1.1). Sense of school belonging was measured based on the extent to which students agreed or disagreed that they felt safe at school, that they felt proud of being part of the school, that there were always teachers or other adults at school they could talk to if they had a problem, that school was often a waste of time, and that getting good grades was important to them.[4] The percentage of students with a low sense of school belonging who had ever been suspended or expelled (28 percent) was higher than the percentage of students with a middle or high sense of school belonging who had ever been suspended or expelled (16 percent and 15 percent, respectively).

[3] Students' school engagement is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.

[4] Students' sense of school belonging is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.

Figure S1.5. Percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by cumulative high school grade point average and high school completion status: 2013



SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File.

In 2013 (after most fall 2009 ninth-graders had completed high school), students' high school transcripts were obtained. In addition, students and their parents were asked about students' high school completion status. The percentages of students who had ever been suspended or expelled were higher for those students with lower grade point averages (GPAs). About 46 percent of students with a GPA below 1.99 had ever been suspended or expelled, compared with 28 percent of students with a GPA of 2.00–2.49, 18 percent of students with a GPA of 2.50–2.99, 8 percent of students with a GPA of 3.00–3.49, and 3 percent of students with a GPA of 3.50 or above (figure S1.5 and table S1.1). Also, a higher percentage of students who had not completed high school by 2013 than of students who had completed high school by 2013 had ever been suspended or expelled (54 vs. 17 percent).

Spotlight 2

Juveniles in Residential Placement: Youth and Facility Characteristics

The rate of residential placement for Black males in 2013 was 804 per 100,000, which was 1.6 times the rate for American Indian/Alaska Native males (496 per 100,000), 2.7 times the rate for Hispanic males (296 per 100,000), 5 times the rate for White males (162 per 100,000), and over 16 times the rate for Asian/Pacific Islander males (49 per 100,000).

Juvenile offenders held in residential placement facilities often lack the necessary services and supports that can help them to develop skills, encourage learning, and lead to successful academic performance (U.S. Departments of Education and Justice 2014). The experiences of these youth during placement and following their reentry into the community are frequently characterized by high rates of reoffending, lower educational attainment, and negative employment outcomes (Aizer and Doyle 2015; Apel and Sweeten 2009; Hjalmarsson 2008; The Pew Charitable Trusts 2015; Solomon 2012). These juveniles often experience disruptions to their education as they pass in and out of traditional schooling. While most facilities provide middle-school- and high-school-level educational services (Hockenberry, Sickmund, and Sladky 2013), these services are generally not comparable to those available to their peers in the community (The Council of State Governments Justice Center 2015). Students who exit residential facilities also face challenges related to reenrollment, transfer of academic records, and acceptance of credits when they attempt to reenter the traditional education system (Feierman, Levick, and Mody 2009/10).

The Census of Juveniles in Residential Placement (CJRP) is a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders, defined as persons younger than 21 who are held in a residential setting as a result of some contact with the justice system (i.e., being charged with or adjudicated for an offense). The CJRP provides a 1-day count of the number of youth in residential placement, as well as data on the characteristics of youth in these facilities and information about the facilities themselves. The census does not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth.

Between 1997 and 2013, the number of youth in residential placement facilities fell by nearly 50 percent, from approximately 105,000 to just over 54,000 (figure S2.1 and table S2.1). The number of youth in these facilities declined for both males and females, and the ratio of males to females did not change measurably between 1997 and 2013. In each of the nine years in which the CJRP was conducted, there were approximately 6 times as many males as females in residential facilities.

The decline in residential placements between 1997 and 2013 was also observed for White, Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native youth. The number of residential placements declined by about one-third for Hispanic and American Indian/Alaska Native youth; by about one-half for White, Black, and Pacific Islander youth; and by more than three-fourths for Asian youth.

It is also important to examine the residential placement rate, which is the number of juvenile offenders in residential facilities per 100,000 youth in the general population. This rate provides a more comparable measurement across time because it accounts for population growth and demographic changes. The overall residential placement rate fell from 356 per 100,000 youth in 1997 to 173 per 100,000 in 2013 (figure S2.2 and table S2.2). The residential placement rate for White youth fell from 201 to 100 per 100,000 during the same period, while the rate for Black youth fell from 968 to 464 per 100,000. Between 1997 and 2013, rates for American Indian/Alaska Native youth fell from 490 to 334 per 100,000, rates for Hispanic youth fell from 468 to 173 per 100,000, and rates for Asian/Pacific Islander youth fell from 195 to 28 per 100,000.[5]

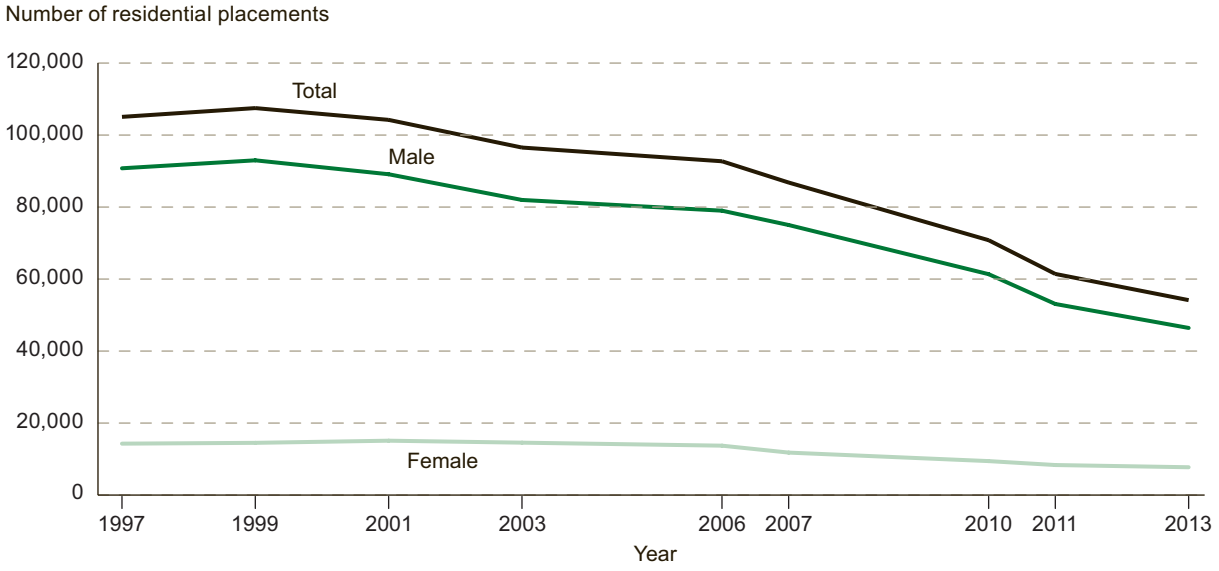
Although residential placement rates per 100,000 youth declined for all racial/ethnic groups, disparities between racial/ethnic groups persist. In 1997, the residential placement rate for Black youth was 4.8 times the rate for White youth, and in 2013 it was 4.6 times the rate for White youth. In 1997, the rate for Hispanic youth was 2.3 times the rate for White youth, and in 2013 it was 1.7 times the rate

Spotlight 2 continued on page 16.

[5] Separate data for Asian and Pacific Islander youth are not available for the residential placement rate per 100,000 juveniles.

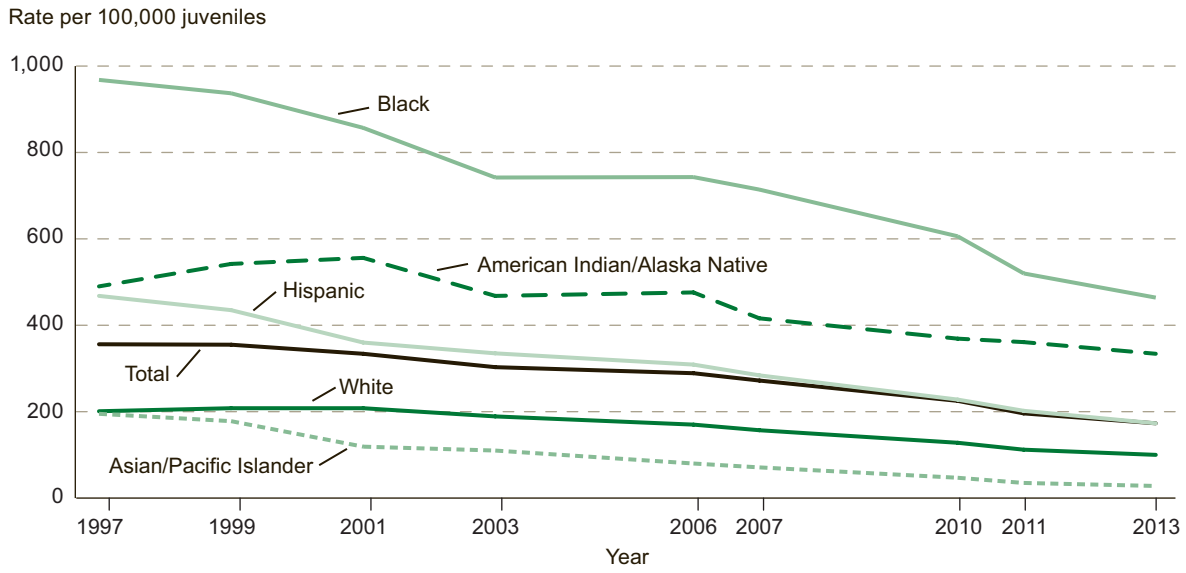
This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S2.1 and S2.2, and http://www.ojjdp.gov/ojstatbb/ezacjrp/.

Figure S2.1. Number of juvenile offenders in residential placement facilities, by sex: Selected years, 1997 through 2013



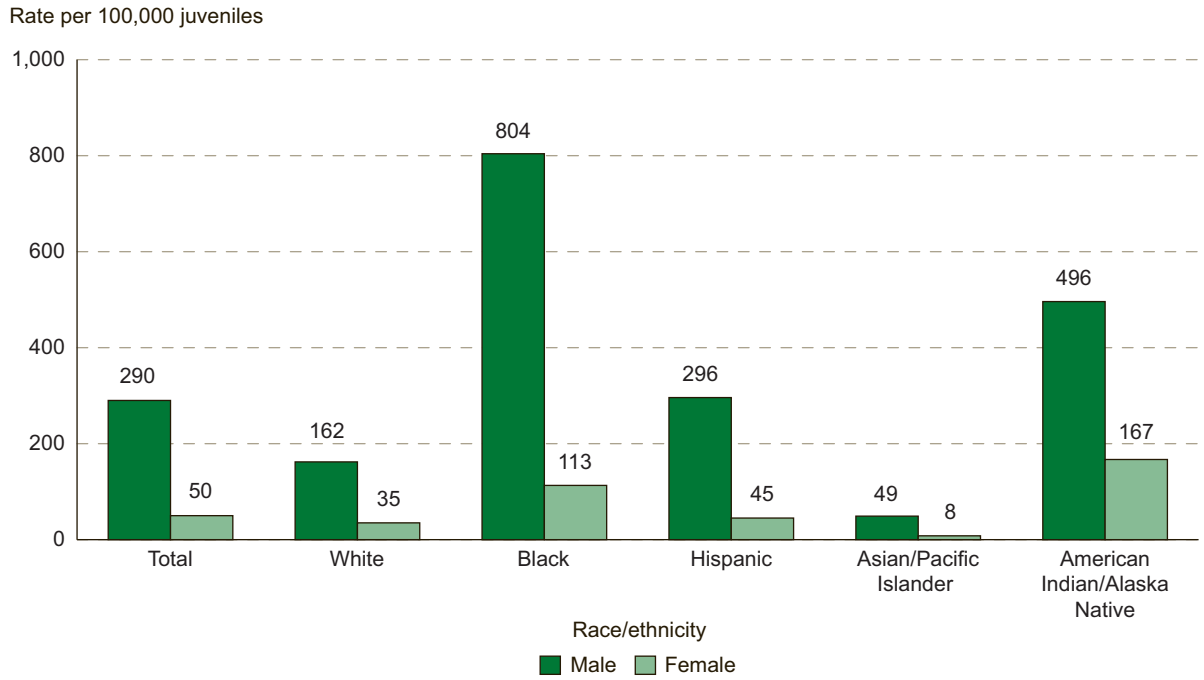
NOTE: Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders. Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities.
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved September 25, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/.

Figure S2.2. Residential placement rate (number of juvenile offenders in residential facilities) per 100,000 juveniles, by race/ethnicity: Selected years, 1997 through 2013



NOTE: Residential placement rate calculated per 100,000 persons age 10 through the upper age at which offenders were under original jurisdiction of the juvenile courts in each state in the given year. Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders. Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities.
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved October 20, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/.

Figure S2.3. Residential placement rate (number of juvenile offenders in residential facilities) per 100,000 juveniles, by race/ethnicity and sex: 2013



NOTE: Residential placement rate calculated per 100,000 persons age 10 through the upper age at which offenders were under original jurisdiction of the juvenile courts in each state in the given year. Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders. Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities.
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved October 20, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/.

for White youth. In contrast, the disparity between American Indian/Alaska Native youth and White youth was larger in 2013 than in 1997. The American Indian/Alaska Native rate was 2.4 times the White rate in 1997 and 3.3 times the White rate in 2013. In 1997, residential placement rates were similar for White and Asian/Pacific Islander youth. However, residential placement rates declined more sharply for Asian/Pacific Islander youth than for White youth. As a result, in 2013 the residential placement rate for Asian/Pacific Islander youth was approximately one-quarter of the rate for White youth.

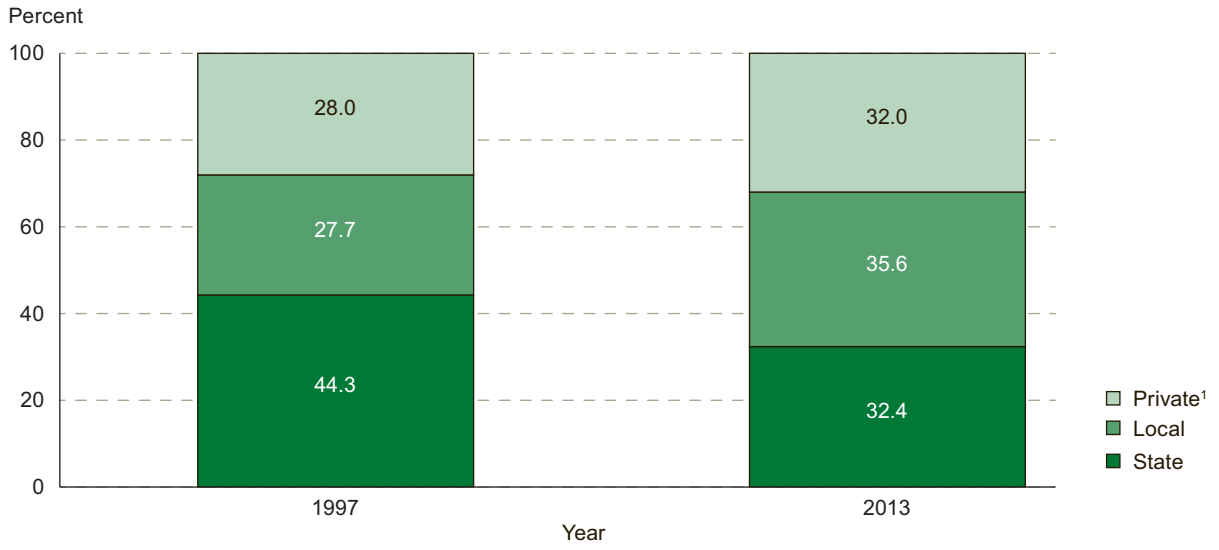
The residential placement rate per 100,000 youth was also considerably higher for Black males than for males or females of any other racial/ethnic group. The rate of residential placement for Black males in 2013 was 804 per 100,000, which was 1.6 times the rate for American Indian/Alaska Native males (496 per 100,000), 2.7 times the rate for Hispanic males (296 per 100,000), 5 times the rate for White males (162 per 100,000), and over 16 times the rate for Asian/Pacific Islander males (49 per 100,000) (figure S2.3). Black males made up over one-third (35 percent) of all youth in residential placement in 2013.

Older youth made up a greater share of juveniles in residential placement than younger youth in 2013: A majority (69 percent) were between the ages of 16 and 20, about 30 percent were between the ages of 13 and 15, and 1 percent were age 12 or younger (table S2.1).

In 2013, the number of juveniles in residential facilities was highest for those being held for offenses against persons[6] (19,922, or 37 percent of all juveniles held) and second highest for those being held for offenses against property[7] (12,768, or 24 percent). The number in residential facilities was 9,316 (17 percent) for those being held for technical violations, such as violations of probation, parole, or valid court order; 6,085 (11 percent) for those being held for offenses against the public order;[8] and 3,533 (7 percent) for

[6] Offenses against persons, or person offenses, include aggravated assault, criminal homicide, robbery, simple assault, violent sexual assault, and other offenses such as harassment, coercion, kidnapping, and reckless endangerment.
[7] Offenses against property, or property offenses, include arson, auto theft, burglary, theft, and other offenses such as vandalism, trespassing, and selling stolen property.
[8] Offenses against the public order, or public order offenses, include driving under the influence of alcohol or drugs; possession, use, or distribution of weapons; and other offenses such as obstruction of justice, nonviolent sex offenses, cruelty to animals, and disorderly conduct.

Figure S2.4. Percentage distribution of juvenile offenders in residential placement facilities, by facility operation: 1997 and 2013



[1] Private facilities are operated by private nonprofit or for-profit corporations or organizations.
NOTE: Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders. Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities.
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved October 20, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/.

those being held for drug offenses. A total of 2,524 juvenile offenders (5 percent) were being held for status offenses, which are actions that are illegal for underage persons but not for adults.[9]

Between 1997 and 2013, the largest percentage declines in the number of juveniles in residential placement were observed for those being held for drug offenses (61 percent), status offenses (60 percent), and offenses against property (60 percent). Percentage declines over the period were smaller for juveniles being held for offenses against the public order (41 percent) and offenses against persons (43 percent). Juvenile residential placements for technical violations were 25 percent lower in 2013 than in 1997.

Residential placement facilities vary by size, operational control, and classification. The percentage of juveniles in residential placement who were in the largest size facilities (201 or more residents) declined from 35 to 13 percent between 1997 and 2013. In 2013, most juveniles in residential placement were either in a facility of 21 to 50 residents (27 percent) or a facility of 51 to 150 residents (36 percent).

In 1997, about 44 percent of juveniles were held in facilities operated by state government agencies, with the remainder split evenly between facilities operated by local government agencies and facilities operated by private entities (28 percent each; figure S2.4 and table S2.1). In 2013, the share of juveniles in state facilities had declined to 32 percent, with an additional 32 percent in private facilities and 36 percent in local facilities.

Juveniles may be placed in a wide range of facility types, including detention centers, shelters, reception/diagnostic centers, group homes, boot camps, ranch/wilderness camps, residential treatment centers, and long-term secure facilities. Over time, detention centers and long-term secure facilities have held the largest numbers of youth.[10] In 2013, detention centers held 36 percent of the youth in residential placement and long-term secure facilities held 27 percent. Data on residential treatment centers first became available in the 2003 CJRP. Since then, this facility type has contained the third-largest number of youth, accounting for 23 percent of juveniles in residential placement in 2013. About 8 percent of youth were held in group homes in 2013, and 2 percent or less of youth were held in each of the following facility types: ranch/wilderness camp, shelter, reception/diagnostic center, and boot camp.

[9] Examples include curfew violation, running away, truancy, and underage drinking.

[10] Although respondents were able to select more than one type for their facility, the data used for this indicator assign each facility to a single primary type based on an analysis that applies a hierarchy rule.

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Violent Deaths

Indicator 1

Violent Deaths at School and Away From School

Over all available survey years, the percentage of youth homicides occurring at school remained at less than 3 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. This indicator presents data on school-associated violent deaths that were collected through the School-Associated Violent Deaths (SAVD) Surveillance System, as well as data on total suicides collected through the Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal) and data on total homicides collected through the Supplementary Homicide Reports (SHR). The SAVD Surveillance System defines a school-associated violent death as "a homicide, suicide, or legal intervention death[11] (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths include not only students and staff members, but also others who are not students or staff members, such as students' parents or community members.

The most recent data released by the SAVD Surveillance System cover the period from July 1, 2012 through June 30, 2013. During this period, there were a total of 53 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and table 1.1). Of these 53 student, staff, and nonstudent school-associated violent deaths, there were 41 homicides, 11 suicides, and 1 legal intervention death.[12]

Data on violent deaths occurring away from school were included in order to calculate the percentage of violent deaths occurring at school. The most recent data available for total suicides of school-age youth (ages 5–18; also referred to as "youth" in this indicator) are for the 2012 calendar year; the most recent data available for total homicides of youth are for the 2012–13 school year.[13] During the 2012–13 school year, there were 1,186 homicides of youth in the United States (figure 1.2 and table 1.1). During the 2012 calendar year, there were 1,590 suicides of youth. During the 2012–13 school year, there were 31 homicides and 6 suicides of school-age youth at school (figure 1.1 and table 1.1). When instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 homicide or suicide at school for every 1.5 million students enrolled.[14]

The percentage of youth homicides occurring at school remained at less than 3 percent of the total number of youth homicides between 1992–93 (when data collection began) and 2012–13, even though the absolute number of homicides of school-age youth at school varied across the years[15] (figure 1.1 and table 1.1). Between 1992–93 and 2012–13, a range of 1 to 10 school-age youth died by suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

[11] A legal intervention death is defined as a death caused by police and other persons with legal authority to use deadly force, excluding legal executions.

[12] Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

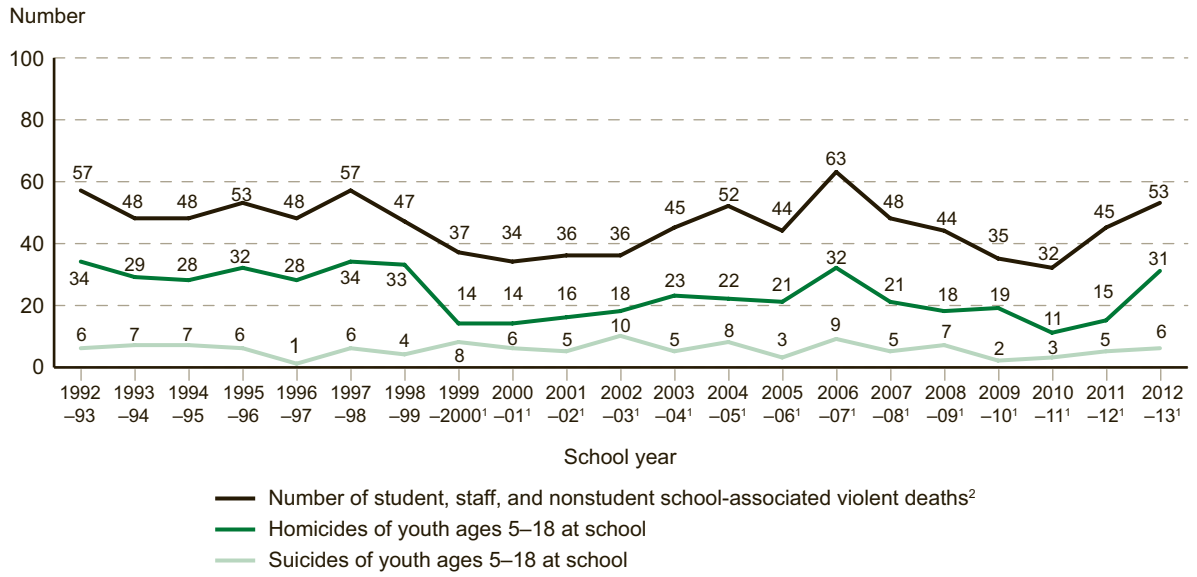
[13] Data on total suicides are from the Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal) and data on total homicides are from the Supplementary Homicide Reports (SHR). Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and data on total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing total suicides to other categories.

[14] The total number of students enrolled in prekindergarten through 12th grade during the 2012–13 school year was 54,952,269 (Snyder and Dillow 2016).

[15] Single incidents occurring at school with a large number of school-age victims could result in large variations in the number of homicides of school-age youth at school between two years. Please use caution when making comparisons over time.

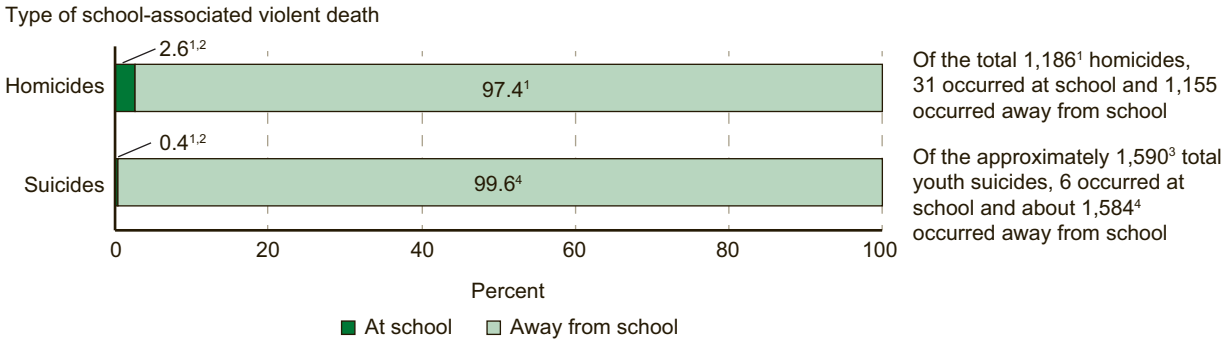
This indicator has been updated to include 2012–13 data for school-associated violent deaths and total youth homicides, and 2012 data for total youth suicides. For more information: Table 1.1, and http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html.

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2012–13



[1] Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.
[2] A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students or staff members, from July 1, 1992, through June 30, 2013.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2013 School-Associated Violent Deaths Surveillance Study (SAVD) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (September 2015).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2012–13



[1] Youth ages 5–18 from July 1, 2012, through June 30, 2013.
[2] Data from the School-Associated Violent Deaths Surveillance Study (SAVD) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.
[3] Youth ages 5–18 in the 2012 calendar year.
[4] Because data reported on total youth suicides are for calendar year 2012, numbers for total suicides and suicides occurring away from school during school year 2012–13 is approximate. Use caution when interpreting these numbers due to timeline differences.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.
SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 2013 School-Associated Violent Deaths Surveillance Study (SAVD) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (September 2015); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 2012, retrieved September 2015 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 2012–13 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (November 2015).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away From School[16]

Between 1992 and 2014, the total victimization rate at school declined 82 percent, from 181 victimizations per 1,000 students in 1992 to 33 victimizations per 1,000 students in 2014. The total victimization rate away from school declined 86 percent, from 173 victimizations per 1,000 students in 1992 to 24 victimizations per 1,000 students in 2014.

In 2014, data from the National Crime Victimization Survey showed that students ages 12–18 experienced 850,100 nonfatal victimizations (theft[17] and violent victimization[18]) at school and 621,300 nonfatal victimizations away from school (table 2.1).[19] These figures represent total crime victimization rates of 33 victimizations per 1,000 students at school and 24 per 1,000 students away from school; these rates were not measurably different.

For most of the years between 1992 and 2008 as well as in 2012, the rate of theft at school was higher than the rate of theft away from school among students ages 12–18 (figure 2.1). There were no measurable differences between the rates of theft at school and away from school in 2009, 2010, 2011, 2013, or 2014.

The rate of theft at school was 14 thefts per 1,000 students in 2014 and 18 thefts per 1,000 students in 2013; these rates were not measurably different. The rate of theft away from school was lower in 2014 (11 thefts per 1,000 students) than in 2013 (16 thefts per 1,000 students).

Between 1992 and 2000, the rate of violent victimization per 1,000 students at school was either lower than or not measurably different from the rate away from school. Since 2001, the rate of violent victimization per 1,000 students at school has generally been higher than or not measurably different from the rate away from school. In 2014, the rate of violent victimization was 19 per 1,000 students at school and 13 per 1,000 students away from school; these rates were not measurably different. The rate of simple assault[20] at school (15 per 1,000 students) was higher than away from school (6 per 1,000).

The rate of violent victimization at school was lower in 2014 (19 violent victimizations per 1,000 students) than in 2013 (37 violent victimizations per 1,000 students). For violence away from school, the 2014 violent victimization rate did not differ measurably from the 2013 rate.

The rate of serious violent victimization[21] against students ages 12–18 was generally lower at school than away from school in most survey years between 1992 and 2008. Between 2009 and 2014, the rate at school was not measurably different from the rate away from school.

The 2014 serious violent victimization rate for students ages 12–18 did not differ measurably from the 2013 rate regardless of whether the location of victimization was at school or away from school. In 2014, students experienced about 4 serious violent victimizations per 1,000 students at school and 6 serious violent victimizations per 1,000 students away from school.

Between 1992 and 2014, total victimization rates for students ages 12–18 generally declined both at school and away from school (figure 2.1). The total victimization rate at school declined 82 percent, from 181 victimizations per 1,000 students in 1992 to 33 victimizations per 1,000 students in 2014. The total victimization rate away from school declined 86 percent, from 173 victimizations per 1,000 students in 1992 to 24 victimizations per 1,000 students in 2014.

Indicator 2 continued on page 26.

[16] Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in the NCVS, whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS.

[17] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[18] "Violent victimization" includes serious violent crimes and simple assault.

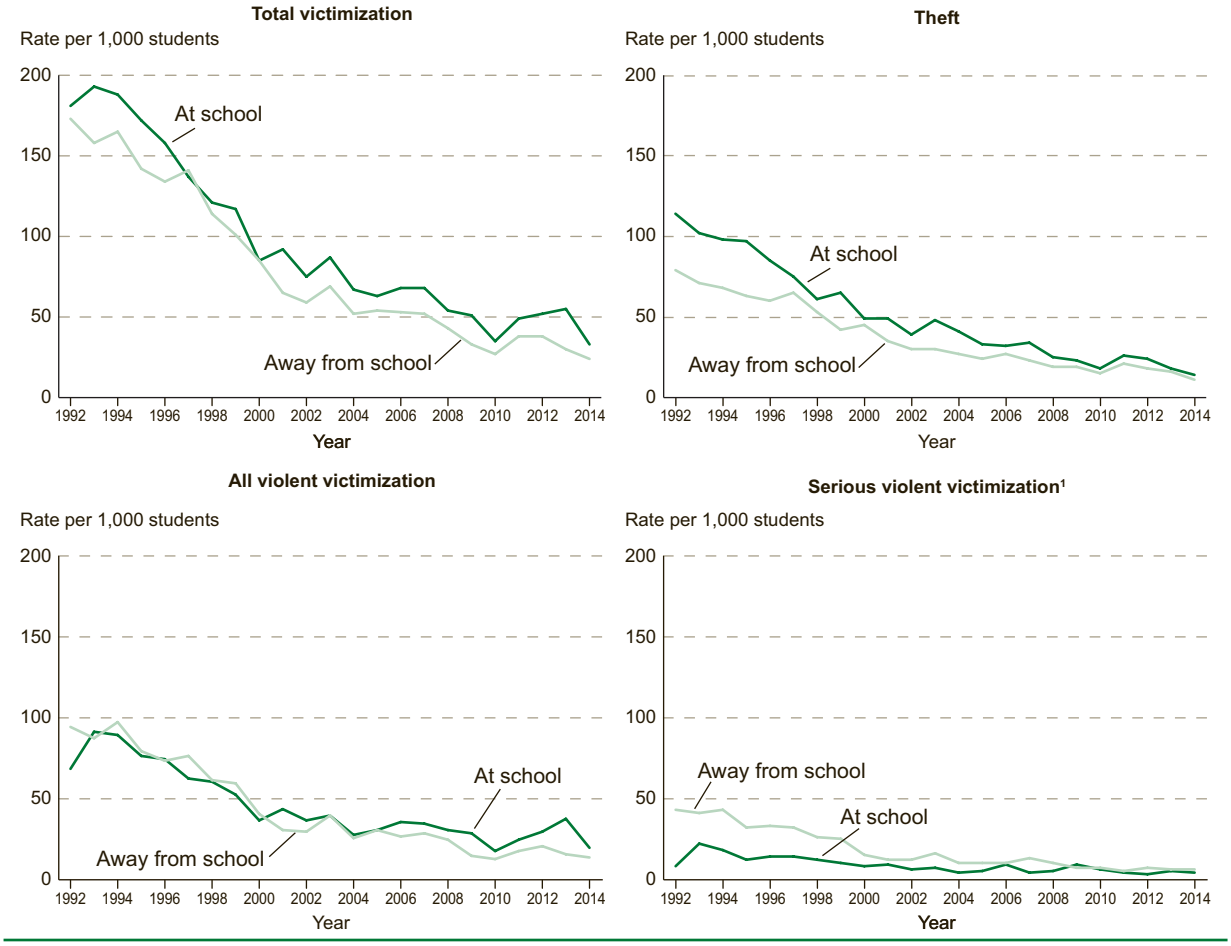
[19] "Students" refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school. "At school" includes inside the school building, on school property, and on the way to or from school.

[20] "Simple assault" includes threats and attacks without a weapon or serious injury.

[21] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2014 data. For more information: Tables 2.1 and 2.2.

Figure 2.1. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992 through 2014



[1] Serious violent victimization is also included in all violent victimization.

NOTE: Due to methodological changes, use caution when comparing 2006 estimates to other years. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in National Crime Victimization Survey (NCVS), whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS. The population size for students ages 12–18 was 25,773,800 in 2014. Detail may not sum to totals due to rounding. Estimates may vary from previously published reports.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2014.

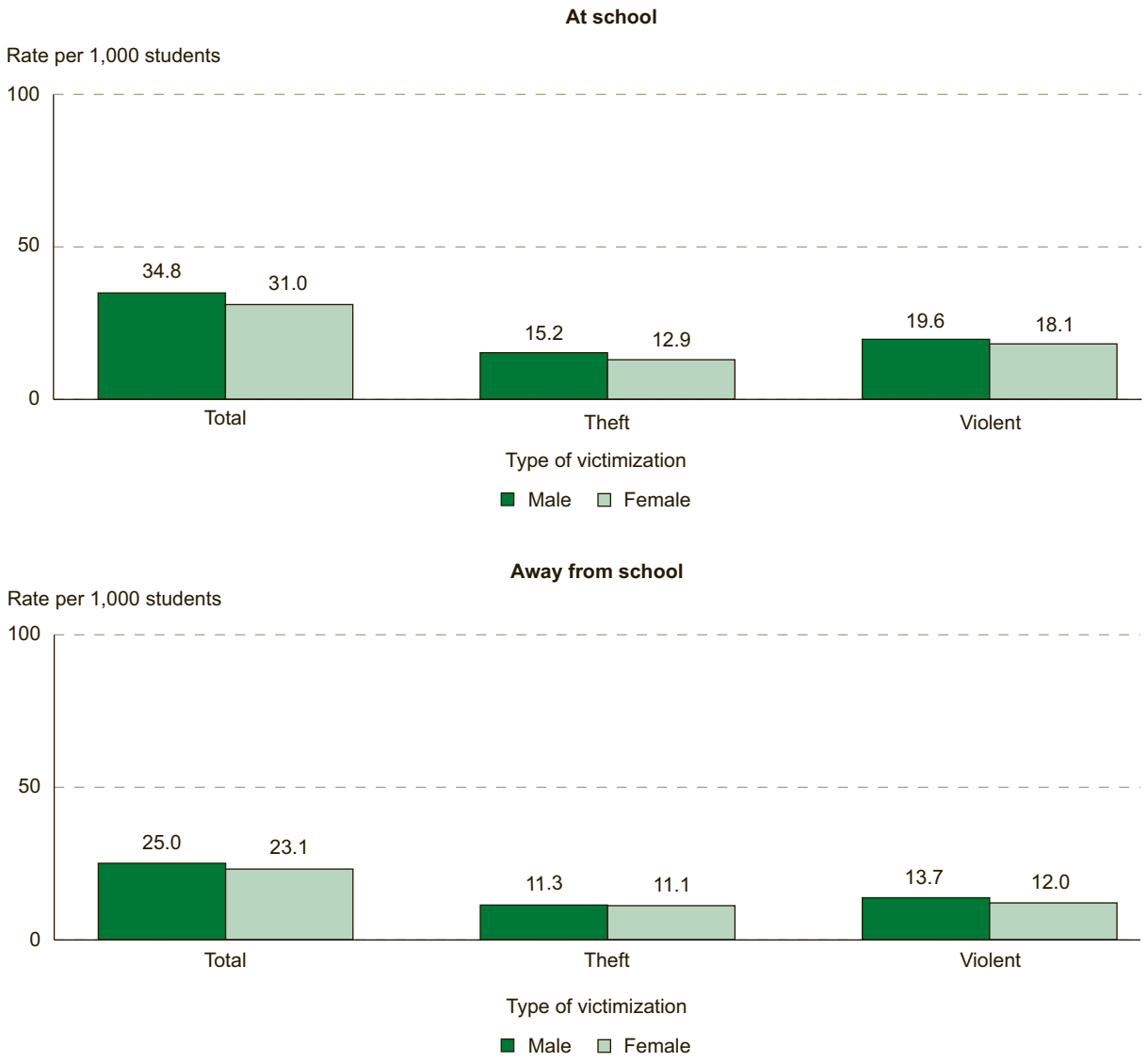
This pattern of decline in total victimization rates both at and away from school between 1992 and 2014 also held for thefts, violent victimizations, and serious violent victimizations. Thefts at school declined from a rate of 114 per 1,000 students to 14 per 1,000, and thefts away from school declined from a rate of 79 thefts per 1,000 students to 11 per 1,000. The rate of violent victimization at school declined overall from 68 victimizations per 1,000 students in 1992 to 19 per 1,000 in 2014. The rate of violent victimization away from school declined from 94 victimizations per 1,000 students in 1992 to 13 per 1,000 in 2014. Serious violent victimizations at school declined from 8 per 1,000 students in 1992 to 4 per 1,000 in 2014. The rate of serious violent victimization away from school declined from 43 victimizations per 1,000 students in 1992 to 6 per 1,000 in 2014.

In 2014, the rates of total victimization, theft, and violent victimization for males did not differ measurably from the rates for females; this pattern held regardless of whether the location of victimization was at school or away from school. In 2014, the rate of total victimization at school for males was 35 victimizations per 1,000 students and the rate for females was 31 victimizations per 1,000 students (table 2.2 and figure 2.2). The total victimization rate away from school for males was 25 victimizations per 1,000 students, and the rate for females was 23 victimizations per 1,000 students. The rate of violent victimization at school for males was 20 victimizations per 1,000 students, and the rate for females was 18 victimizations per 1,000 students. The violent victimization rate away from school for males was 14 victimizations per 1,000 students, and the rate for females was 12 victimizations per 1,000 students.

In 2014, the rates of total victimization, theft, and violent victimization for students ages 12–14 did not differ measurably from the rates for students ages 15–18; this pattern held regardless of whether the location of victimization was at school or away from school. Total victimization rates at school were 34 per 1,000 students ages 12–14 and 32 per 1,000 students ages 15–18 (table 2.2). Total victimization rates away from school were 22 per 1,000 students ages 12–14 and 26 per 1,000 students ages 15–18.

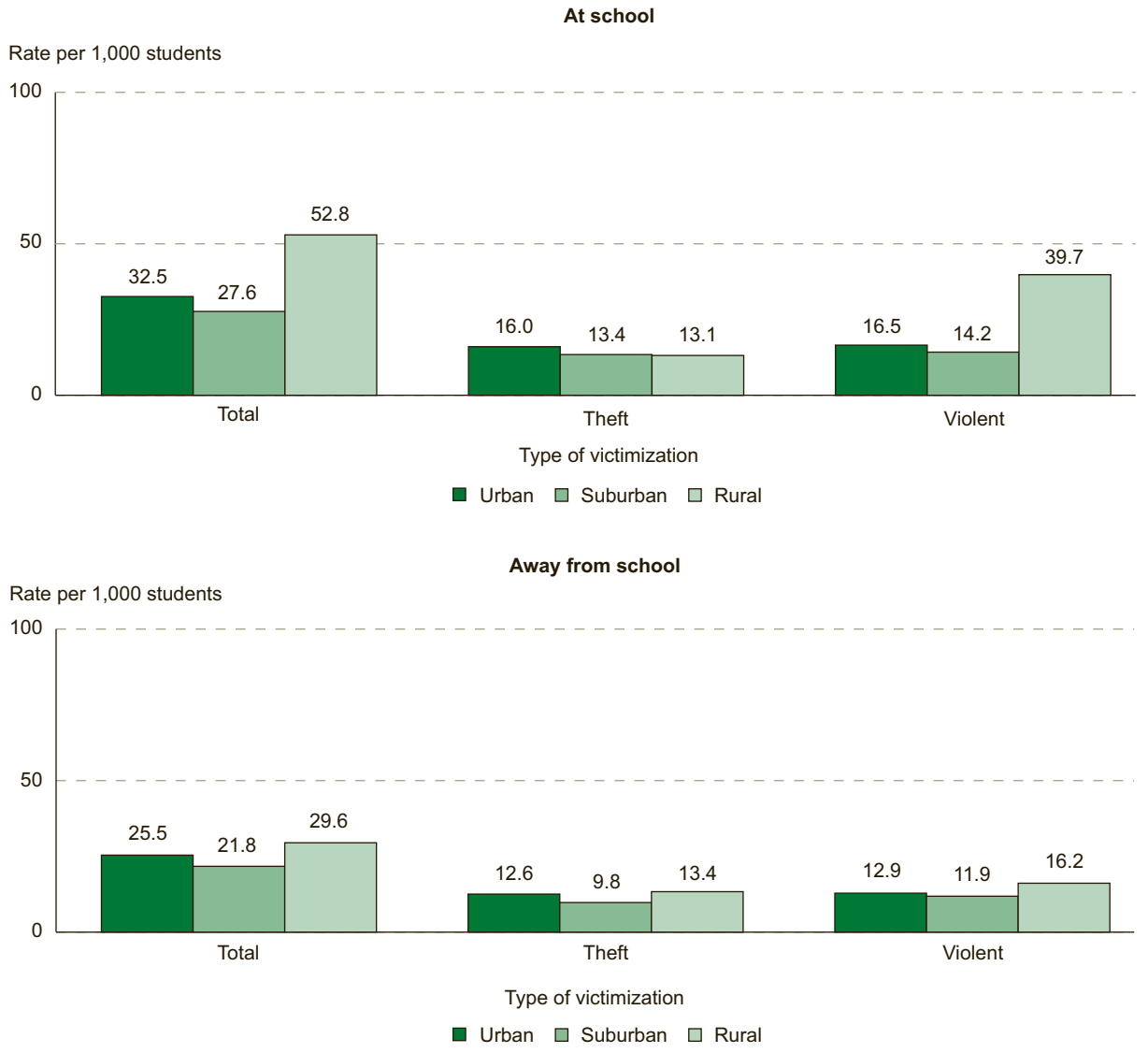
Differences in the rates of total victimization of students ages 12–18 at school by urbanicity were observed in 2014 (table 2.2, figure 2.3). In 2014, students residing in rural areas had higher rates of total victimization at school (53 victimizations per 1,000 students) than students residing in suburban areas (28 victimizations per 1,000 students). These differences were primarily driven by higher rates of violent victimization at school among students living in rural areas. In the same year, the rate of total victimization at school for students residing in urban areas was 32 victimizations per 1,000 students; the rates between rural and urban areas were not measurably different. Violent victimization rates at school were 40 per 1,000 students in rural areas, compared with 16 per 1,000 students in urban areas and 14 per 1,000 students in suburban areas. There were no measurable differences in rates of theft at school by urbanicity. In 2014, there were no differences by urbanicity in total victimization rates, theft rates, or violent victimization rates for victimizations that occurred away from school.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2014



NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in National Crime Victimization Survey (NCVS), whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS. The population size for students ages 12–18 was 25,773,800 in 2014. Detail may not sum to totals due to rounding and missing data on student characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2014.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and urbanicity: 2014



NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in National Crime Victimization Survey (NCVS), whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS. The population size for students ages 12–18 was 25,773,800 in 2014. Detail may not sum to totals due to rounding and missing data on student characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2014.

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Indicator 3

Prevalence of Victimization at School

In 2013, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Two percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization. Between 1995 and 2013, the percentage of students ages 12–18 who reported being victimized at school decreased overall, as did the percentages of students who reported theft, violent victimization, and serious violent victimization.

The School Crime Supplement (SCS)[22] to the National Crime Victimization Survey (NCVS) makes possible the comparison, across student demographic characteristics (e.g., grade, sex, and race/ethnicity), of victimization rate data collected from the NCVS. The SCS is administered only to students who have already completed the NCVS; thus, the calculation of estimates presented here is based on a subset of the student sample used to calculate the estimates presented in Indicator 2. Results from the most recent data collection show that in 2013 approximately 3 percent of students ages 12–18 reported being victimized at school[23] during the previous 6 months. Two percent of students reported theft,[24] 1 percent reported violent victimization,[25] and less than one half of 1 percent reported serious violent victimization[26] (figure 3.1 and table 3.1).

In 2013, a higher percentage of 9th-graders than of 12th-graders reported being victimized at school during the previous 6 months (4 vs. 2 percent; figure 3.2 and table 3.1). The percentage of students who reported theft was higher for 9th- and 10th-graders (3 percent each) and 11th-graders (2 percent) than for 8th-graders (1 percent). In addition, the percentage of students who reported violent victimization was higher for 6th-graders (3 percent) than for 10th- and 11th-graders (1 percent each). No measurable differences were observed by sex or race/ethnicity in reports of victimization overall or in reports of specific types of victimization.

Among students ages 12–18 in 2013, the percentage reporting theft at school during the previous 6 months was higher for students from urban and suburban areas (2 percent each) than for students from rural areas (1 percent). No measurable differences were observed between public and private schools in student reports of victimization overall or in reports of specific types of victimization.

Indicator 3 continued on page 32.

[22] Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in the NCVS, whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS.

[23] "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

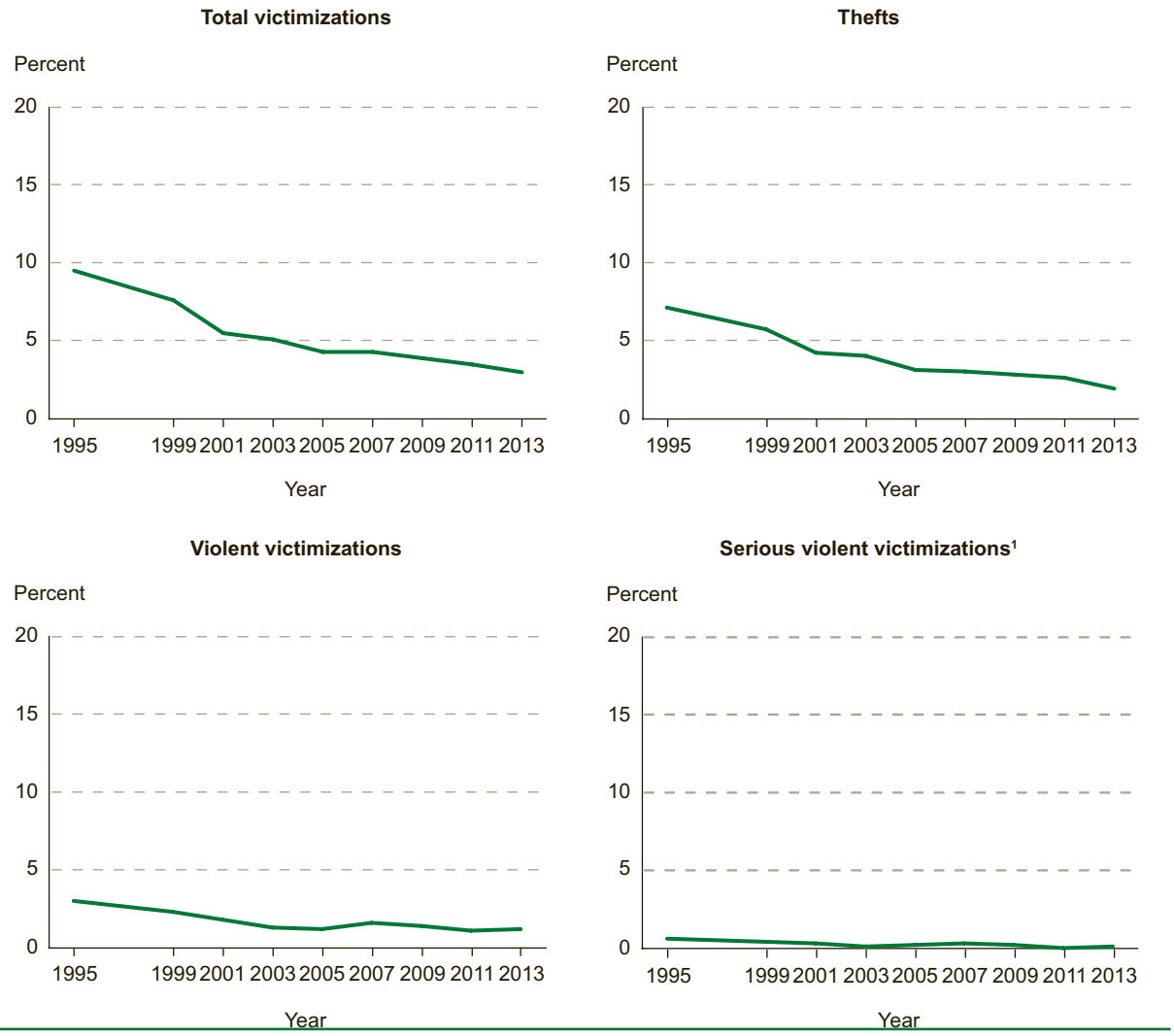
[24] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[25] "Violent victimization" includes serious violent crimes and simple assault.

[26] "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault.

This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Table 3.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Selected years, 1995 through 2013



[1] Serious violent victimization is also included in violent victimization.

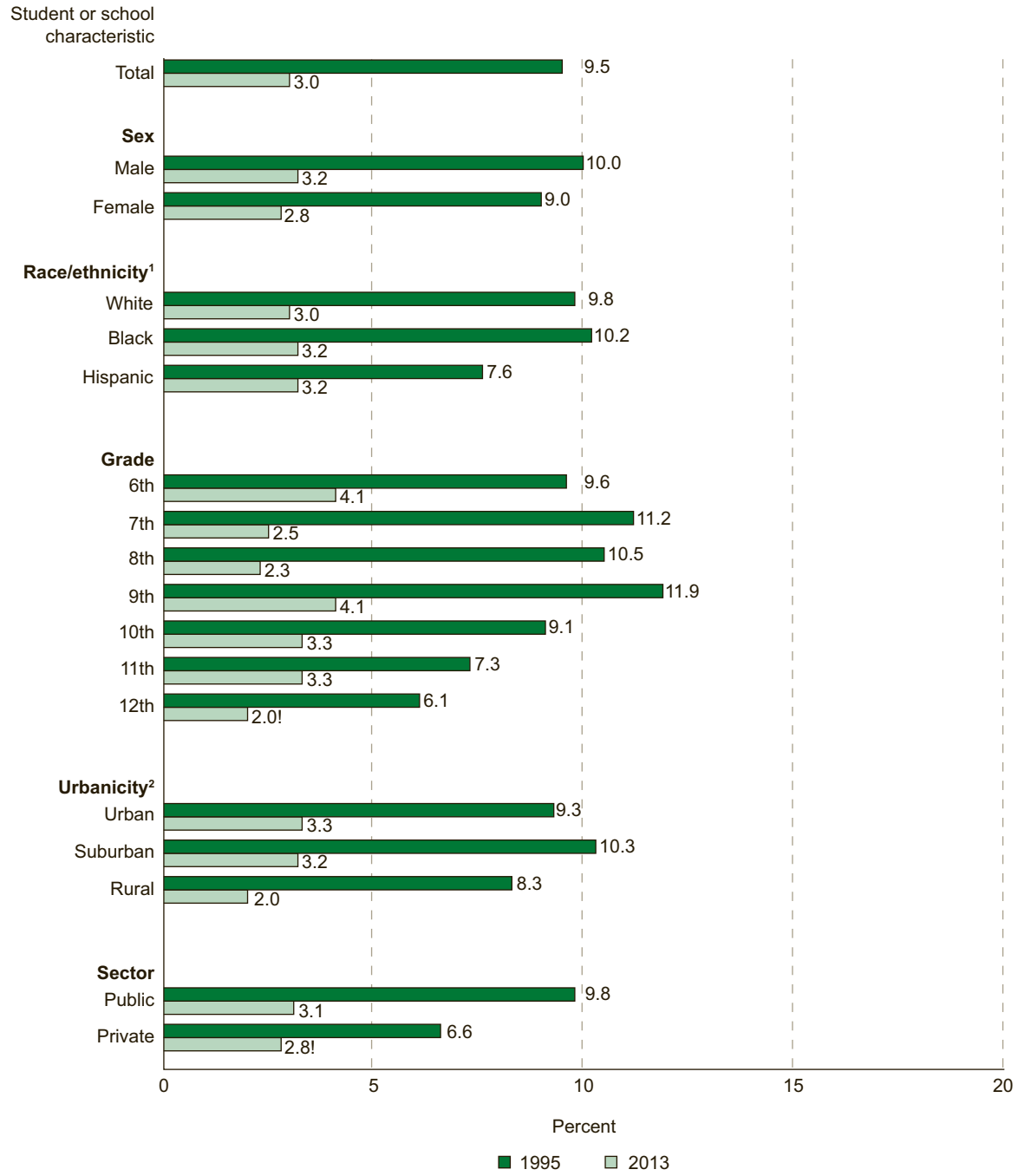
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Detail may not sum to totals because of rounding and because students who reported both theft and violent victimization are counted only once in total victimization. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2013.

Between 1995 and 2013, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent), as did the percentages of students who reported theft (from 7 to 2 percent), violent victimization (from 3 to 1 percent), and serious violent victimization (from 1 percent to less than one-half of 1 percent). The percentage of students who reported being victimized at school decreased between 1995 and 2013 for both male (from 10 to 3 percent) and female students (from 9 to 3 percent), as well as for White (from 10 to 3 percent), Black (from 10 to 3 percent), and Hispanic students (from 8 to 3 percent). In addition, the percentages of students who reported being victimized decreased between 1995 and 2013 for all grades 6 through 12.

A decrease between 1995 and 2013 in the percentage of students reporting criminal victimization also occurred by school characteristics. About 9 percent of students from urban areas, 10 percent of students from suburban areas, and 8 percent of students from rural areas reported being victimized at school in 1995, compared with 3 percent each of students from urban and suburban areas and 2 percent of students from rural areas in 2013. About 10 percent of public school students and 7 percent of private school students reported being victimized at school in 1995; the reported percent decreased to 3 percent each for public and private school students in 2013.

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 1995 and 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Race categories exclude persons of Hispanic ethnicity. Separate data for Asians were not collected in 1995; therefore, data for this group are not shown.
[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Total victimization" includes theft and violent victimization. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 and 2013.

Indicator 4
Threats and Injuries With Weapons on School Property

In 2013, about 7 percent of students in grades 9–12 reported that they were threatened or injured with a weapon on school property. The percentage of students who reported being threatened or injured with a weapon on school property has decreased over the last decade, from 9 percent in 2003 to 7 percent in 2013.

In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon such as a gun, knife, or club on school property[27] during the 12 months preceding the survey. In 2013, about 7 percent of students reported they were threatened or injured with a weapon on school property (table 4.1). This percentage was not measurably different from the percentages reported in 2011 and in 1993 (the first year of data collection for this item), but it decreased over the last decade, from a high of 9 percent in 2003 to 7 percent in 2013.

In each survey year from 1993 to 2013, a higher percentage of males than of females reported being threatened or injured with a weapon on school property in the previous 12 months (figure 4.1 and table 4.1). In 2013, approximately 8 percent of males and 6 percent of females reported being threatened or injured with a weapon on school property. The percentage of males who reported being threatened or injured with a weapon on school property was lower in 2013 than in 2011 (8 vs. 10 percent); however, the percentages for females were not measurably different between these two years.

There were differences in the percentages of students who reported being threatened or injured with a weapon on school property in the previous 12 months by race/ethnicity and grade level. In 2013, lower percentages of White students (6 percent) and Asian students (5 percent) than of Hispanic students (8 percent) and American Indian/Alaska Native students (18 percent) reported being threatened or injured with a weapon on school property (figure 4.2 and table 4.1). In addition, a lower percentage of White students than of Black students reported being threatened or injured with a weapon on school property (6 vs. 8 percent). In 2013, a lower percentage of 12th-graders (5 percent) than of students in any other grade (9 percent of 9th-graders and 7 percent each of 10th- and 11th-graders) reported being threatened or injured with a weapon (table 4.1).

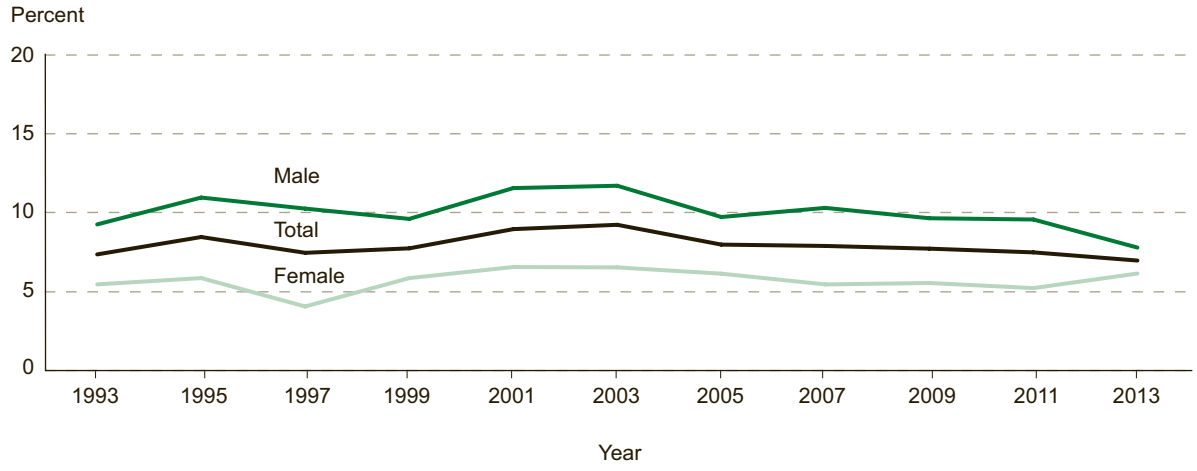
As part of the survey students were also asked how many times they had been threatened or injured with a weapon on school property during the previous 12 months. In 2013, 93 percent of students reported that they had not been threatened or injured with a weapon on school property. A higher percentage of students reported being threatened or injured with a weapon on school property 1 time (3 percent) than reported being threatened or injured with a weapon on school property 2 or 3 times (2 percent), 4 to 11 times (1 percent), or 12 or more times (1 percent; figure 4.3 and table 4.1).

In 2013, the percentage of public school students who reported being threatened or injured with a weapon on school property during the previous 12 months varied among the 35 states for which data were available. Among these states, the percentage of students who reported being threatened or injured with a weapon on school property ranged from 4 percent in Wisconsin and Massachusetts to 11 percent in Louisiana and Arkansas (table 4.2).

[27] "On school property" was not defined for survey respondents.

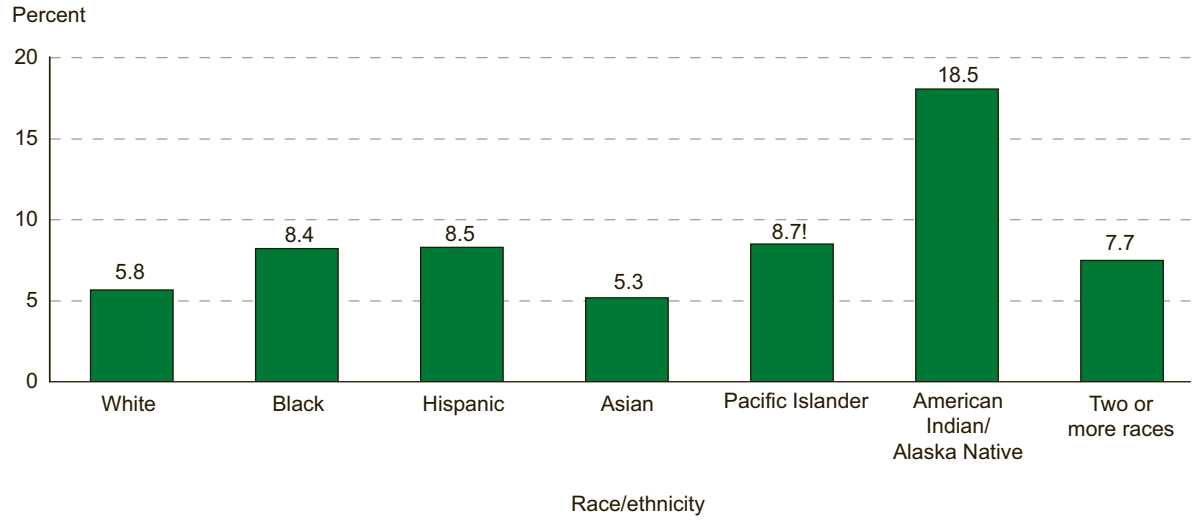
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Tables 4.1 and 4.2, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by sex: Selected years, 1993 through 2013



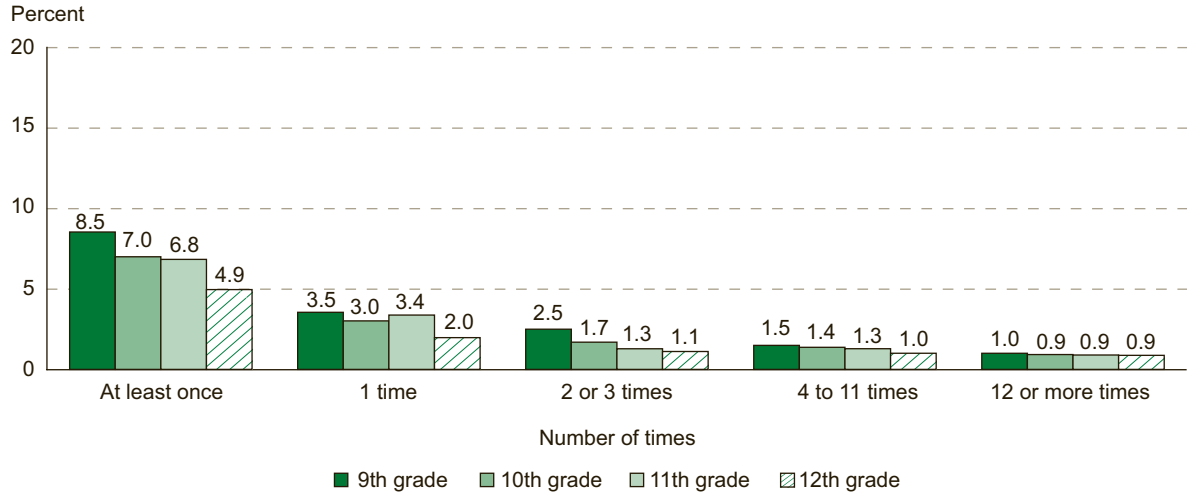
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

Figure 4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by number of times threatened or injured and grade: 2013



NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

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Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school.

Students are not the only victims of intimidation or violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. The Schools and Staffing Survey (SASS) asks school teachers whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. During the 2011–12 school year, 9 percent of school teachers reported being threatened with injury by a student from their school (table 5.1). This percentage was lower than the 12 percent of teachers who reported being threatened with injury in 1993–94, but higher than the percentages of teachers who reported being threatened with injury in 2003–04 and 2007–08 (7 percent each; figure 5.1). The percentage of teachers reporting that they had been physically attacked by a student from their school in 2011–12 (5 percent) was higher than in any previous survey year (ranging from 3 to 4 percent).

During the 2011–12 school year, there were no measurable differences in the percentages of male and female teachers who reported being threatened with injury during the school year (9 percent each); however, there were gender differences in the reports of being physically attacked (figure 5.2). Six percent of female school teachers reported being physically attacked by a student from their school, compared with 4 percent of male teachers.

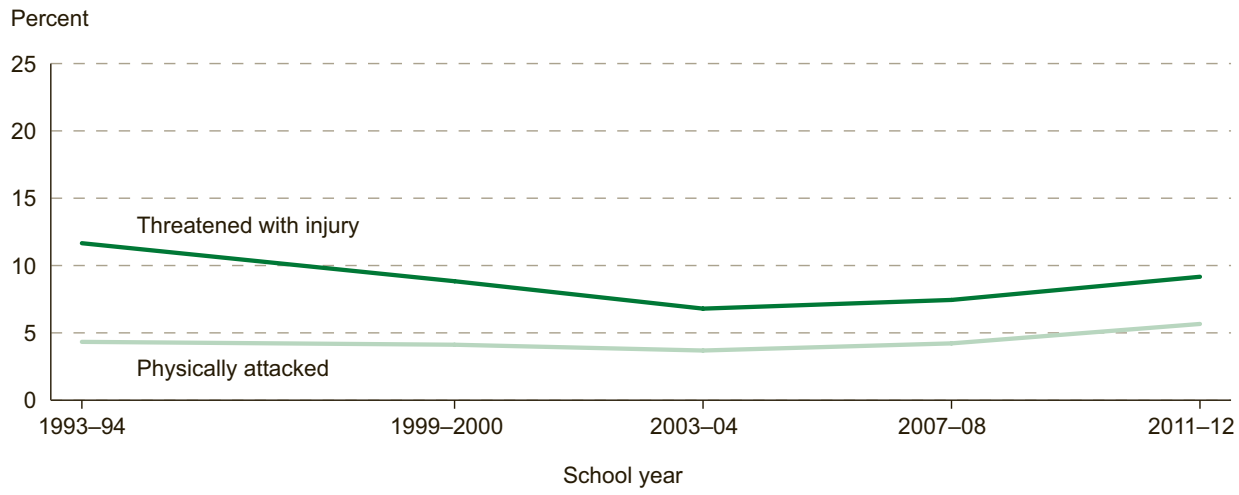
There were some differences in the percentages of teachers who reported being threatened by a student and being physically attacked by the race/ethnicity of the teacher. In the 2011–12 school year, a higher percentage of Black teachers (14 percent) than White teachers and teachers of other racial/ethnic groups (9 percent each) reported being threatened by a student from their school during the school year. A higher percentage of Black teachers (8 percent) than Hispanic teachers (4 percent) reported being physically attacked by a student.

The percentages of teachers who reported being threatened with injury or being physically attacked during the school year by a student from their school varied by school characteristics during the 2011–12 school year (figure 5.3). The percentage of elementary teachers who reported being physically attacked by a student was higher than the percentage of secondary teachers reporting it (8 vs. 3 percent). In addition, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student during 2011–12.

Public school teachers' reports of being threatened with injury or physically attacked varied among the states and the District of Columbia. During the 2011–12 school year, the percentage of public school teachers who reported being threatened with injury during the previous 12 months ranged from 5 percent in Oregon to 18 percent in Louisiana (table 5.2). The percentage who reported being physically attacked ranged from 3 percent in Alabama, Mississippi, North Dakota, Oregon, and Tennessee to 11 percent in Wisconsin.

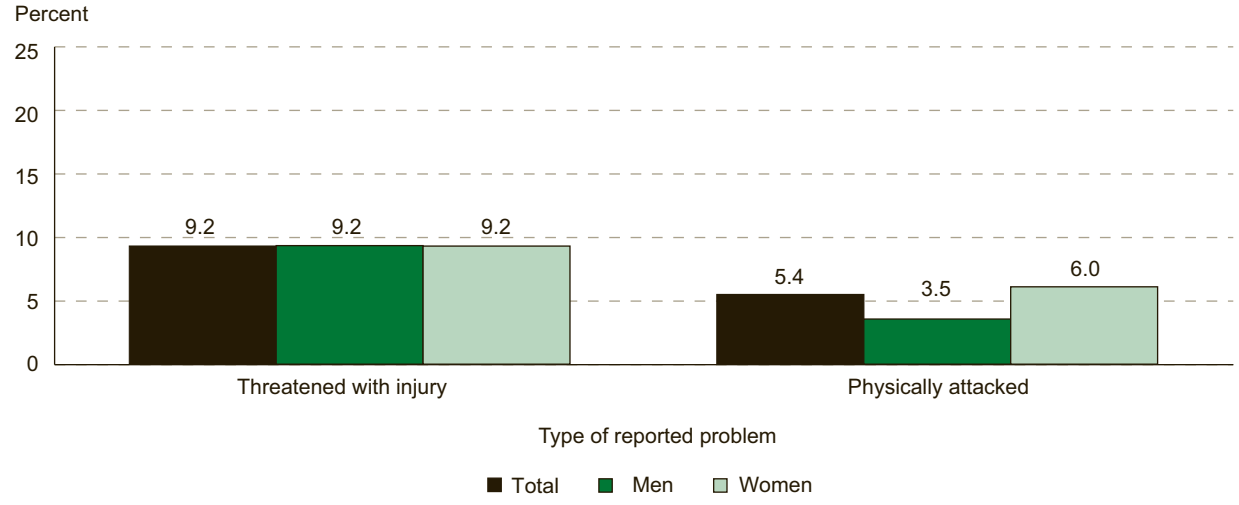
This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 5.1 and 5.2, and appendix B for definitions of instructional levels.

Figure 5.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Selected school years, 1993–94 through 2011–12



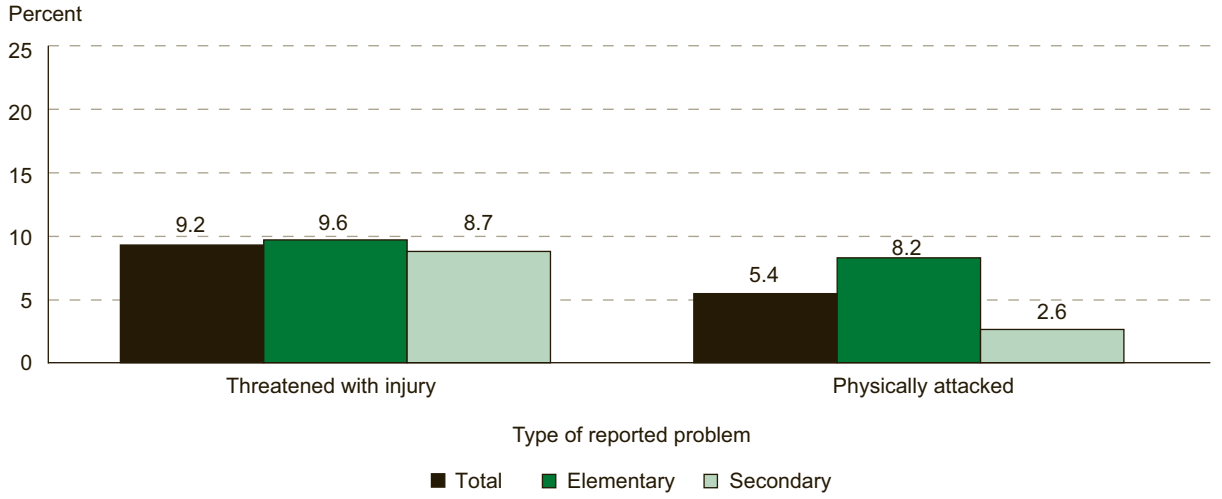
NOTE: Teachers who taught only prekindergarten students are excluded. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000.

Figure 5.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by sex: School year 2011–12



NOTE: Teachers who taught only prekindergarten students are excluded.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School Teacher Data File," 2011–12.

Figure 5.3. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by instructional level: School year 2011–12



NOTE: Teachers who taught only prekindergarten students are excluded. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 2011–12.

School Environment

Indicator 6

Violent and Other Criminal Incidents at Public Schools, and Those Reported to the Police

During the 2013–14 school year, 65 percent of public schools recorded that one or more violent incidents had taken place, amounting to an estimated 757,000 crimes. This figure translates to a rate of approximately 15 crimes per 1,000 students enrolled in 2013–14.

In 2013–14, public school principals were asked to provide the number of incidents of violent crime[28] and serious violent crime[29] that occurred at their school[30] on the Fast Response Survey System (FRSS) survey of school safety and discipline. This indicator presents the percentage of public schools that recorded one or more of these specified incidents, the total number of these incidents recorded, and the rate of incidents of crime per 1,000 students.[31] In the School Survey on Crime and Safety (SSOCS) administered in earlier years, public school principals were asked to provide the number of incidents of violent crime, incidents of serious violent crime, thefts of items valued at $10 or greater without personal confrontation, and other incidents[32] that occurred at their school. In this survey, public school principals were also asked to provide the number of incidents they reported to the police. Data on these additional items are presented for the 2009–10 school year.

During the 2013–14 school year, 65 percent of public schools recorded that one or more violent incidents had taken place, amounting to an estimated 757,000 incidents (figure 6.1 and table 6.1). This figure translates to a rate of approximately 15 crimes per 1,000 students enrolled in 2013–14.

Violent incidents can be examined by the specific types of incidents that schools recorded. In 2013–14, about 58 percent of public schools reported one or more incidents of a physical attack or fight without a weapon. This percentage translates to approximately 453,000 incidents at a rate of about 9 crimes per 1,000 students. Some 47 percent of schools reported one or more incidents of threat of physical attack without a weapon (a rate of 6 crimes per 1,000 students).

Serious violent incidents are included within the total number of violent incidents, but can also be examined on their own. About 13 percent of public schools recorded one or more serious violent incidents in 2013–14 (a rate of 1 crime per 1,000 students). The types of serious violent incidents recorded included: threat of physical attack with a weapon (9 percent), robbery without a weapon (2 percent), physical attack or fight with a weapon (2 percent), sexual battery other than rape (2 percent), and rape or attempted rape (less than one half of 1 percent). Each type of serious violent incident translates to a rate of less than 1 crime per 1,000 students.

Indicator 6 continued on page 44.

[28] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[29] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

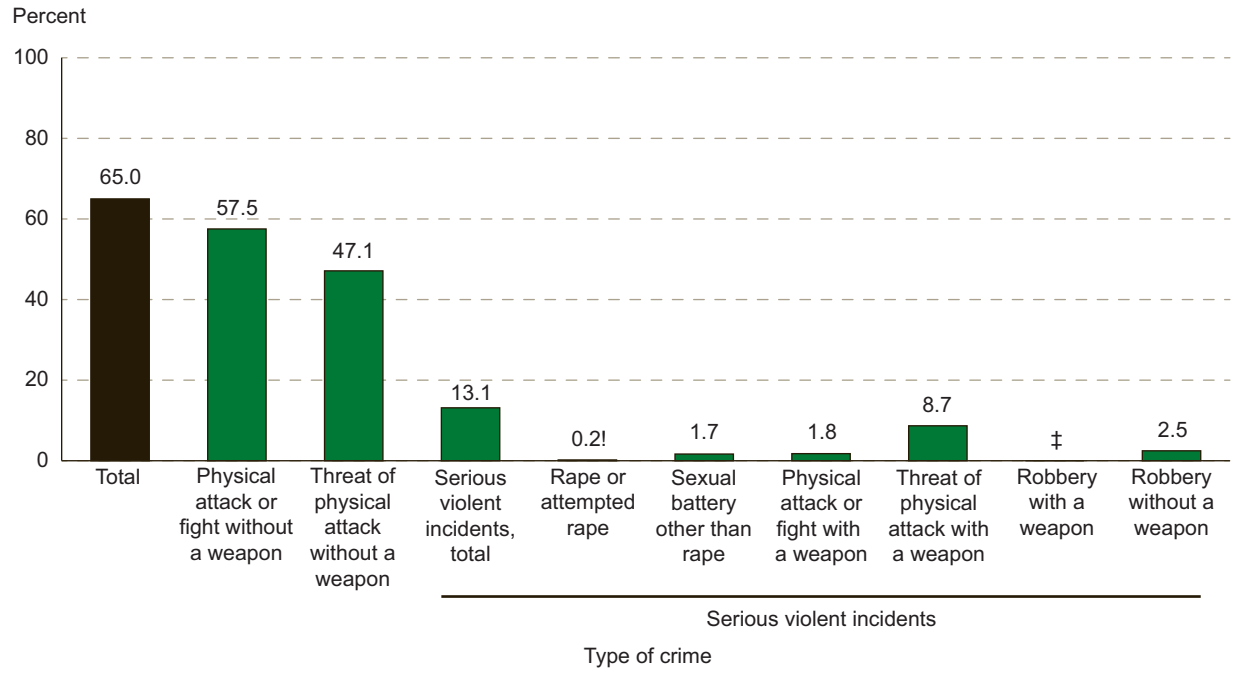
[30] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours, or when school activities or events were in session.

[31] Hereafter referred to as the rate of crime per 1,000 students.

[32] "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; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

This indicator has been updated to include 2013–14 data. For more information: Tables 6.1, 6.2, and 6.3, Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320), and Gray and Lewis (2015), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015051).

Figure 6.1. Percentage of public schools recording incidents of violent crime at school, by type of crime: School year 2013–14



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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 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, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

The percentage of public schools that recorded violent incidents and serious violent incidents varied by school characteristics. For example, primary schools recorded lower percentages of violent incidents (53 percent) than middle schools (88 percent) and high schools and combined elementary/secondary schools (referred to as high/combined schools) (78 percent; figure 6.2 and table 6.2). Similarly, a lower percentage of primary schools recorded serious violent incidents (9 percent) than middle or high/combined schools (18 and 19 percent, respectively).

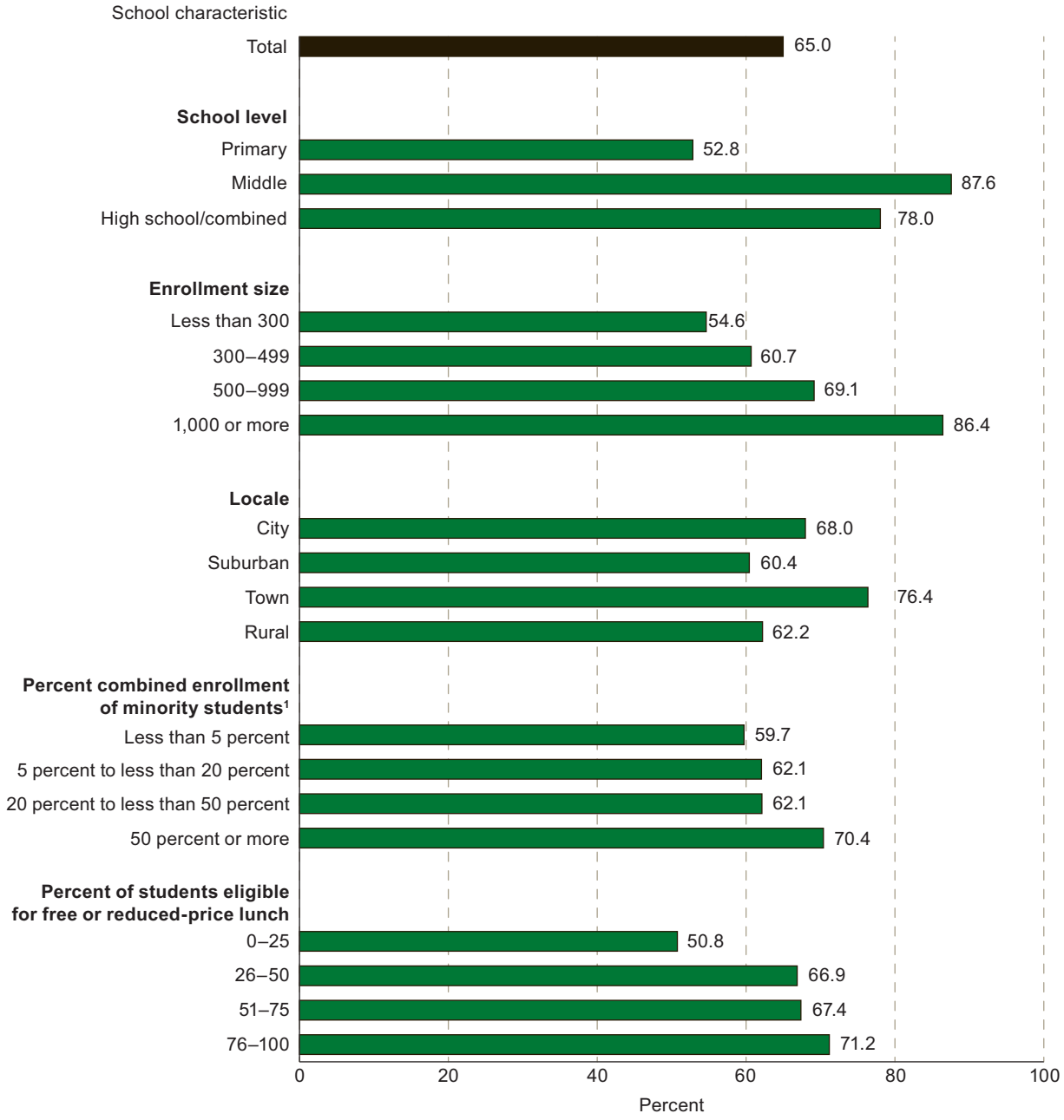
In 2013–14, about 86 percent of public schools with 1,000 or more students enrolled recorded violent incidents at school, higher than the percentages reported by schools with fewer students enrolled. The same pattern by enrollment size was observed for the percentage of schools recording serious violent incidents. A higher percentage of schools located in towns recorded violent incidents (76 percent) than those located in rural areas (62 percent) and suburban areas (60 percent), and a higher percentage of schools located in towns recorded serious violent incidents (17 percent) than those located in rural areas (10 percent). Additionally, a higher percentage of schools located in cities (18 percent) recorded serious violent incidents than those located in suburban areas (11 percent) and rural areas.

In 2013–14, a lower percentage of schools where 0 to 25 percent of students were eligible for free or reduced-price lunch recorded violent incidents (51 percent) than those schools where a larger percentage of students were eligible for free or reduced-price lunch. The percentage of schools that recorded serious violent incidents was also lower for schools where 0 to 25 percent of students were eligible for free or reduced-price lunch (10 percent) than for schools where 76 to 100 percent of students were eligible for free or reduced-price lunch (16 percent).

In the SSOCS, public school principals were asked to provide the number of thefts of items valued at $10 or greater without personal confrontation, and other incidents that occurred at their school in addition to reporting the number of violent incidents and serious violent incidents. During the 2009–10 school year, 85 percent of public schools recorded that one or more of these types of incidents had taken place (table 6.1). During the same year, 60 percent of schools reported one of the specified incidents to the police.

In 2009–10, a greater percentage of public schools recorded a criminal incident than reported a criminal incident to the police. This pattern held true for violent incidents, serious violent incidents, thefts, and other criminal incidents (tables 6.1 and 6.3). Seventy-four percent of schools recorded one or more violent incidents, 16 percent recorded one or more serious violent incidents, 44 percent recorded one or more thefts, and 68 percent recorded one or more other criminal incidents. In comparison, 40 percent of public schools reported at least one violent incident to police, 10 percent reported at least one serious violent incident to police, 25 percent reported at least one theft to police, and 46 percent reported one or more other criminal incidents to police.

Figure 6.2. Percentage of public schools recording incidents of violent crime at school, by selected school characteristics: School year 2013–14



[1] Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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. High school/combined refers to high schools and combined elementary/secondary schools. Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14.

Indicator 7

Discipline Problems Reported by Public Schools

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 16 percent in 2013–14.

Between 1999–2000 and 2009–10, the School Survey on Crime and Safety (SSOCS) asked public school principals how often certain disciplinary problems happened in their schools[33] during the school years in which this survey was administered. More recently, in 2013–14, school principals were asked to provide responses to a similar set of questions on the Fast Response Survey System (FRSS) survey of school safety and discipline. This indicator examines whether the following discipline problems were reported by public schools at least once a week: student racial/ethnic tensions, student bullying, student sexual harassment of other students, student harassment of other students based on sexual orientation or gender identity, student verbal abuse of teachers, student acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. In the 2009–10 SSOCS survey administration, schools were also asked to report selected types of cyber-bullying[34] problems at school or away from school that occurred at least once a week.

In 2013–14, about 16 percent of public schools reported that bullying occurred among students at least once a week (figure 7.1 and table 7.1). About 5 percent of public schools reported verbal abuse of teachers, 9 percent reported acts of disrespect for teachers other than verbal abuse, and 2 percent reported widespread disorder in the classroom. About 1 percent of public schools reported each of the following occurred at least once a week in 2013–14: Student racial/ethnic tensions, sexual harassment of other students, and harassment of other students based on sexual orientation or gender identity.

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 16 percent in 2013–14 (figure 7.1 and table 7.1). Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers at least once a week decreased from 13 percent in 1999–2000 to 5 percent in 2013–14. The percentages of public schools that reported the occurrence of student racial/ethnic tensions was lower in 2013–14 than in most prior survey years. For example, 3 percent of schools reported student racial/ethnic tensions in 1999–2000, compared to 1 percent of schools in 2013–14.

The percentage of public schools reporting student sexual harassment of other students at least once a week was lower in 2013–14 (1 percent) than in every prior survey year since data collection began in 2003–04 (table 7.1). The percentage of public schools reporting student harassment of other students based on sexual orientation or gender identity was lower in 2013–14 (1 percent) than in 2009–10 (3 percent), the first year data on this item were collected.

There was no measurable difference in the percentage of schools that reported widespread disorder in the classroom in 1999–2000 and 2013–14 (figure 7.1 and table 7.1). Similarly, there was no measurable difference in the percentage of schools reporting student acts of disrespect for teachers other than verbal abuse in 2007–08 (the first year of data collection for this item) and 2013–14.

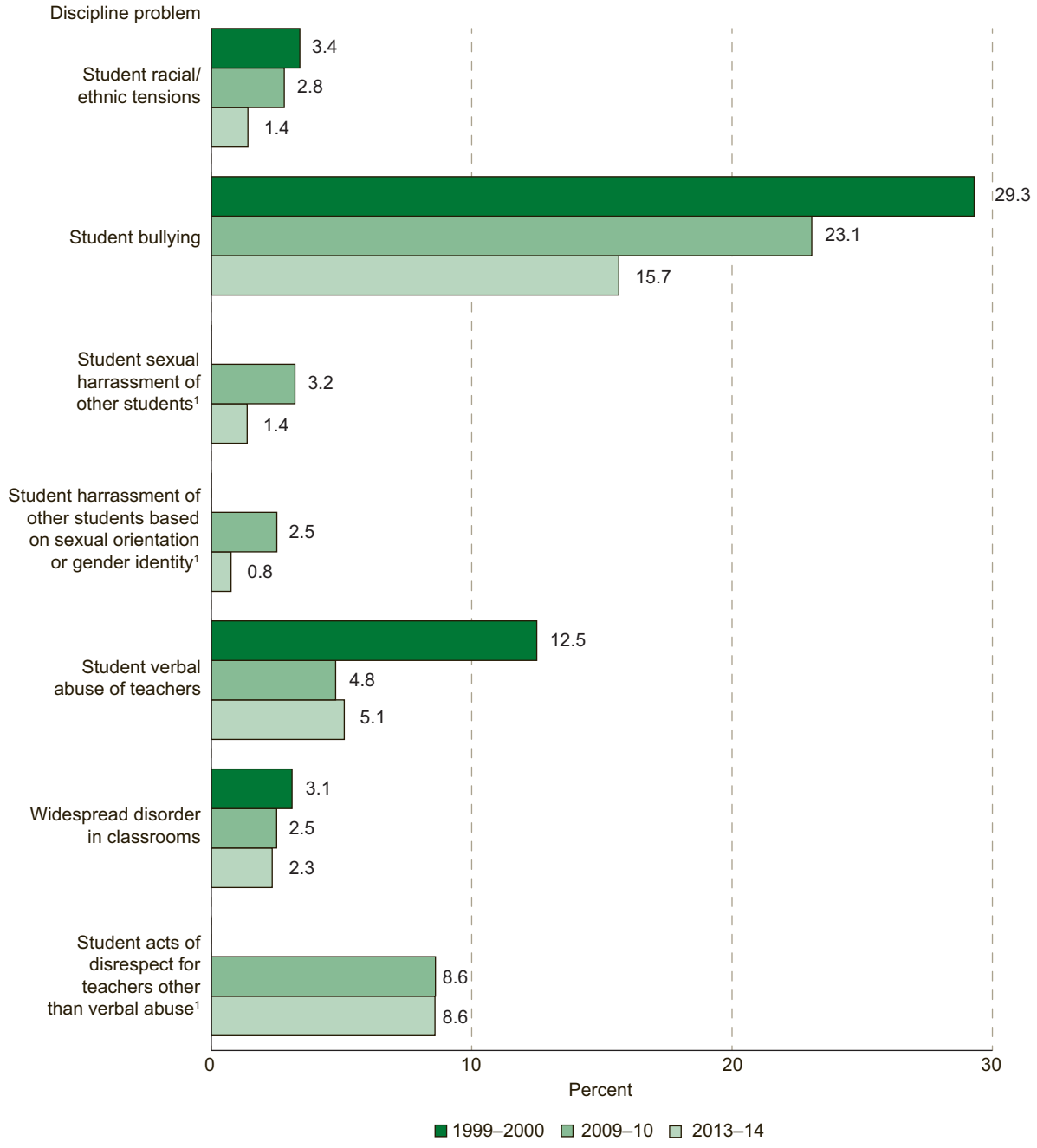
Indicator 7 continued on page 48.

[33] "At school" was defined for respondents to include 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 respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

[34] "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices."

This indicator has been updated to include 2013–14 data. For more information: Tables 7.1 and 7.2, Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320), and Gray and Lewis (2015), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015051).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school at least once a week: School years 1999–2000, 2009–10, and 2013–14



[1] Data for 1999–2000 are not available.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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 respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2009–10 School Survey on Crime and Safety (SSOCS), 2000 and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

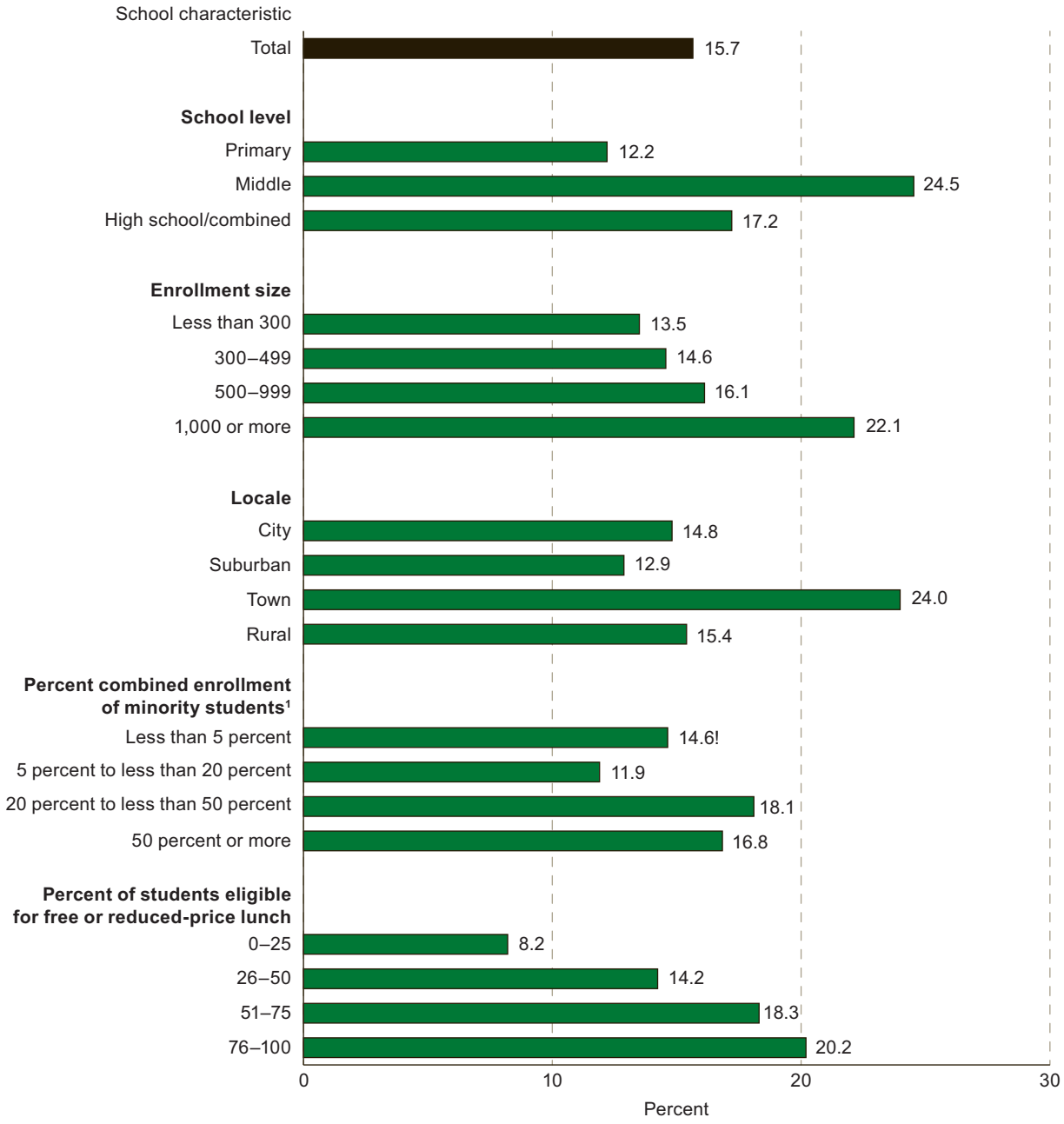
During the 2013–14 school year, the most commonly reported discipline problem among public schools was student bullying. The percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (25 percent) than high schools and combined elementary/secondary schools (referred to as high/combined schools) (17 percent), and the percentages for both of these school levels were higher than the percentage for primary schools (12 percent; figure 7.2 and table 7.1). A higher percentage of schools with enrollments of 1,000 or more reported student bullying (22 percent) than schools of any other enrollment size. A higher percentage of schools located in towns (24 percent) reported bullying as compared to schools located in suburbs (13 percent), cities (15 percent), and rural areas (15 percent). A lower percentage of schools where 25 percent or less of the students were eligible for free or reduced-price lunch reported student bullying (8 percent) than schools with any other percentage of students eligible for free or reduced-price lunch.[35]

In 2009–10, the SSOCS included a questionnaire item on cyber-bullying in which public schools were asked to report the occurrence of cyber-bullying among students at school and away from school. Eight percent of public schools reported that cyber-bullying had occurred among students daily or at least once a week at school or away from school. Four percent of public schools also reported that the school environment was affected by cyber-bullying. Similarly, 4 percent of schools reported that staff resources were used to deal with cyber-bullying (figure 7.3 and table 7.2).

Public schools' reports on the occurrence of cyber-bullying at school and away from school in 2009–10 varied by school characteristics (table 7.2). Primary schools reported lower percentages of cyber-bullying among students (2 percent) than middle schools (19 percent), high schools (18 percent), and combined schools (13 percent). Thirteen percent of schools with less than 5 percent combined enrollment of minority students (defined as Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students) reported cyber-bullying among students, compared with 5 percent of schools with 50 percent or more combined enrollment of these racial/ethnic groups.

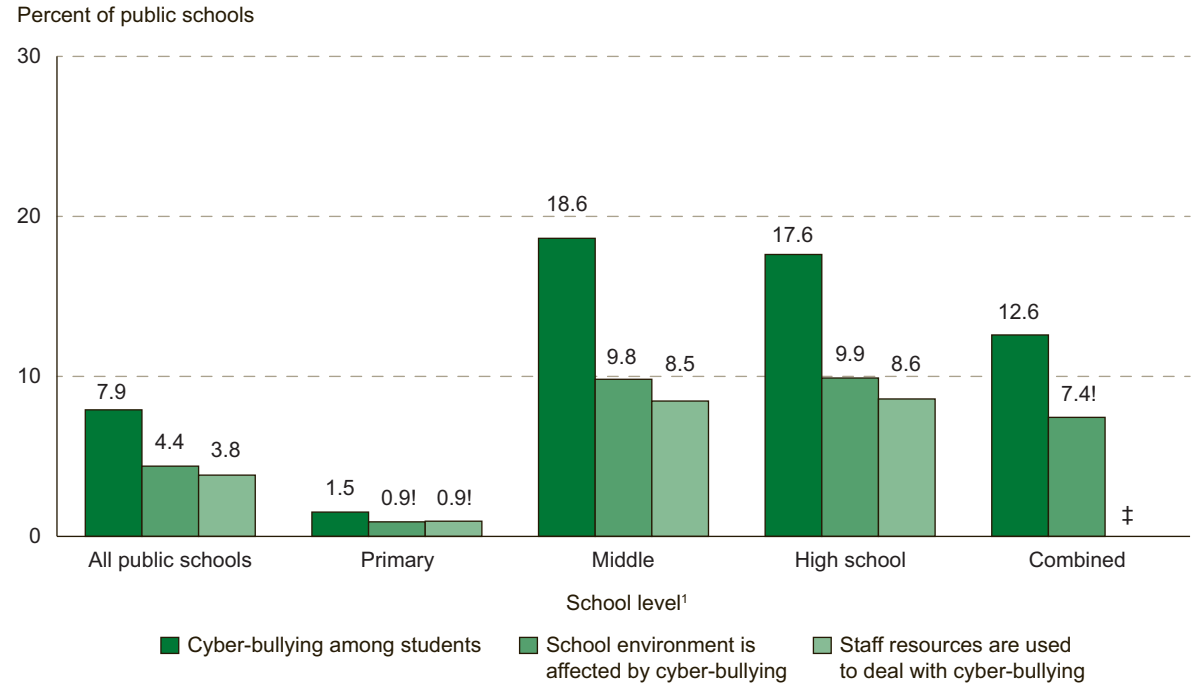
[35] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

Figure 7.2. Percentage of public schools reporting student bullying occurred at school at least once a week, by selected school characteristics: School year 2013–14



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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 respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. High school/combined refers to high schools and combined elementary/secondary schools. Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14.

Figure 7.3. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by school level: School year 2009–10



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the CV is 50 percent or greater.
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: Includes schools reporting that cyber-bullying happens either "daily" or "at least once a week." "Cyber-bullying" was defined for respondents as occurring "when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyber-bullying "problems that can occur anywhere (both at your school and away from school)."
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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Indicator 8
Students' Reports of Gangs at School

The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013. A higher percentage of students from urban areas (18 percent) reported a gang presence than students from suburban (11 percent) and rural areas (7 percent) in 2013.

In order to assess gang activity in and around the vicinity of schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school[36] during the school year. The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013 (figure 8.1 and table 8.1). The percentage of students who reported a gang presence has decreased every year since 2005, when it was 24 percent.

In 2013, a higher percentage of students from urban areas (18 percent) reported a gang presence at their school than students from suburban (11 percent) and rural areas (7 percent). Between 2011 and 2013, the percentages of students from urban and suburban areas who reported a gang presence at their school both decreased (from 23 to 18 percent for students from urban areas and from 16 to 11 percent for students in suburban areas). There was no measurable change in the percentage of rural students who reported a gang presence at their school between 2011 and 2013.

A higher percentage of students attending public schools (13 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2013. The percentage of public school students who reported a gang presence decreased from 19 percent in 2011 to 13 percent in 2013. However, the percentage of private school students who reported a gang presence at their school in 2013 was not measurably different from the percentage in 2011.

In 2013, the percentages of male and female students who reported a gang presence at their school were not measurably different (13 and 12 percent, respectively). Between 2011 and 2013, the percentage of male students who reported a gang presence decreased from 18 to 13 percent, and the percentage of female students who reported a gang presence decreased from 17 to 12 percent.

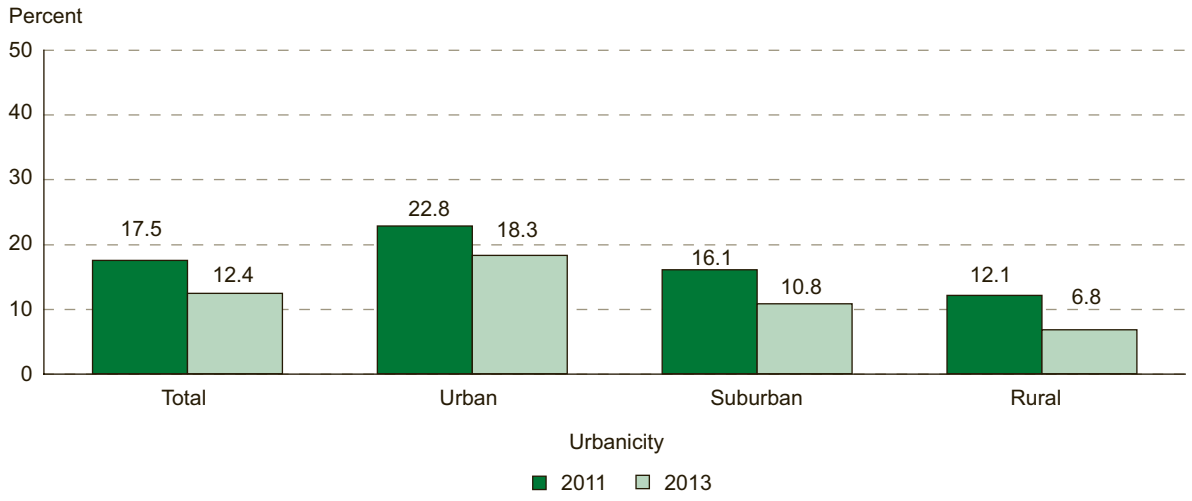
Higher percentages of Hispanic (20 percent) and Black (19 percent) students reported the presence of gangs at their school than White (7 percent) and Asian (9 percent) students (figure 8.2 and table 8.1). The percentage of White students who reported a gang presence decreased from 11 percent in 2011 to 7 percent in 2013. Similarly, between 2011 and 2013 the percentage of Black students who reported a gang presence decreased from 33 to 19 percent, and the percentage of Hispanic students decreased from 26 to 20 percent. The percentages reported in 2013 by Asian students and students of other races/ethnicities were not measurably different from the percentages reported in 2011.

The percentages of students in 6th through 8th grade who reported a gang presence at their school were lower than the percentages for students in 9th through 12th grade in 2013 (table 8.1). Five percent of 6th-graders and 8 percent each of 7th- and 8th-graders reported the presence of gangs, compared with 14 percent of 9th-graders, 15 percent of 12th-graders, 17 percent of 11th-graders, and 18 percent of 10th-graders.

[36] "At school" includes in the school building, on school property, on a school bus, and going to and from school.

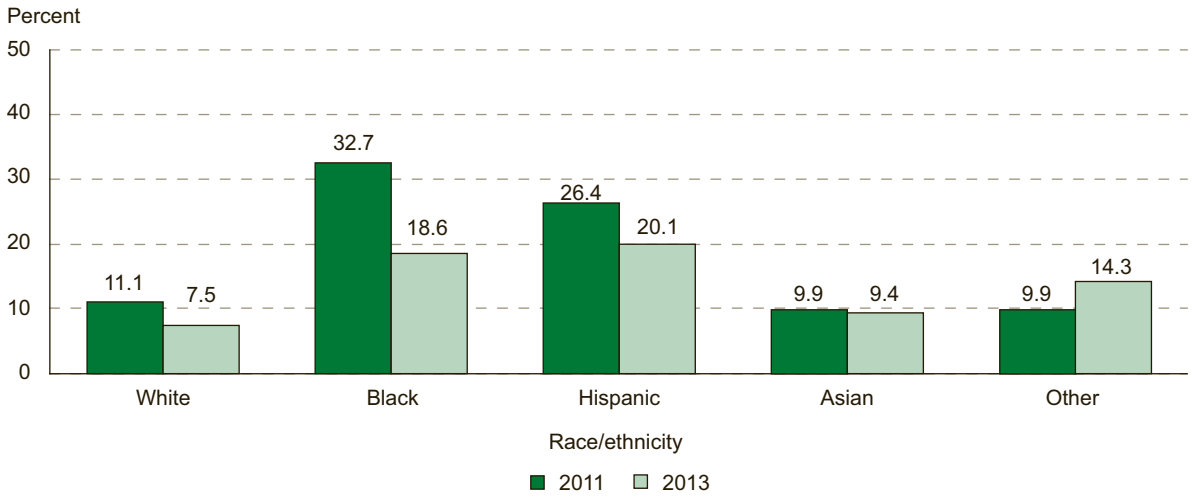
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Table 8.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: 2011 and 2013



NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011 and 2013.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by race/ethnicity: 2011 and 2013



NOTE: Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races. All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2011 and 2013.

Indicator 9

Illegal Drug Availability and Drug-Related Discipline Incidents

The percentage of students in grades 9–12 who reported that illegal drugs were offered, sold, or given to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but then decreased to 22 percent in 2013. The percentage of students who reported that illegal drugs were made available to them on school property was lower in 2013 than in 2011 (22 vs. 26 percent).

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to discuss whether students had been offered, sold, or given an illegal drug on school property, and then uses state data from the ED*Facts* data collection to discuss the number of discipline incidents resulting in the removal of a student for at least an entire school day that involve students' possession or use of tobacco or illicit drugs on school grounds. Readers should take note of the differing data sources and terminology.

In the YRBS, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months preceding the survey.[37] From 1993 to 1995, the percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property increased (from 24 to 32 percent), but then decreased to 22 percent in 2013 (table 9.1). There was no measurable difference between the percentages reported in 1993 and 2013. However, the percentage of students who reported that drugs were made available to them on school property was lower in 2013 (22 percent) than in 2011 (26 percent; figure 9.1 and table 9.1).

In every survey year from 1993 to 2013, a lower percentage of females than of males reported that illegal drugs were offered, sold, or given to them on school property. In 2013, some 20 percent of females and 24 percent of males reported that illegal drugs were made available to them on school property. The percentage of males who reported that drugs were offered, sold, or given to them on school property in 2013 was lower than the percentage reported in 2011 (29 percent). However, for females the percentage reported in 2013 was not measurably different from the percentage reported in 2011.

In 2013, lower percentages of Black students (19 percent) and White students (20 percent) than of Hispanic students (27 percent) and students of Two or more races (26 percent) reported that illegal drugs were offered, sold, or given to them on school property (figure 9.2 and table 9.1). In addition, the percentage of Black students who reported that illegal drugs were made available to them on school property was lower than the percentage of Pacific Islander students (19 vs. 28 percent). Between 2011 and 2013, the percentages of Black, Hispanic, and American Indian/Alaska Native students who reported that illegal drugs were made available to them on school property declined.

A lower percentage of 12th-graders than of 9th-, 10th-, or 11th-graders reported that illegal drugs were made available to them on school property in 2013 (table 9.1). Nineteen percent of 12th-graders reported that illegal drugs were made available to them on school property that year, compared with 22 percent of 9th-graders and 23 percent each of 10th- and 11th-graders.

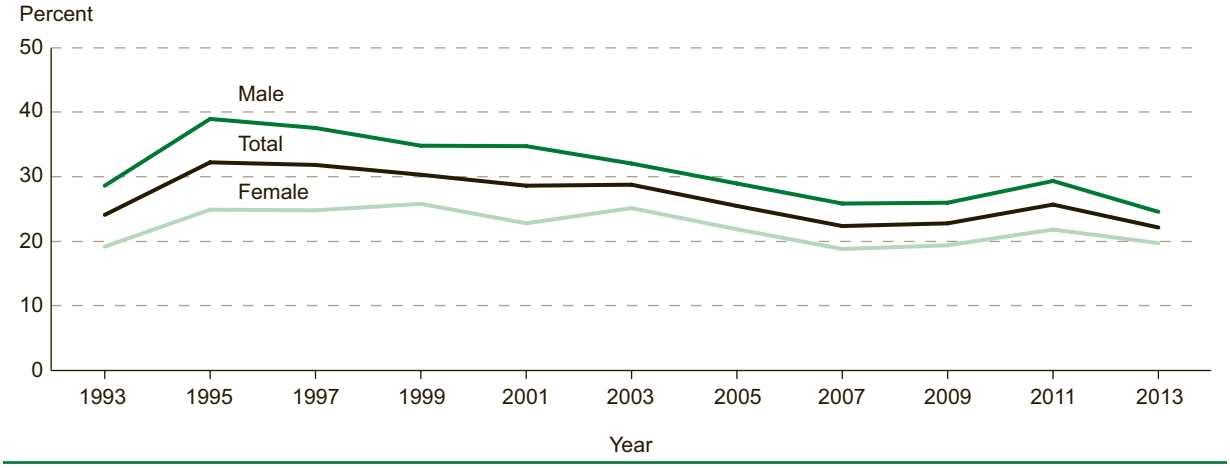
In 2013, public school students' reports of the availability of illegal drugs on school property varied across the 36 states for which data were available (table 9.2). Among these states, the percentage of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 12 percent in Mississippi to 33 percent in New Mexico.

Indicator 9 continued on page 56.

[37] "On school property" was not defined for survey respondents.

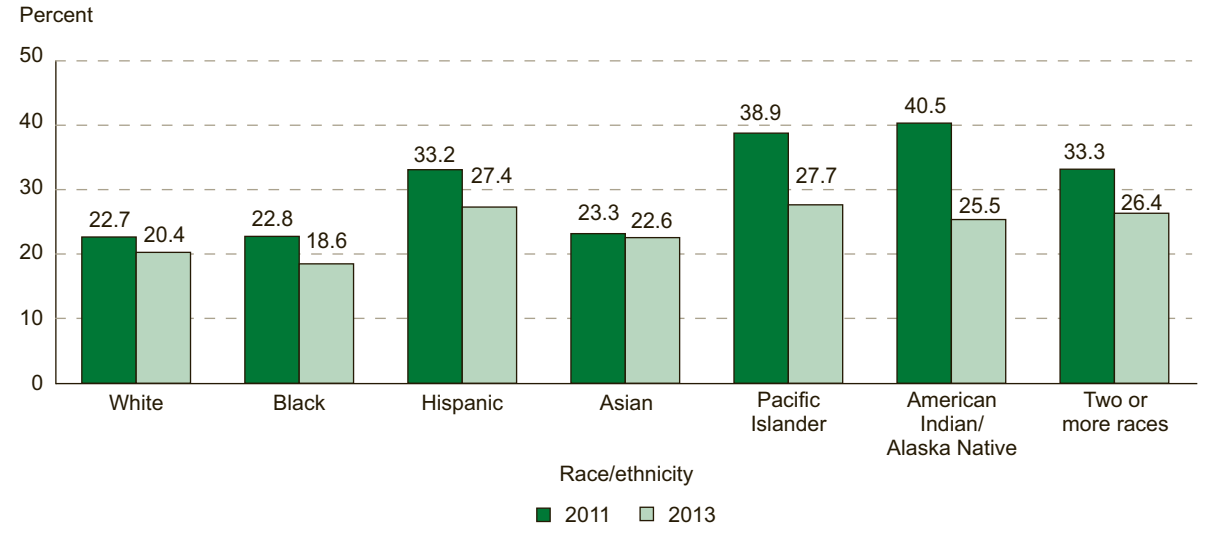
This indicator repeats student-reported information from the *Indicators of School Crime and Safety: 2014* report, and adds 2013 data on discipline incidents related to illicit drug. For more information: Tables 9.1, 9.2, and 9.3, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 9.1. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Selected years, 1993 through 2013



NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 9.2. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2011 and 2013



NOTE: "On school property" was not defined for survey 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), 2011 and 2013.

It is also important to examine discipline incidents that result from illicit drug-related activities at school, which reflect disruptions in the educational process and provide a gauge for the scope of drug use at school. As part of the ED*Facts* data collection, state education agencies report the number of discipline incidents resulting in the removal of a student for at least an entire school day that involve students' possession or use of illicit drugs on school grounds.[38] State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2013–14 school year, there were 197,000 reported illicit drug-related discipline incidents in the United States (table 9.3).[39] The number of illicit drug-related incidents varies widely across states, due in large part to states' differing populations. Therefore, the rate of illicit drug-related discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across states. During the 2013–14 school year, the rate of illicit drug-related discipline incidents was 394 per 100,000 students in the United States.

The majority of states had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2013–14 school year. Five states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, Tennessee, Virginia, and Michigan, while two states had rates above 1,000: Kentucky and New Mexico.

[38] Includes tobacco.
[39] United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for 2013–14.

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Indicator 10

Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti

In 2013, about 7 percent of students ages 12–18 reported being the target of hate-related words and 25 percent reported seeing hate-related graffiti at school during the school year; the corresponding 2011 percentages were both higher (9 and 28 percent, respectively).

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being the target of hate-related[40] words and seeing hate-related graffiti at school.[41] Specifically, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Additionally, students were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building.

In 2013, about 7 percent of students ages 12–18 reported being the target of hate-related words at school during the school year, which was lower than the 9 percent reported in 2011 (figure 10.1 and table 10.1). The percentage of students who reported being the target of hate-related words decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2013. Similarly, in 2013, about 25 percent of students reported seeing hate-related graffiti at school during the school year, which was lower than the 28 percent reported in 2011, and also represented a decrease from the 36 percent reported in 1999, when data for students' reports of seeing hate-related graffiti at school were first collected.

The percentages of males and females who reported being called a hate-related word during the school year did not measurably differ in any survey year from 2001 to 2013. The percentages of male and female students who reported being called a hate-related word were lower in 2013 (7 percent each) than in 2011 (9 percent each). In addition, the percentages of both males and females who reported being called a hate-related word decreased overall between 2001 and 2013 (from 13 to 7 percent for males and from 12 to 7 percent for females).

The percentages of males and females who reported seeing hate-related graffiti at school during the school year did not measurably differ in any survey year from 2001 to 2013. The percentage of male students who reported seeing hate-related graffiti at school was lower in 2013 (24 percent) than in 2011 (29 percent), as well as in 1999 (34 percent). The percentage of female students who reported seeing hate-related graffiti at school was lower in 2013 (25 percent) than in 2011 (28 percent) and lower than in 1999 (39 percent).

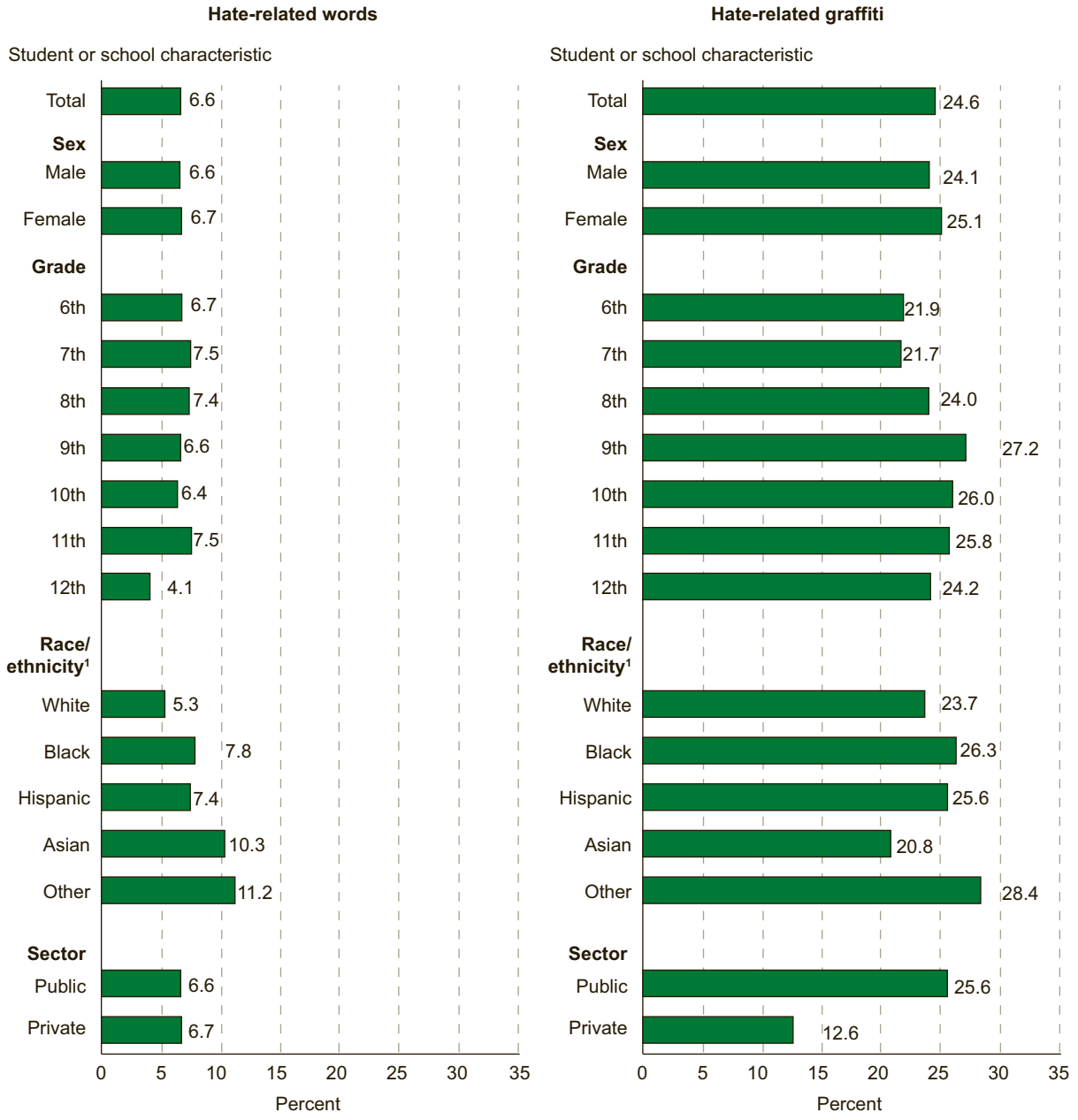
In 2013, a lower percentage of White students than students of any other race/ethnicity reported being called a hate-related word during the school year. About 5 percent of White students reported being called a hate-related word, compared with 7 percent of Hispanic students, 8 percent of Black students, 10 percent of Asian students, and 11 percent of students of other races/ethnicities. There were no measurable differences by race/ethnicity, however, in the percentages of students who reported seeing hate-related graffiti at school in 2013. About 21 percent of Asian students, 24 percent of White students, 26 percent each of Hispanic and Black students, and 28 percent of students of other races/ethnicities reported seeing hate-related graffiti at school.

Indicator 10 continued on page 60.

[40] "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
[41] "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Tables 10.1 and 10.2, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 10.1. Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2013



[1] Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

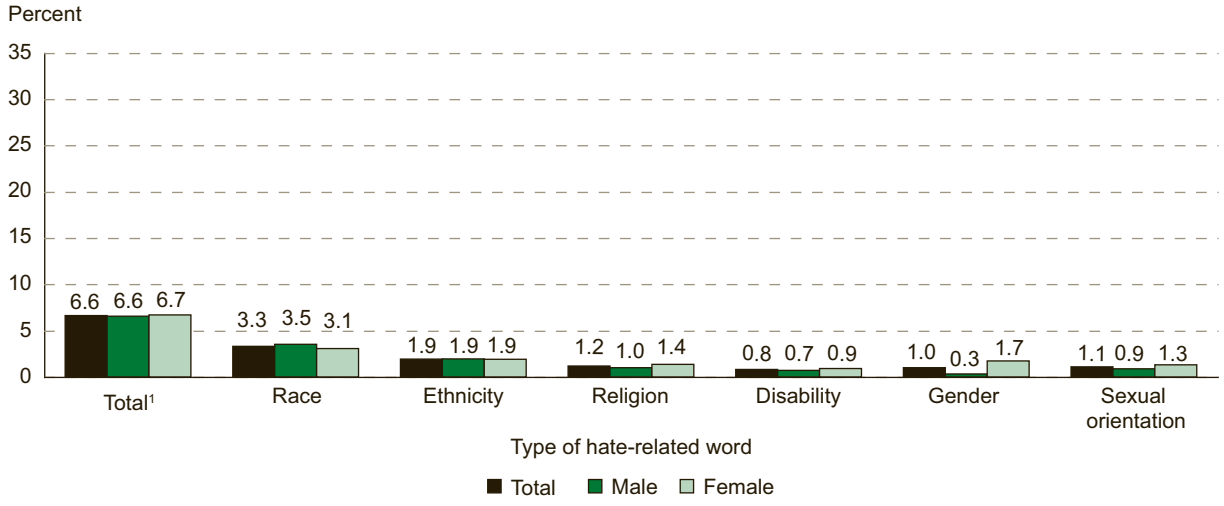
Some measurable differences were observed across grades in students' reports of being called a hate-related word and seeing hate-related graffiti at school in 2013 (figure 10.1 and table 10.1). In 2013, a lower percentage of 12th-graders (4 percent) than of 7th-, 8th-, and 9th-graders (7 percent each), and 11th-graders (8 percent) reported being called a hate-related word at school. A lower percentage of 7th-graders (22 percent) reported seeing hate-rated graffiti at school than 9th- and 10th-graders (27 and 26 percent, respectively).

In each data collection year between 1999 and 2013, a higher percentage of public school students than of private school students reported seeing hate-related graffiti at school. For instance, in 2013, approximately 26 percent of public school students reported seeing hate-related graffiti at school, compared with 13 percent of private school students. However, the percentages of public and private school students who reported being called a hate-related word were not measurably different in 2013 (7 percent each).

Students who reported being the target of hate-related words at school in 2013 were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation (figure 10.2 and table 10.2). A lower percentage of male students than of female students reported being called a hate-related word referring to their gender (less than one-half of 1 percent vs. 2 percent).

With respect to being called a hate-related word referring to their race, a lower percentage of White students than of their peers reported being targeted in 2013 (table 10.2). Specifically, 2 percent of White students reported being called a hate-related word referring to their race, compared with 4 percent of Hispanic students, 6 percent of Black students, and 8 percent each of Asian students and students of other races/ethnicities.

Figure 10.2. Percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year, by type of hate-related word and sex: 2013



[1] Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word or words targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted only once in the total percentage of students who reported being called a hate-related word; therefore, the total is less than the sum of the students' individual characteristics.

NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

The percentage of students who reported being bullied was lower in 2013 (22 percent) than in every prior survey year (28 percent each in 2005, 2009, and 2011 and 32 percent in 2007).

The School Crime Supplement (SCS) to the National Crime Victimization Survey collects data on bullying[42] and cyber-bullying[43] by asking students ages 12–18 if they had been bullied at school[44] and cyber-bullied anywhere during the school year. Students were also asked about the types and frequencies of bullying and cyber-bullying they had been subjected to, as well as whether an adult at school[45] had been notified of the incidents. Cyber-bullying is distinct from bullying at school; however, bullying at school might be a pertinent context to understand cyber-bullying anywhere. In the SCS, survey items on cyber-bullying anywhere were asked separately from survey items on bullying at school. In a different survey, the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked if they had been bullied on school property[46] or electronically bullied during the previous 12 months. In addition to collecting data at the national level, the YRBS also collects data at the state level. Readers should take note of the differing data sources and terminology.

On the SCS in 2013, about 22 percent of students ages 12–18 reported being bullied at school during the school year (figure 11.1 and table 11.1). Of students ages 12–18, about 14 percent reported that they were made fun of, called names, or insulted; 13 percent reported being the subject of rumors; and 6 percent reported that they were pushed, shoved, tripped, or spit on. Of those students who reported being pushed, shoved, tripped, or spit on at school, about 21 percent reported injury as a result of the incident. Additionally, about 4 percent of all students reported being excluded from activities on purpose, 4 percent reported being threatened with harm, 2 percent reported that others tried to make them do things they did not want to do, and 2 percent reported that their property was destroyed by others on purpose.

In 2013, a higher percentage of females than of males ages 12–18 reported being bullied at school during the school year (24 vs. 19 percent). Also, higher percentages of females than of males reported that they were made fun of, called names, or insulted (15 vs. 13 percent); were the subject of rumors (17 vs. 10 percent); and were excluded from activities on purpose (5 vs. 4 percent). In contrast, a higher percentage of males (7 percent) than of females (5 percent) reported being pushed, shoved, tripped, or spit on.

A higher percentage of White students (24 percent) than of Hispanic students (19 percent) and Asian students (9 percent) reported being bullied at school in 2013. In addition, higher percentages of Black students (20 percent) and Hispanic students than of Asian students reported being bullied at school. A higher percentage of White students (16 percent) than of Hispanic students (12 percent), Black students (10 percent), and Asian students (7 percent) reported being made fun of, called names, or insulted. Similarly, 15 percent of White students reported that they had been the subject of rumors, compared with 11 percent of Hispanic students and 4 percent of Asian students.

Indicator 11 continued on page 64.

[42] "Bullying" includes students who responded that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them.

[43] "Cyber-bullying" includes students who responded that another student had posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.

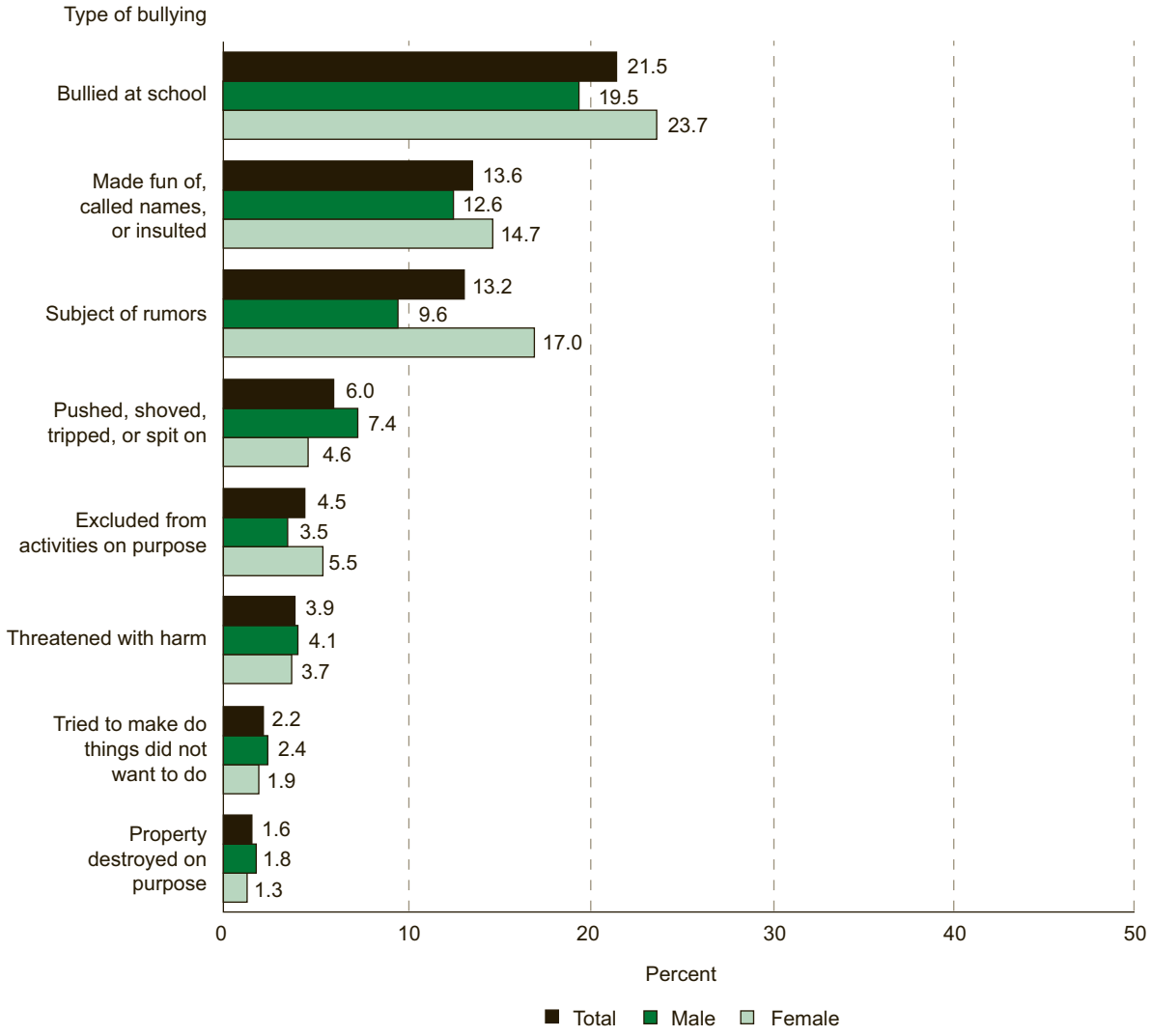
[44] "At school" includes the school building, on school property, on a school bus, or going to and from school.

[45] "Adult at school" refers to a teacher or other adult at school.

[46] In the Youth Risk Behavior Survey (YRBS), bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.

This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Tables 11.1, 11.2, 11.3, 11.4, 11.5, and 11.6, Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf), and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and sex: 2013



NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to totals because students could have experienced more than one type of bullying. Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Higher percentages of students in grades 6 through 11 than of students in grade 12 reported being bullied at school during the school year. In 2013, about 14 percent of 12th-graders reported being bullied at school, compared with 28 percent of 6th-graders, 26 percent of 7th-graders, 22 percent of 8th-graders, 23 percent of 9th-graders, 19 percent of 10th-graders, and 20 percent of 11th-graders. No measurable differences were observed in the percentage of students who reported being bullied at school by school characteristics such as urbanicity and control of school.

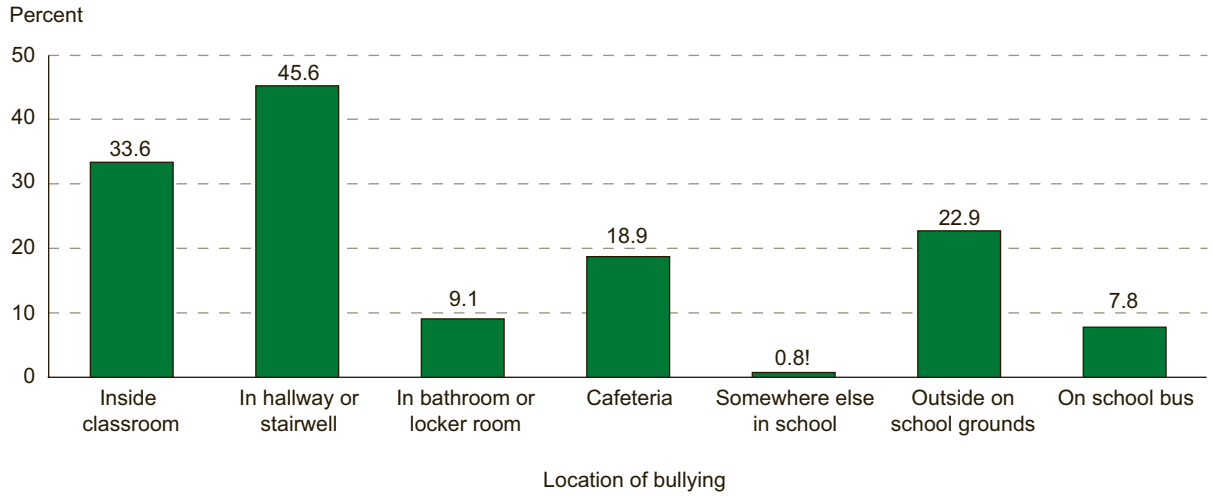
The SCS also asked students ages 12–18 who reported being bullied at school to indicate the location where they had been victimized. In 2013, of students who reported being bullied during the school year, about 46 percent of students reported that the bullying occurred in the hallway or stairwell at school, 34 percent reported being bullied inside the classroom, and 23 percent reported being bullied outside on school grounds (figure 11.2 and table 11.2). About 19 percent of students who were bullied reported that the bullying occurred in the cafeteria, 9 percent reported that it occurred in the bathroom or locker room, 8 percent reported that it occurred on the school bus, and 1 percent reported that it occurred somewhere else in school.

In 2013, approximately 7 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year (figure 11.3 and table 11.3). About 3 percent of students reported that another student had posted hurtful information about them on the Internet, and 3 percent reported being the subject of harassing text messages. Some 2 percent reported being the subject of harassing instant messages and 1 percent each reported having their private information purposely shared on the Internet, being the subject of harassing e-mails, being harassed while gaming, and being excluded online.

A higher percentage of female students than of male students ages 12–18 reported being victims of cyber-bullying in 2013. Nine percent of females compared with 5 percent of males were victims of cyber-bullying overall. In particular, a higher percentage of females than of males were victims of various types of cyber-bullying: Having hurtful information about them posted on the Internet by another student (5 vs. 1 percent), having their private information purposely shared on the Internet (1 percent vs. less than one-half of 1 percent), being the subject of harassing instant messages (3 vs. 1 percent), and being the subject of harassing text messages (5 vs. 2 percent). In contrast, 2 percent of male students reported being harassed while gaming, compared with less than one-half of 1 percent of female students.

Indicator 11 continued on page 66.

Figure 11.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Location totals may sum to more than 100 percent because students could have been bullied in more than one location.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

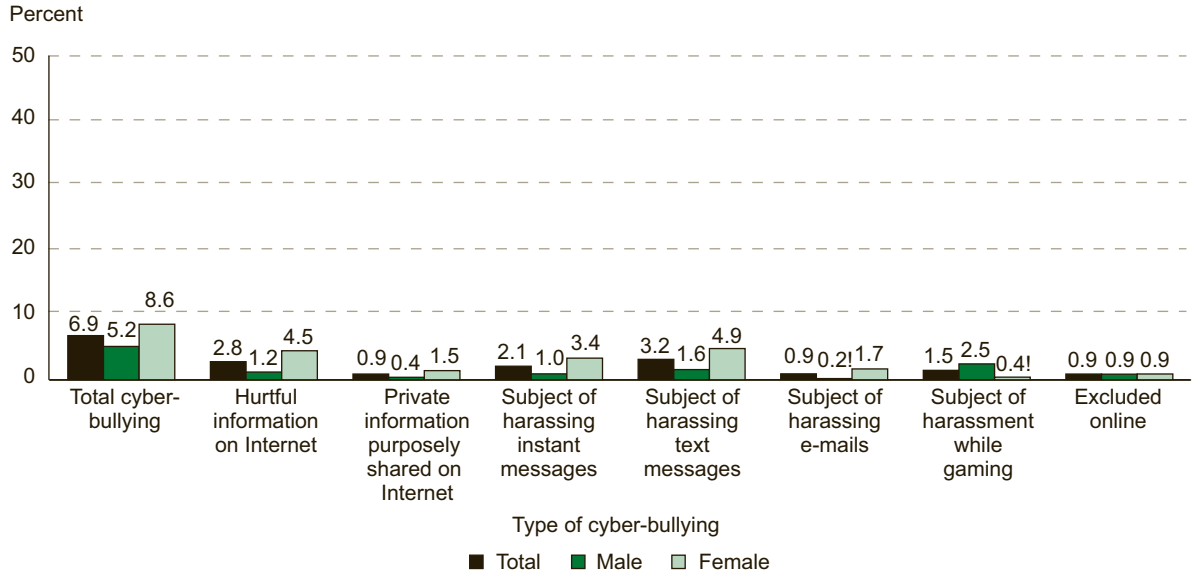
The percentage of students who reported being cyber-bullied anywhere during the school year in 2013 was higher for White students (8 percent) than for Black students (5 percent). There were no measurable differences by grade level, urbanicity, or school sector in the prevalence of students reporting being a victim of cyber-bullying.

In 2013, about 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year: 19 percent reported being bullied once or twice a month, 8 percent reported being bullied once or twice a week, and 6 percent reported being bullied almost every day (figure 11.4 and table 11.4). About 27 percent of students who reported being cyber-bullied anywhere indicated that they were cyber-bullied at least once or twice a month during the school year: 15 percent reported being cyber-bullied once or twice a month, 8 percent reported being cyber-bullied once or twice a week, and 4 percent reported being cyber-bullied almost every day. Among students who reported being cyber-bullied, a higher percentage of females than of males reported being cyber-bullied once or twice a month (19 vs. 9 percent).

Students who reported being bullied or cyber-bullied were also asked whether they had notified an adult about the incident. In 2013, a higher percentage of students reported notifying an adult after being bullied at school than after being cyber-bullied anywhere (39 vs. 23 percent). While there was no measurable difference by sex in the percentage of students notifying an adult after being bullied at school, a higher percentage of females than of males reported notifying an adult after being cyber-bullied (32 vs. 11 percent). In addition, higher percentages of 6th- and 7th-graders than of 8th- through 12th-graders reported notifying an adult after being bullied at school, and higher percentages of 7th- and 8th-graders than of 9th-graders reported notifying an adult after being cyber-bullied. The percentage of students who reported notifying an adult after being bullied at school was higher for those who reported being bullied once or twice a week (55 percent) than for those who reported being bullied once or twice a year (37 percent) or once or twice a month (38 percent).

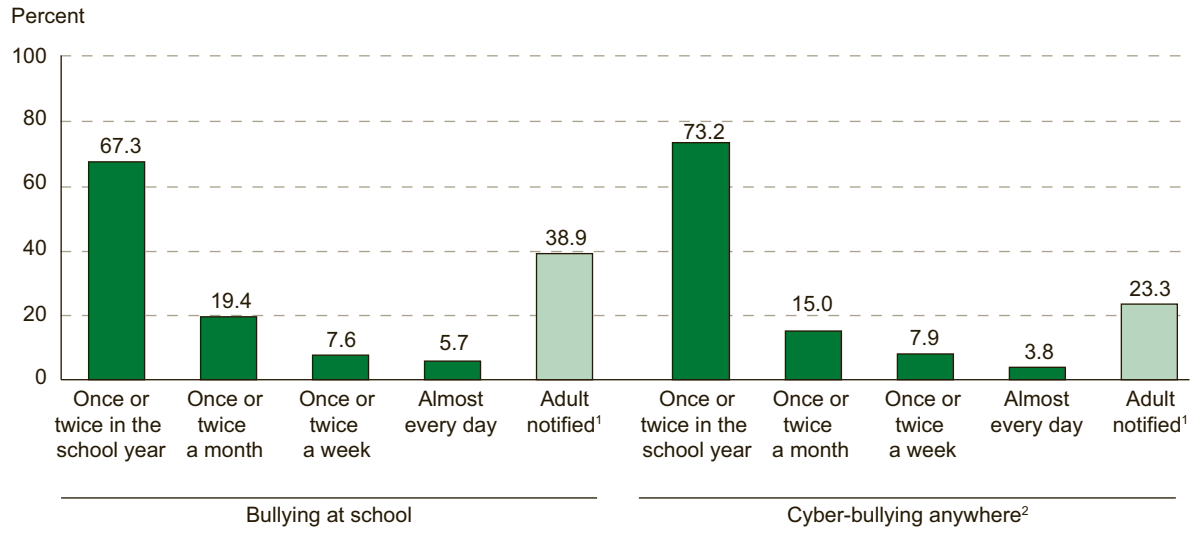
Indicator 11 continued on page 68.

Figure 11.3. Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and sex: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Students who reported experiencing more than one type of cyber-bullying were counted only once in the cyber-bullying total. Detail may not sum to totals because of rounding and because students could have experienced more than one type of cyber-bullying. Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Figure 11.4. Among students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school: 2013

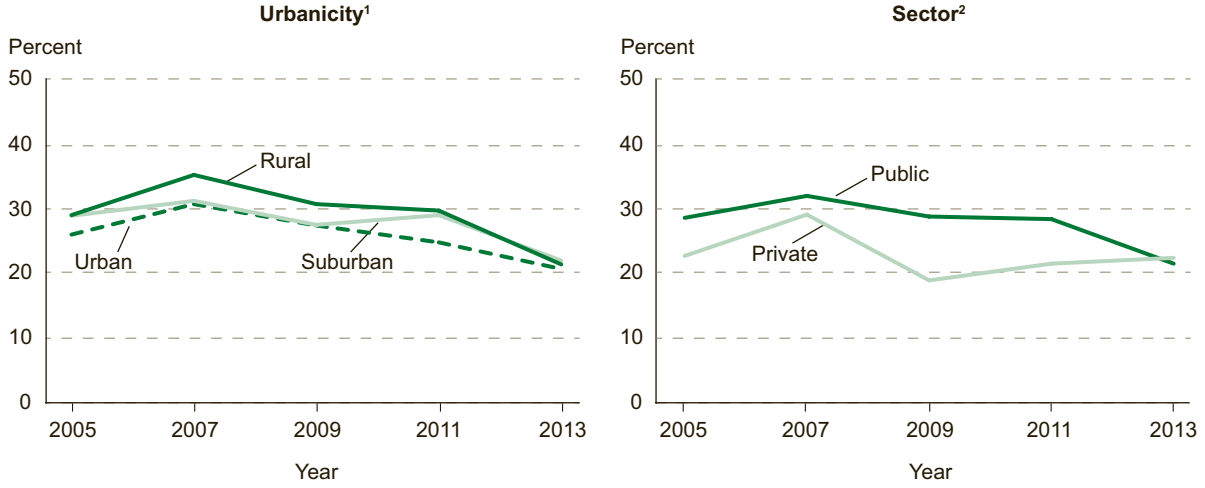


[1] Teacher or other adult at school notified.
[2] Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

The percentages of students reporting being bullied at school varied over time from 2005 through 2013. Prior data are excluded from the time series due to a significant redesign of the bullying items in 2005. The percentage of students who reported being bullied was lower in 2013 (22 percent) than in every prior survey year (28 percent each in 2005, 2009, and 2011 and 32 percent in 2007; table 11.5). A similar pattern was observed for some of the student and school characteristics examined. For example, in 2013 about 24 percent of female students reported being bullied at school, compared with 29 percent each in 2005 and 2009, about 31 percent in 2011, and 33 percent in 2007. Similarly, about 24 percent of White students reported being bullied at school in 2013, compared with 29 percent in 2009, about 30 percent in 2005, about 31 percent in 2011, and 34 percent in 2007. By school characteristics, in 2013 about 22 percent of students from suburban schools reported being bullied at school, compared with 28 percent in 2009, about 29 percent each in 2005 and 2011, and 31 percent in 2007 (figure 11.5). Similarly, about 21 percent of public school students reported being bullied at school in 2013, compared with 28 percent in 2011, about 29 percent each in 2005 and 2009, and 32 percent in 2007.

As mentioned in the introduction, the Youth Risk Behavior Survey (YRBS) collects both national and state-level data on bullying and electronic bullying for students in grades 9–12. In 2013, both national and state-level data on the percentages of students who reported being bullied on school property during the previous 12 months were available for 40 states (table 11.6). Among these states, the percentages of students who reported being bullied on school property ranged from 16 percent in Florida to 26 percent in Montana. There were also 40 states that had 2013 data available on the percentages of students who reported being electronically bullied during the previous 12 months. Among these states, the percentages of students who reported being electronically bullied ranged from 12 percent in Mississippi, Florida, and North Carolina to 21 percent in Maine.

Figure 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected school characteristics: Selected years, 2005 through 2013



[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results From the 2011 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

[2] Sector of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results From the 2011 School Crime Supplement to the National Crime Victimization Survey*.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2013.

Indicator 12

Teachers' Reports on School Conditions

In 2011–12, higher percentages of public school teachers than of private school teachers reported that student misbehavior and student tardiness and class cutting interfered with their teaching.

Managing inappropriate behaviors and classroom disruptions is time-consuming and takes away from valuable instructional time and student engagement in academic behaviors (Riley et al. 2011). In the Schools and Staffing Survey (SASS), public and private school teachers were asked whether student misbehavior and student tardiness and class cutting interfered with their teaching. During the 2011–12 school year, 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 percent reported that student tardiness and class cutting interfered with their teaching (figure 12.1 and table 12.1). Teachers were also asked whether school rules were enforced by other teachers at their school, even for students not in their classes, and whether school rules were enforced by the principal. In 2011–12, about 69 percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules (figure 12.1 and table 12.2).

The percentages of teachers who reported that student misbehavior and student tardiness and class cutting interfered with their teaching varied by school characteristics during the 2011–12 school year (table 12.1). For example, a higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching. Thirty-eight percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers.

In every survey year, a lower percentage of elementary school teachers than of secondary school teachers reported that student tardiness and class cutting interfered with their teaching; in 2011–12, 31 percent of elementary school teachers and 45 percent of secondary school teachers reported that student tardiness and class cutting interfered with their teaching (table 12.1). There was no measurable difference between the percentages of elementary and secondary school teachers who reported that student misbehavior interfered with their teaching.

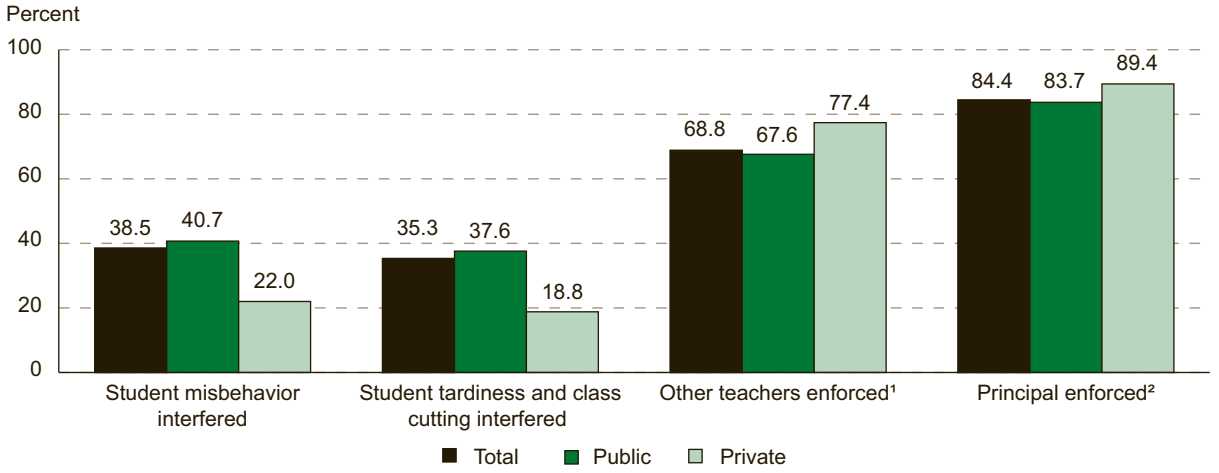
The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage was higher in 2011–12 (38 percent) than in the previous survey year (34 percent in 2007–08; figure 12.2). The percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased between 1993–94 and 2011–12 (from 25 to 35 percent). A higher percentage of teachers reported that student tardiness and class cutting interfered with their teaching in 2011–12 than in 2007–08 (35 vs. 31 percent).

In every survey year, a lower percentage of public school teachers than of private school teachers agreed that school rules were enforced by other teachers and by the principal in their school (table 12.2). In 2011–12, some 68 percent of public school teachers reported that school rules were enforced by other teachers, compared with 77 percent of private school teachers. In addition, 84 percent of public school teachers reported that school rules were enforced by the principal, compared with 89 percent of private school teachers.

Indicator 12 continued on page 72.

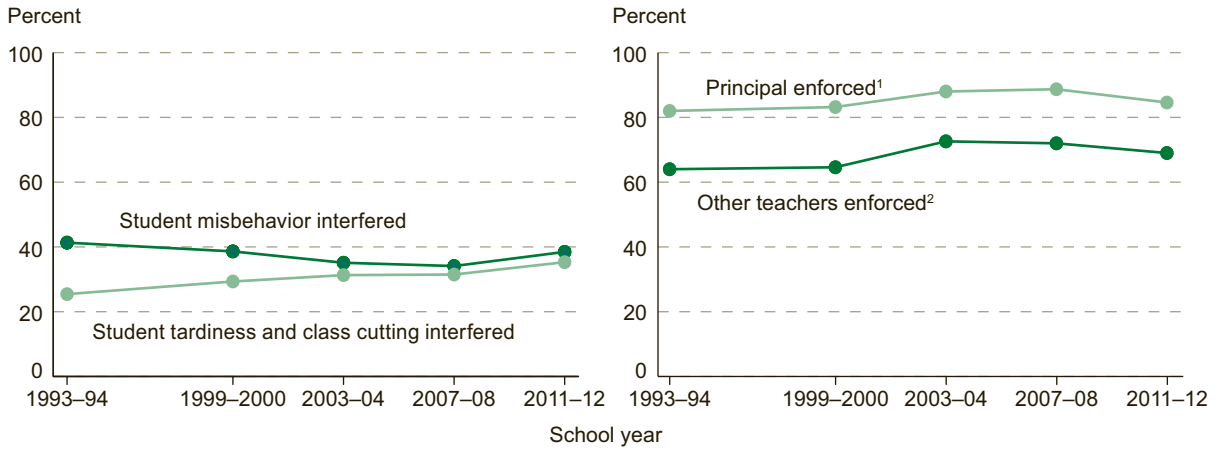
This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 12.1, 12.2, and 12.3, appendix B for definitions of school levels, and Coopersmith (2009), (https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324).

Figure 12.1. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules, by school control: School year 2011–12



[1] Teachers were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2] Teachers were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers who "strongly" agreed and teachers who "somewhat" agreed that students' misbehavior, tardiness, and class cutting interfered with their teaching, as well as teachers who "strongly" agreed and teachers who "somewhat" agreed that other teachers and the principal enforced school rules. The public sector includes traditional public and public charter school teachers.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 2011–12.

Figure 12.2. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules: Selected school years, 1993–94 through 2011–12



[1] Teachers were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
[2] Teachers were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers who "strongly" agreed and teachers who "somewhat" agreed that students' misbehavior, tardiness, and class cutting interfered with their teaching, as well as teachers who "strongly" agreed and teachers who "somewhat" agreed that other teachers and the principal enforced school rules. The public sector includes traditional public and public charter school teachers.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000.

Between 1993–94 and 2011–12, the percentage of teachers who agreed or strongly agreed that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who agreed that rules were enforced by the principal fluctuated between 82 and 89 percent, showing no consistent trends. However, a lower percentage of teachers reported that school rules were enforced by other teachers in 2011–12 (69 percent) than in the previous survey year (72 percent in 2007–08). Similarly, the percentage of teachers who reported that school rules were enforced by the principal was lower in 2011–12 than in 2007–08 (84 vs. 89 percent).

In 2011–12, the percentages of public school teachers who reported that student misbehavior and student tardiness and class cutting interfered with their teaching varied by state. For example, among the 50 states and the District of Columbia, the percentage of teachers who reported that student misbehavior interfered with their teaching ranged from 31 percent in Wyoming to 55 percent in Louisiana (table 12.3). The percentages of teachers who reported that school rules were enforced by other teachers and by the principal also varied by state.

Fights, Weapons, and Illegal Substances

Indicator 13

Physical Fights on School Property and Anywhere

The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2013 (from 42 to 25 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent).

In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their involvement in physical fights in general (referred to as "anywhere" in this indicator),[47] as well as about their involvement in physical fights on school property, during the 12 months preceding the survey.[48] In this indicator, percentages of students reporting involvement in fights occurring anywhere are used as a point of comparison with percentages of students reporting involvement in fights occurring on school property.

Overall, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2013 (from 42 to 25 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; figure 13.1 and table 13.1). The percentage of students in these grades who reported being in a physical fight anywhere was lower in 2013 (25 percent) than in 2011 (33 percent); the percentage of those who reported being in a physical fight on school property was also lower in 2013 (8 percent) than in 2011 (12 percent).

From 1993 through 2013, the percentages of students in grades 9–12 who reported being in a physical fight anywhere as well as a physical fight on school property decreased for all four grade levels. The 2013 percentages of 12th-graders who reported being in a physical fight, either anywhere or on school property, were lower than the percentages reported by 9th-, 10th-, and 11th-graders. In 2013, about 19 percent of 12th-graders reported being in a physical fight anywhere, compared with 28 percent of 9th-graders, 26 percent of 10th-graders, and 24 percent of 11th-graders. Similarly, 5 percent of 12th-graders, compared with 11 percent of 9th-graders, 8 percent of 10th-graders, and 7 percent of 11th-graders reported being in a physical fight on school property.

The percentages of 9th- to 12th-graders who reported being in a physical fight in 2013 differed by race/ethnicity. For example, a higher percentage of Black students (35 percent) than of students of Two or more races (29 percent), Hispanic students (28 percent), Pacific Islander students (22 percent), White students (21 percent), and Asian students (16 percent) reported being in a physical fight anywhere (figure 13.2 and table 13.1). In addition, higher percentages of Hispanic students and students of Two or more races than of White students and Asian students reported being in a physical fight anywhere. With regard to the involvement of 9th- to 12th-graders in physical fights on school property, the same patterns by race/ethnicity were observed. The percentage of students who reported being in a physical fight on school property was higher for Black students (13 percent) than for students of Two or more races (10 percent), Hispanic students (9 percent), Pacific Islander students (7 percent), White students (6 percent), and Asian students (5 percent), and the percentages were higher for students of Two or more races and Hispanic students than for White students and Asian students.

Between 1993 and 2013, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased for White students (from 40 to 21 percent), Hispanic students (from 43 to 28 percent), and American Indian/Alaska Native students (from 50 to 32 percent). During the same period, the percentage of students in grades 9–12 who reported being in a physical fight on school property decreased for White students (from 15 to 6 percent), Black students (from 22 to 13 percent), and Hispanic students (from 18 to 9 percent). The percentages of Asian students who reported being in a physical fight anywhere and on school property both decreased between 1999 (the first year separate data on Asian and Pacific Islander students were available) and 2013. The percentage of Pacific Islander students who reported being in a physical fight on school property also decreased between 1999 and 2013.

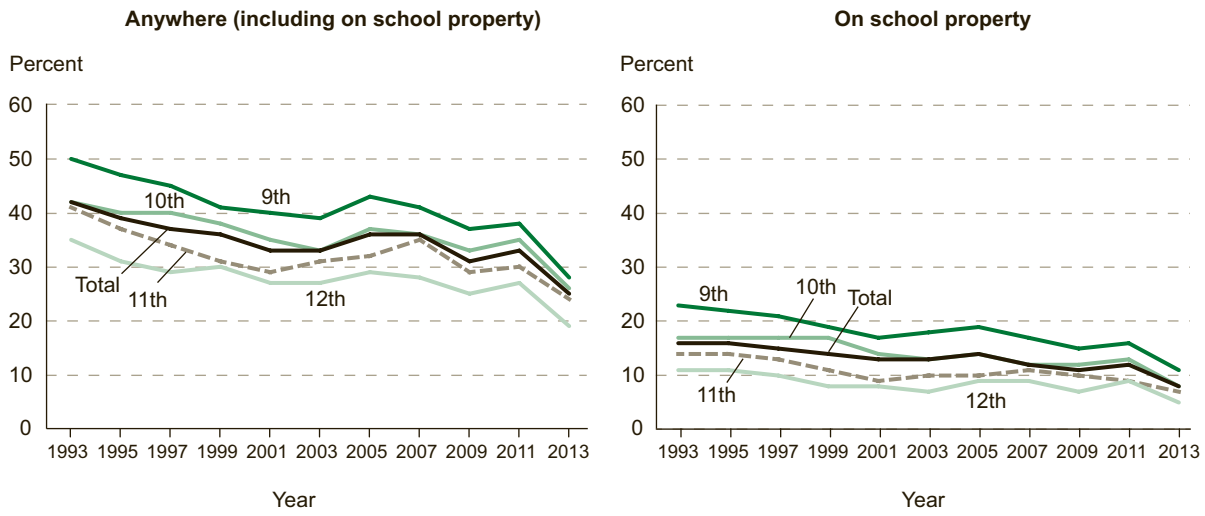
Indicator 13 continued on page 76.

[47] "Anywhere" includes on school property.

[48] The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) 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 survey respondents.

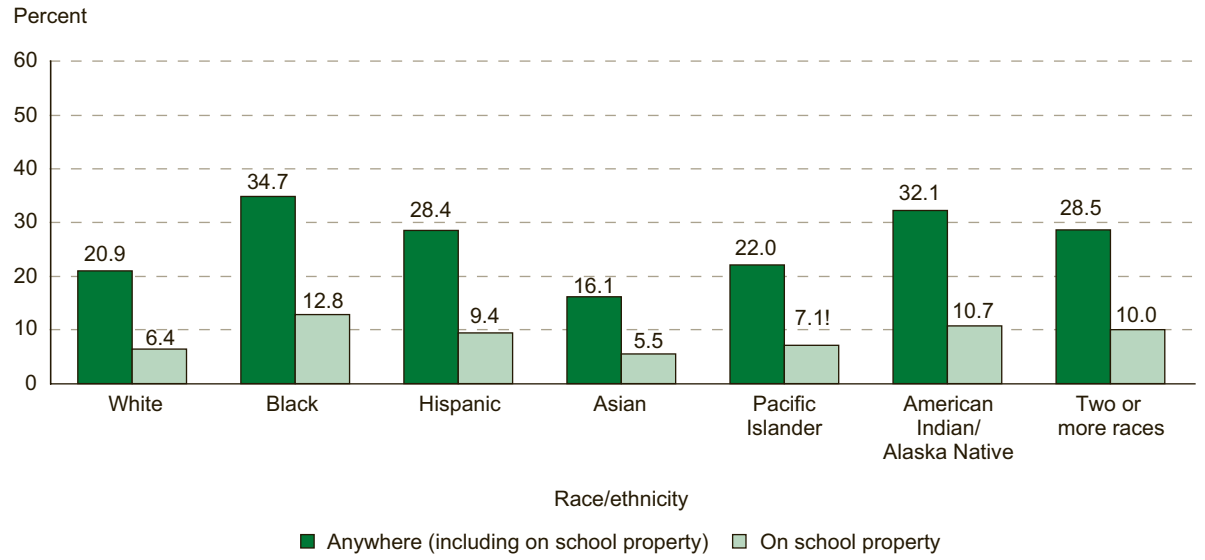
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Tables 13.1, 13.2, and 13.3, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 13.1. 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 location and grade: Selected years, 1993 through 2013



NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) 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 survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 13.2. 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: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) 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 survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

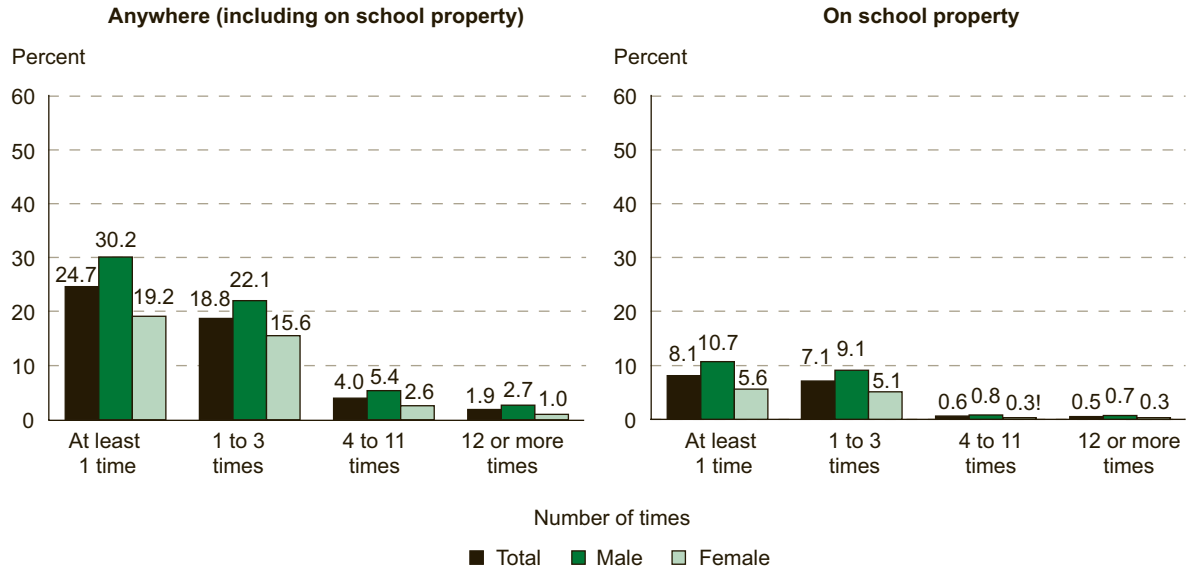
Students in grades 9–12 were also asked how often they had been in physical fights during the previous 12 months. In 2013, about 19 percent of students in these grades reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2 percent reported being in a physical fight anywhere 12 or more times (figure 13.3 and table 13.2) during the 12-month period. When students in these grades were asked about the incidence of physical fights on school property during the 12-month period, 7 percent reported being in a physical fight on school property 1 to 3 times, 1 percent reported being in a physical fight on school property 4 to 11 times, and less than 1 percent reported being in a physical fight on school property 12 or more times.

The percentages of both male and female 9th- to 12th-graders who reported being in a physical fight both anywhere and on school property decreased between 1993 and 2013. About 30 percent of male students reported being in a physical fight anywhere in 2013 compared with 51 percent in 1993, and 11 percent reported being in a physical fight on school property in 2013 compared with 24 percent in 1993. About 19 percent of female students reported being in a physical fight anywhere in 2013 compared with 32 percent in 1993, and 6 percent reported being in a physical fight on school property in 2013 compared with 9 percent in 1993.

In 2013, a higher percentage of male than of female 9th- to 12th-graders reported being in a physical fight during the previous 12 months (30 vs. 19 percent; figure 13.3 and table 13.1). The reported frequency of fights involving students in these grades was also higher for males than for females (table 13.2). A higher percentage of males than of females reported being in a physical fight anywhere 1 to 3 times (22 vs. 16 percent), 4 to 11 times (5 vs. 3 percent), and 12 or more times (3 vs. 1 percent) during the 12-month period. Similar to the frequency of fights anywhere, in 2013, a higher percentage of males than of females in grades 9 through 12 reported that they had been in a physical fight on school property during the previous 12 months (11 vs. 6 percent). Additionally, a higher percentage of males than of females reported being in a physical fight on school property 1 to 3 times (9 vs. 5 percent), 4 to 11 times (1 percent vs. less than 1 percent), and 12 or more times (1 percent vs. less than 1 percent).

Data for the percentage of public school students who reported being in a physical fight anywhere in 2013 were available for 37 states, and data for physical fights on school property involving these students were available for 35 states. Among these states, the percentages of students who reported being in a physical fight anywhere ranged from 17 percent in Hawaii and Maine to 31 percent in Louisiana and Mississippi, and the percentages of students who reported being in a physical fight on school property ranged from 5 percent in Massachusetts to 14 percent in Mississippi and Maryland (table 13.3).

Figure 13.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location, number of times, and sex: 2013



! 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 Survey (YRBS) 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 survey respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

Indicator 14

Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms

Between 1993 and 2013, the percentage of students in grades 9–12 who reported carrying a weapon on school property at least 1 day during the previous 30 days declined from 12 to 5 percent. A higher percentage of male students than of female students reported they had carried a weapon, both anywhere and on school property, in every survey year from 1993 to 2013.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to discuss students' carrying of weapons on school property and anywhere, then uses state data from the ED*Facts* data collection to discuss the numbers of incidents involving students with firearms at school by state, and concludes with a discussion of data from the School Crime Supplement (SCS) survey on students' access to firearms at school or away from school. Readers should take note of the differing data sources and terminology.

In the YRBS, students were asked if they had carried a weapon such as a gun, knife, or club anywhere in the previous 30 days and if they had carried such a weapon on school property during the same time period.[49] In this indicator, the percentage of students carrying a weapon "anywhere"[50] is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2013, some 18 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days: 9 percent reported carrying a weapon anywhere on 6 or more days, 6 percent reported carrying a weapon on 2 to 5 days, and 3 percent reported carrying a weapon on 1 day (tables 14.1 and 14.2). In comparison, 5 percent of students reported carrying a weapon on school property at least 1 day during the previous 30 days. This percentage was composed of 3 percent of students who reported carrying a weapon on 6 or more days, 1 percent of students who reported carrying a weapon on 2 to 5 days, and 1 percent of students who reported carrying a weapon on 1 day during the 30-day period.

The percentage of students who reported carrying a weapon on school property in the previous 30 days declined from 12 percent in 1993 to 5 percent in 2013 (figure 14.1 and table 14.1). The percentage of students who reported carrying weapons anywhere was lower in 2013 (18 percent) than in 1993 (22 percent). There were no measurable differences between the 2011 and 2013 percentages of students who reported carrying a weapon either anywhere or on school property during the previous 30 days.

In every survey year from 1993 to 2013, a higher percentage of male students than of female students reported that they had carried a weapon, both anywhere and on school property. In 2013, for example, 28 percent of male students reported carrying a weapon anywhere, compared with 8 percent of female students. In addition, 8 percent of male students reported carrying a weapon on school property, compared with 3 percent of female students.

In 2013, the percentage of White students who reported carrying a weapon anywhere in the previous 30 days (21 percent) was higher than the percentages of Hispanic students (16 percent), Pacific Islander and Black students (13 percent each), and Asian students (9 percent) who reported doing so (figure 14.2 and table 14.1). In addition, higher percentages of students of Two or more races (19 percent) and Hispanic students than of Black students and Asian students reported carrying a weapon anywhere during the period. The percentage of American Indian/Alaska Native students (18 percent) who reported carrying a weapon anywhere was also higher than the percentage of Asian students. With respect to students reporting that they carried a weapon on school property during the previous 30 days, a higher percentage of White students (6 percent) than of Black students (4 percent) reported that they had carried a weapon during the previous 30 days.

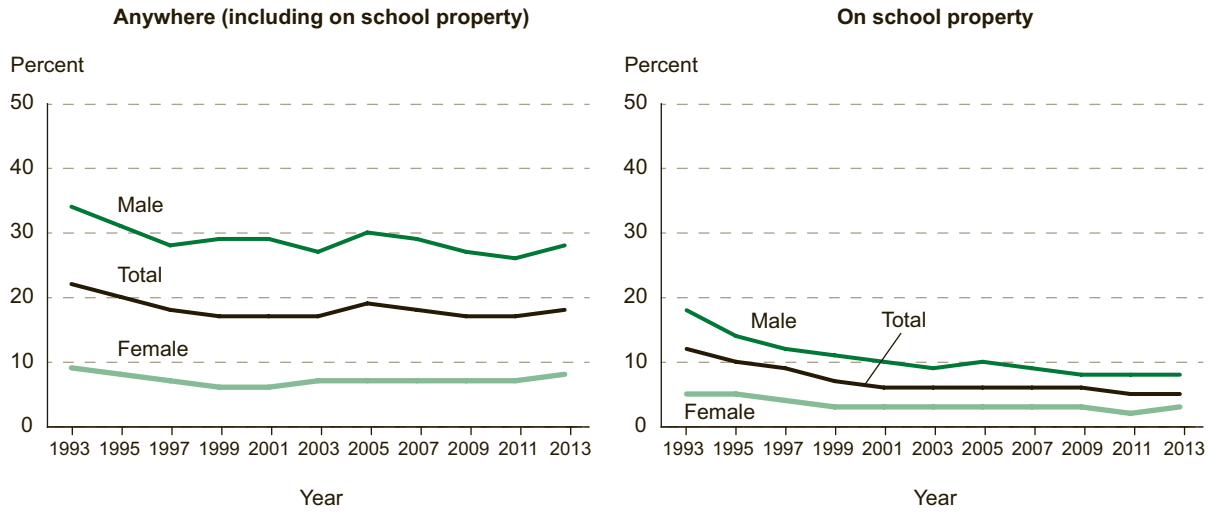
Indicator 14 continued on page 80.

[49] The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

[50] "Anywhere" includes on school property.

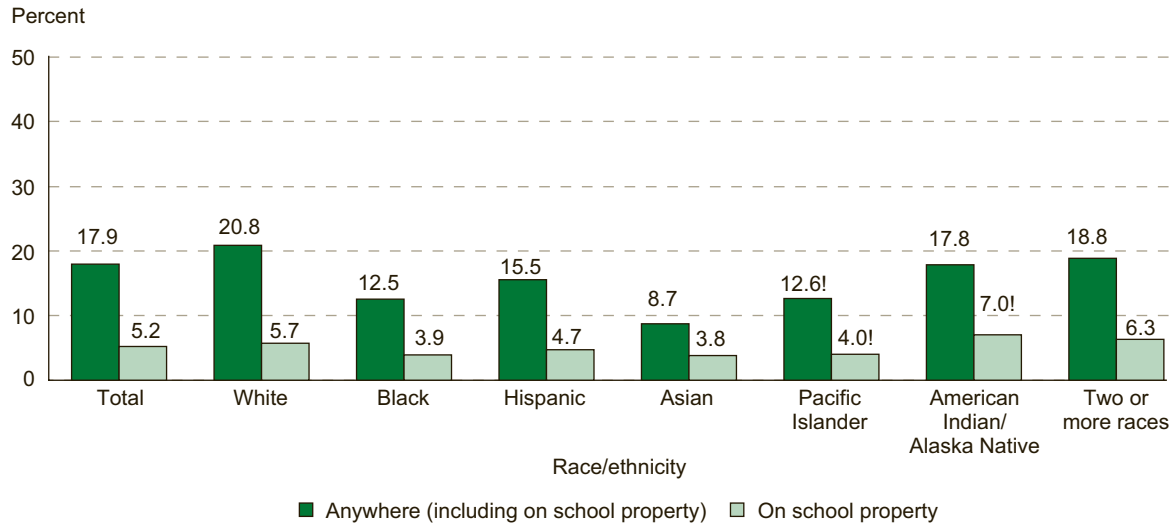
This indicator repeats student-reported information from the *Indicators of School Crime and Safety: 2014* report, and has been updated to include 2013 data on discipline incidents related to weapons possession. For more information: Tables 14.1, 14.2, 14.3, 14.4, and 14.5, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf), and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 1993 through 2013



NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents. Respondents were asked about carrying "a weapon such as a gun, knife, or club."
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by race/ethnicity and location: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents. Respondents were asked about carrying "a weapon such as a gun, knife, or club."
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

There were no measurable differences by grade in the percentages of students who reported carrying a weapon anywhere or on school property at least 1 day during the previous 30 days in 2013: About 18 percent of students at each of grade levels 9 through 12 reported carrying a weapon anywhere during the previous 30 days, and 5 percent each of 9th-, 10th-, and 12th-graders and 6 percent of 11th-graders reported carrying a weapon on school property. However, a higher percentage of 12th-graders (11 percent) than of 9th- and 10th-graders (8 percent each) reported carrying a weapon anywhere on 6 or more days during the previous 30 days (table 14.2).

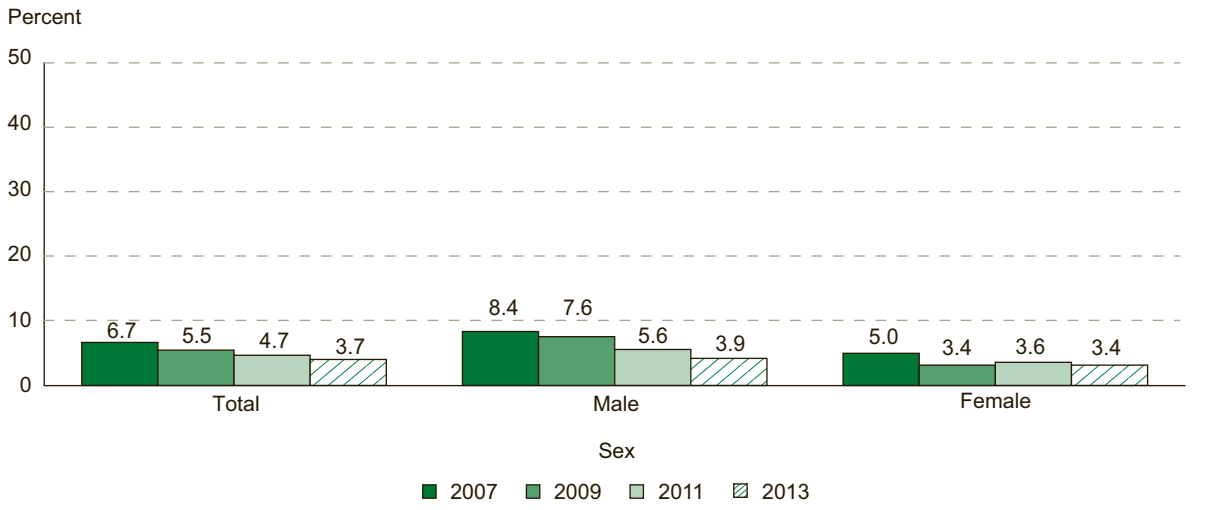
In 2013, state-level data on percentages of public school students who reported carrying a weapon anywhere were available for 34 states (table 14.3). Among these states, the percentages of students who reported carrying a weapon anywhere ranged from 10 percent in New Jersey and Hawaii to 29 percent in Wyoming. There were also 34 states that had 2013 data available on the percentages of students reporting that they carried a weapon on school property during the previous 30 days; the percentages ranged from 3 percent in New Jersey, Delaware, Massachusetts, Wisconsin, and Nevada to 10 percent in Wyoming, Montana, and Vermont.

Reported incidents involving students who brought or possessed firearms at school are also important to examine. As part of the ED*Facts* data collection, state education agencies report the number of incidents involving students who brought or possessed firearms at school. State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2013–14 school year, there were 1,501 reported firearm possession incidents at schools (table 14.5). The total number of incidents varies widely across states, due in large part to states' differing populations. Therefore, the rate of firearm possession incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across states. During the 2013–14 school year, the rate of firearm possession incidents was 3 per 100,000 students in the United States.

The majority of states had rates between 1 and 10 firearm possession incidents per 100,000 students from 2009–10 to 2013–14. Two states, Hawaii and Maine, reported no firearm incidents during the 2013–14 school year and therefore had a rate of 0 firearm possession incidents per 100,000 students. Four other states had rates of firearm possession incidents per 100,000 students below 1. The four states were Illinois, New Jersey, Iowa, and Maryland. Hawaii, Illinois, New Jersey, and Iowa also had rates below 1 during the 2012–13 school year. During the 2013–14 school year, three states had rates above 10: Louisiana, Arkansas, and Vermont. However, of these three states, only Arkansas also had a rate above 10 during the 2012–13 school year.

Information about students' access to firearms can put student reports of carrying a gun anywhere and on school property into context. In the SCS survey, students were asked if they could have gotten a loaded gun without adult permission, either at school or away from school, during the current school year. In 2013, about 4 percent of students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school, during the current school year (figure 14.3 and table 14.4). The percentage of 12- to 18-year-old students reporting that they had access to a loaded gun without adult permission decreased from 7 percent in 2007 (the first year of data collection for this item) to 4 percent in 2013. There was no measurable difference between the percentages who reported having such access to a loaded gun between 2011 and 2013.

Figure 14.3. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by sex: Selected years, 2007 through 2013



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2013.

In every survey year from 2007 to 2011, a higher percentage of male students than of female students ages 12–18 reported having access to a loaded gun without adult permission. However, there was no measurable difference between the percentages of male and female students who reported having such access to a loaded gun in 2013. The percentage of male students who reported having access to a loaded gun without adult permission was lower in 2013 than in 2011 (4 vs. 6 percent). The percentages of female students who reported having such access to a loaded gun were not measurably different between these two years.

In 2013, higher percentages of 10th-, 11th-, and 12th-graders reported having access to a loaded gun without adult permission than did 7th- and 8th-graders. About 5 percent of 10th-graders and 6 percent each of 11th- and 12th-graders reported having access to a loaded gun without adult supervision, compared with 2 percent each of 7th- and 8th-graders. The percentage of 11th-graders reporting that they had access to a gun without adult supervision was also higher than the percentage of 9th-graders reporting such access (3 percent).

Indicator 15

Students' Use of Alcohol and Alcohol-Related Discipline Incidents

Between 1993 and 2013, the percentage of students in grades 9–12 who reported having at least one drink of alcohol anywhere during the previous 30 days decreased from 48 to 35 percent. The percentage who reported consuming alcohol in 2013 was lower than the percentage in 2011 (39 percent). In 2011, some 5 percent of students in grades 9–12 reported having at least one drink of alcohol on school property.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to discuss whether students had consumed alcohol during the previous 30 days on school property and anywhere, then uses state data from the ED*Facts* data collection to discuss the number of discipline incidents resulting in the removal of a student for at least an entire school day that involve students' possession or use of alcohol on school grounds. Readers should take note of the differing data sources and terminology.

In the 2013 YRBS, students in grades 9–12 were asked if they had consumed alcohol on at least 1 day during the previous 30 days. Prior to 2013, students were also asked if they had consumed alcohol on school property[51] during the previous 30 days. Due to this change in the questionnaire, this indicator first discusses results on alcohol consumption anywhere using data up to 2013 and then discusses students' reports of alcohol consumption on school property using data up to 2011.

Between 1993 and 2013, the percentage of students in grades 9–12 who reported having at least one drink of alcohol during the previous 30 days decreased from 48 to 35 percent (figure 15.1 and table 15.1). Additionally, the percentage who reported consuming alcohol in 2013 was lower than the percentage in 2011 (39 percent). In 2013, about 17 percent of students in grades 9–12 reported consuming alcohol on 1 or 2 days during the previous 30 days, 17 percent reported consuming alcohol on 3 to 29 of the previous 30 days, and 1 percent reported consuming alcohol on all of the previous 30 days (table 15.2). The percentage of students who reported consuming alcohol on 1 or 2 days was lower in 2013 than in 2011 (17 vs. 19 percent).

In every survey year between 1993 and 2001, except in 1995, a higher percentage of males than of females reported consuming alcohol on at least 1 day during the previous 30 days. However, in the survey years since 2003, there have been no measurable differences between the percentages of male and female students who reported consuming alcohol on at least 1 of the previous 30 days. Nevertheless, there were differences by sex in the number of days students reported consuming alcohol in 2013. A higher percentage of females than of males reported consuming alcohol on 1 or 2 days (19 vs. 16 percent). In contrast, a higher percentage of males than of females reported consuming alcohol on all of the previous 30 days (1 percent vs. less than one-half of 1 percent; figure 15.2 and table 15.2).

In 2013, the percentage of students who reported consuming alcohol increased with grade level. About 47 percent of 12th-graders reported consuming alcohol on at least 1 day during the previous 30 days (figure 15.3 and table 15.1). This percentage was higher than the percentages for 9th-graders (24 percent), 10th-graders (31 percent), and 11th-graders (39 percent; table 15.2). Additionally, higher percentages of Hispanic students (37 percent), White students and students of Two or more races (36 percent each), American Indian/Alaska Native students (33 percent), and Black students (30 percent) than of Asian students (22 percent) reported consuming alcohol on at least 1 day during the previous 30 days in 2013. The percentage of Black students who reported consuming alcohol on at least 1 day was lower than the percentages reported by White students, Hispanic students, and students of Two or more races.

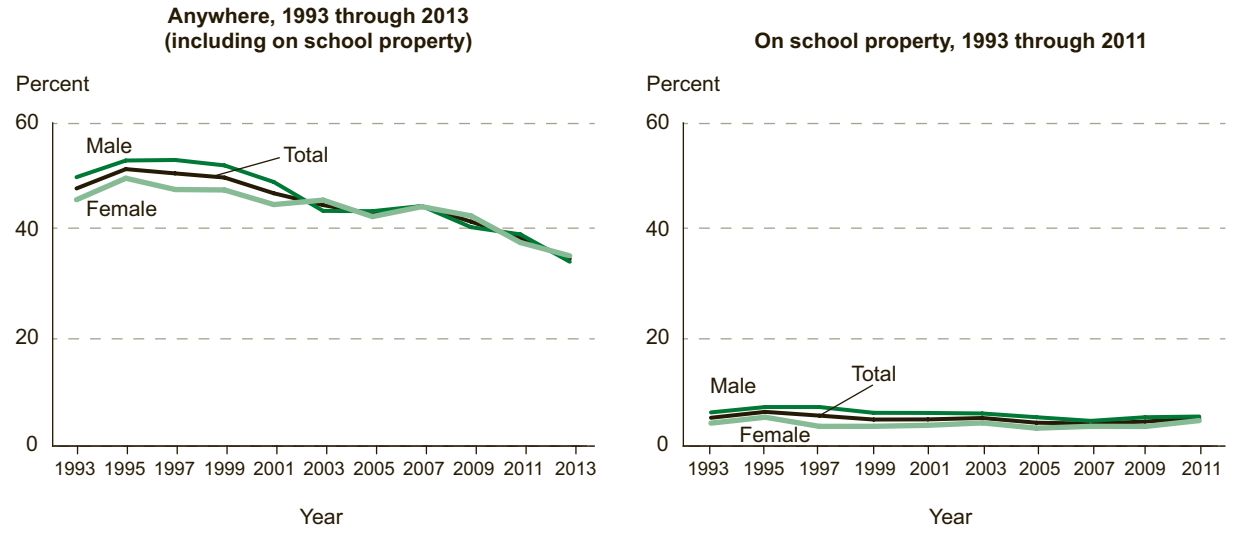
In 2013, state-level data on the percentages of students who reported consuming alcohol were available for 41 states (table 15.3). Among these states, the percentages of students who reported drinking alcohol on at least 1 day during the previous 30 days ranged from 11 percent in Utah to 39 percent in Louisiana and New Jersey.

Indicator 15 continued on page 84.

[51] In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.

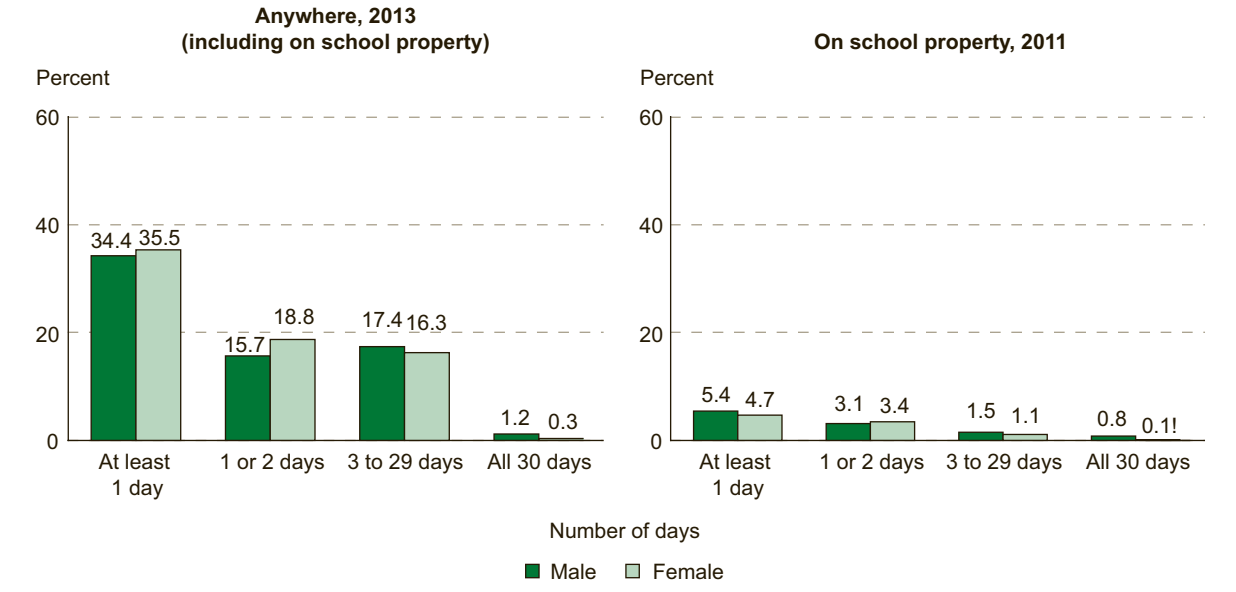
This indicator has been updated to include 2013 data on discipline incidents related to alcohol. For more information: Tables 15.1, 15.2, 15.3, and 15.4, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and sex: Selected years, 1993 through 2013



NOTE: The term "anywhere" was not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 15.2. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location, number of days, and sex: 2011 and 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: The term "anywhere" was not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol. In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 and 2013.

Prior to 2013, data were also collected on student alcohol consumption on school property during the previous 30 days. In 2011, some 5 percent of students in grades 9–12 reported having at least one drink of alcohol on school property, which was not measurably different from the percentage in 1993 (figure 15.1 and table 15.1). About 3 percent of students reported using alcohol on school property on 1 or 2 of the previous 30 days in 2011. One percent of students reported using alcohol on school property on 3 to 29 of the previous 30 days, and less than one percent of students reported using alcohol on school property on all of the previous 30 days (table 15.2).

Higher percentages of American Indian/Alaska Native students (21 percent) and Hispanic students (7 percent) than of Black students (5 percent), White students (4 percent), and Asian students (3 percent) reported alcohol consumption on school property in 2011. However, there were no measurable differences in the percentages of students who reported consuming alcohol on at least 1 day on school property in 2011 by sex and grade level.

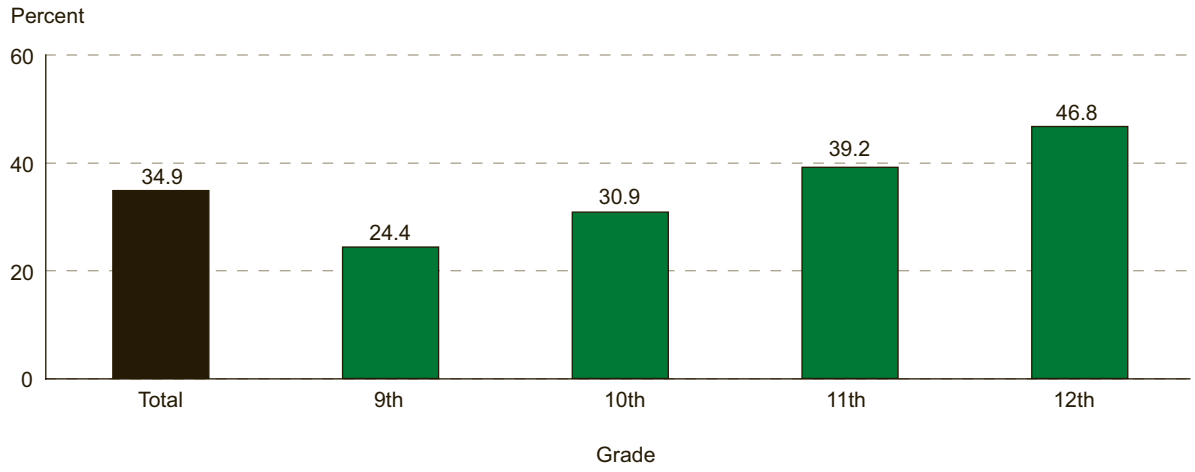
In 2011, state-level data on the percentages of students who reported using alcohol on at least 1 day during the previous 30 days on school property were available for 37 states and the District of Columbia (table 15.3). Among these states, the percentages of students who reported drinking alcohol on school property ranged from 2 percent in Indiana and Iowa to 7 percent in the District of Columbia.

It is also important to examine discipline incidents that result from possession or use of alcohol at school, which reflect disruptions in the educational process and provide a gauge for the scope of alcohol use at school. As part of the ED*Facts* data collection, state education agencies report the number of discipline incidents resulting in the removal of a student for at least an entire school day that involve students' possession or use of alcohol on school grounds. State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2013–14 school year, there were 24,000 reported alcohol-related discipline incidents in the United States (table 15.4).[52] The number of alcohol-related incidents varies widely across states, due in large part to states' differing populations. Therefore, the rate of alcohol-related discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across states. During the 2013–14 school year, the rate of alcohol-related discipline incidents was 48 per 100,000 students in the United States.

The majority of states had rates between 10 and 100 alcohol-related discipline incidents per 100,000 students during the 2013–14 school year. Texas and Wyoming had rates of alcohol-related discipline incidents per 100,000 students that were at or below 10. Tennessee, Montana, and Washington had rates above 100.

[52] United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for 2013–14.

Figure 15.3. Percentage of students in grades 9–12 who reported using alcohol anywhere at least 1 day during the previous 30 days, by grade: 2013



NOTE: The term "anywhere" was not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol. "Anywhere" includes on school property.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

In 2013, some 23 percent of students in grades 9–12 reported using marijuana at least one time in the previous 30 days, which was higher than the percentage reported in 1993 (18 percent). In 2011, some 6 percent of students reported using marijuana at least one time on school property.

The 2013 Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana in the previous 30 days. Prior to 2013, students were also asked whether they had used marijuana on school property[53] in the previous 30 days. Due to this change in the questionnaire, this indicator differs from previous editions; it first discusses students' reports of marijuana use anywhere using data up to 2013, and then discusses students' reports of marijuana use on school property using data up to 2011.

In 2013, some 23 percent of students in grades 9–12 reported using marijuana at least one time in the previous 30 days, which was higher than the percentage reported in 1993 (18 percent) but not measurably different from that reported in 2011 (figure 16.1 and table 16.1). In 2013, about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 11 percent reported using marijuana 3 to 39 times during the previous 30 days, and 5 percent reported using marijuana 40 or more times during the previous 30 days (table 16.2).

In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana at least one time in the previous 30 days; in 2013, there was no measurable difference in the percentages reported by male and female students (25 and 22 percent, respectively; figure 16.1 and table 16.1). However, a higher percentage of males (7 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days in 2013 (figure 16.2 and table 16.2).

In 2013, some differences in the percentages of students who reported marijuana use were observed by race/ethnicity and grade level. The percentages of Asian students (16 percent) and White students (20 percent) who reported using marijuana during the previous 30 days were lower than the percentages reported by Hispanic students (28 percent), Black students and students of Two or more races (29 percent each), and American Indian/Alaska Native students (36 percent; figure 16.3 and table 16.1). In addition, the percentage of students in 9th grade (18 percent) who reported using marijuana was lower than the percentages of students in 10th grade (23 percent), 11th grade (26 percent), and 12th grade (28 percent) who reported doing so.

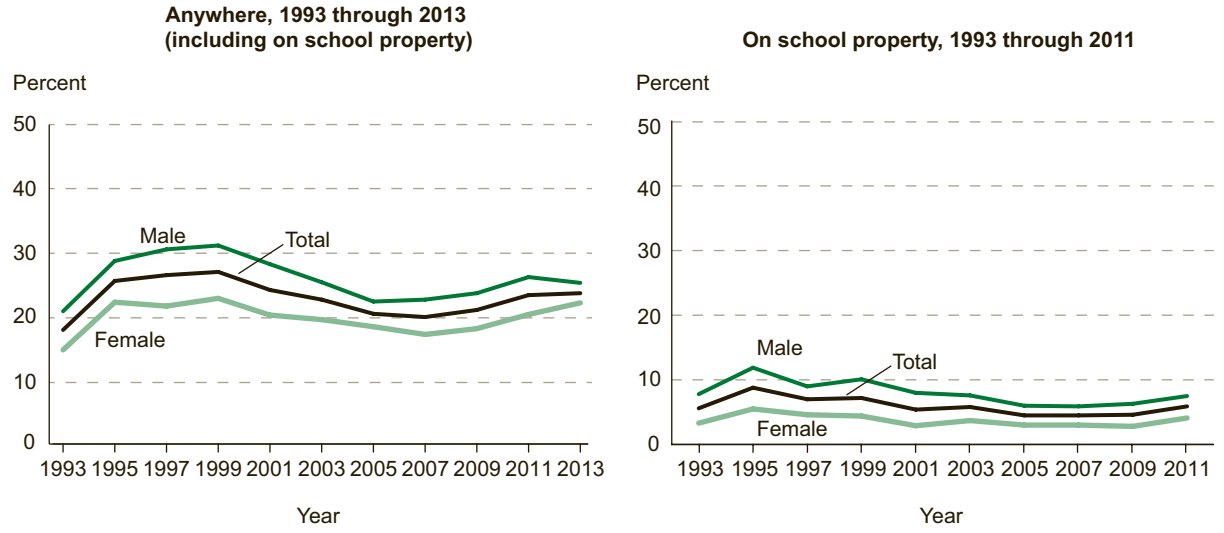
In 2013, state-level data for students who reported using marijuana at least one time in the previous 30 days were available for 42 states (table 16.3). Among these states, the percentages of students who reported using marijuana ranged from 8 percent in Utah to 28 percent in New Mexico.

Indicator 16 continued on page 88.

[53] In the question about using marijuana at school, "on school property" was not defined for survey respondents. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

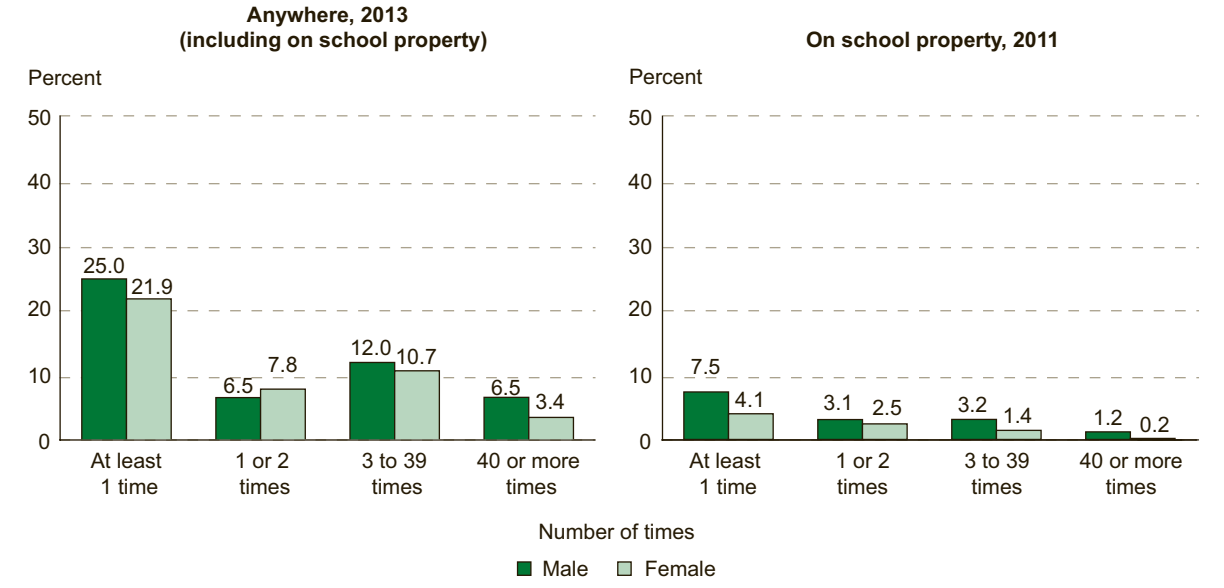
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Tables 16.1, 16.2, and 16.3, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and sex: Selected years, 1993 through 2013



NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana. In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 16.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by location, number of times, and sex: 2011 and 2013



NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana. In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 and 2013.

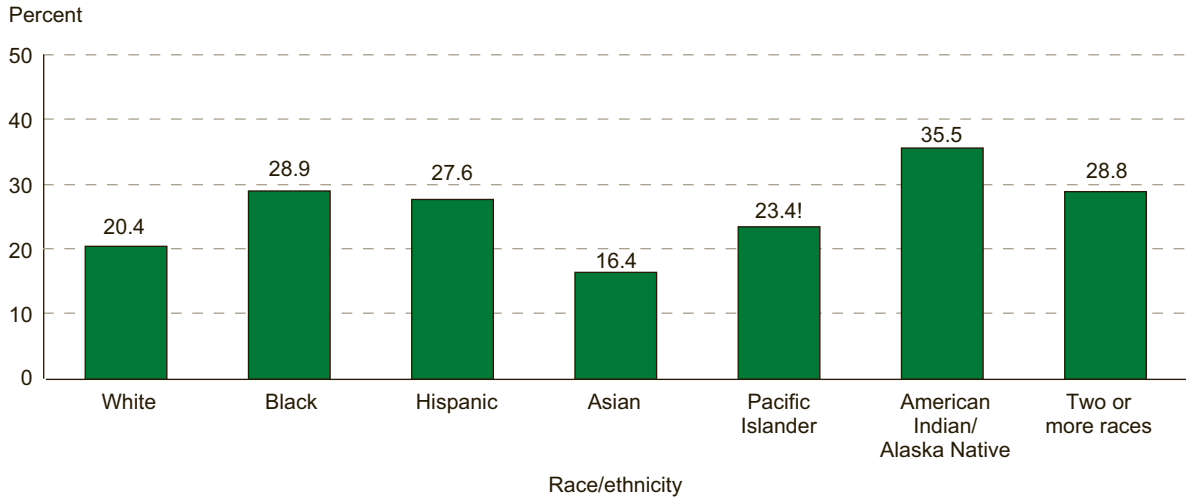
Prior to 2013, data were also collected on students' marijuana use on school property during the previous 30 days. Some 6 percent of students reported using marijuana at least one time on school property in 2011; this was not measurably different from the percentage reported in 1993 but was higher than the percentage reported in 2009 (5 percent; figure 16.1 and table 16.1). In 2011, about 3 percent of students reported using marijuana on school property 1 or 2 times in the previous 30 days, about 2 percent reported using marijuana 3 to 39 times during the previous 30 days, and 1 percent reported using marijuana 40 or more times during the previous 30 days (table 16.2).

In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana on school property at least one time in the previous 30 days (figure 16.1 and table 16.1). For example, 8 percent of male students reported using marijuana on school property in 2011, compared with 4 percent of female students.

In 2011, a higher percentage of American Indian/Alaska Native students (21 percent) than of students from most other racial/ethnic groups reported using marijuana on school property at least one time in the previous 30 days. Additionally, a higher percentage of Hispanic students (8 percent) than of White or Asian students (5 and 4 percent, respectively) reported using marijuana on school property, and a higher percentage of Black students (7 percent) than of White students reported doing so. There were no measurable differences by grade level in the percentages of students reporting marijuana use on school property in 2011.

In 2011, state-level data for students who reported using marijuana on school property at least one time in the previous 30 days were available for 36 states and the District of Columbia (table 16.3). Among these states, the percentages of students who reported using marijuana on school property ranged from 2 percent in Oklahoma to 10 percent in New Mexico.

Figure 16.3. Percentage of students in grades 9–12 who reported using marijuana anywhere at least one time during the previous 30 days, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana. "Anywhere" includes on school property.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

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Fear and Avoidance

Indicator 17

Students' Perceptions of Personal Safety at School and Away From School

The percentage of students who reported being afraid of attack or harm at school decreased from 12 percent in 1995 to 3 percent in 2013, and the percentage of students who reported being afraid of attack or harm away from school decreased from 6 percent in 1999 to 3 percent in 2013.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[54] they had been afraid of attack or harm "at school or on the way to and from school" as well as "away from school."[55] In 2013, about 3 percent of students ages 12–18 reported that they were afraid of attack or harm at school or on the way to and from school during the school year (figure 17.1 and table 17.1). Similarly, 3 percent of students ages 12–18 reported that they were afraid of attack or harm away from school during the school year.

Between 1995 and 2013, the percentages of students who reported being afraid of attack or harm at school decreased overall (from 12 to 3 percent), as well as among male students (from 11 to 3 percent) and female students (from 13 to 4 percent; figure 17.1). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 1995 and 2013 for White students (from 8 to 3 percent), Black students (from 20 to 5 percent), and Hispanic students (from 21 to 5 percent). A declining trend was also observed for away from school: between 1999 (the first year of data collection for this item) and 2013, the percentage of students who reported being afraid of attack or harm decreased from 6 to 3 percent overall, from 4 to 2 percent for male students, and from 7 to 3 percent for female students. The percentages of White students (from 4 to 2 percent), Black students (from 9 to 4 percent), and Hispanic students (from 9 to 4 percent) who reported being afraid of attack or harm away from school also decreased during this period. Between the two most recent survey years, 2011 and 2013, no measurable differences were found in the overall percentages of students who reported being afraid of attack or harm, either at school or away from school.

In 2013, higher percentages of Black and Hispanic students (5 percent each) than of White students (3 percent) reported being afraid of attack or harm at school (table 17.1). Similarly, higher percentages of Black and Hispanic students (4 percent each) than of White students (2 percent) reported being afraid of attack or harm away from school.

Higher percentages of 6th-graders (5 percent) and 7th- and 10th-graders (4 percent each) reported being afraid of attack or harm at school than did 12th-graders (2 percent) in 2013. Likewise, higher percentages of 6th-, 9th-, and 10th-graders (3 to 4 percent each) reported being afraid of attack or harm away from school than did 12th-graders (1 percent).

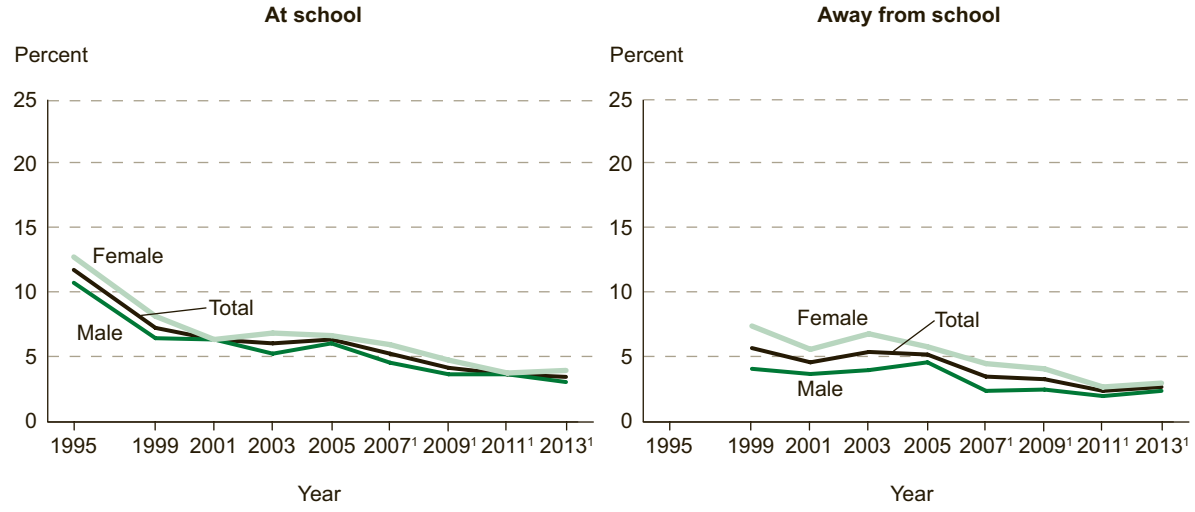
In 2013, higher percentages of students in urban areas than of students in suburban areas reported being afraid of attack or harm both at school and away from school (figure 17.2). Specifically, 4 percent of students in urban areas reported being afraid of attack or harm at school, compared with 3 percent of students in suburban areas. Similarly, 4 percent of students in urban areas reported being afraid of attack or harm away from school, higher than the 2 percent of students in suburban areas. In addition, a higher percentage of students in urban areas than of students in rural areas reported being afraid of attack or harm away from school (4 vs. 2 percent). There were no measurable differences between the percentages of public school and private school students who reported being afraid of attack or harm at school or away from school in 2013.

[54] Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."

[55] "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

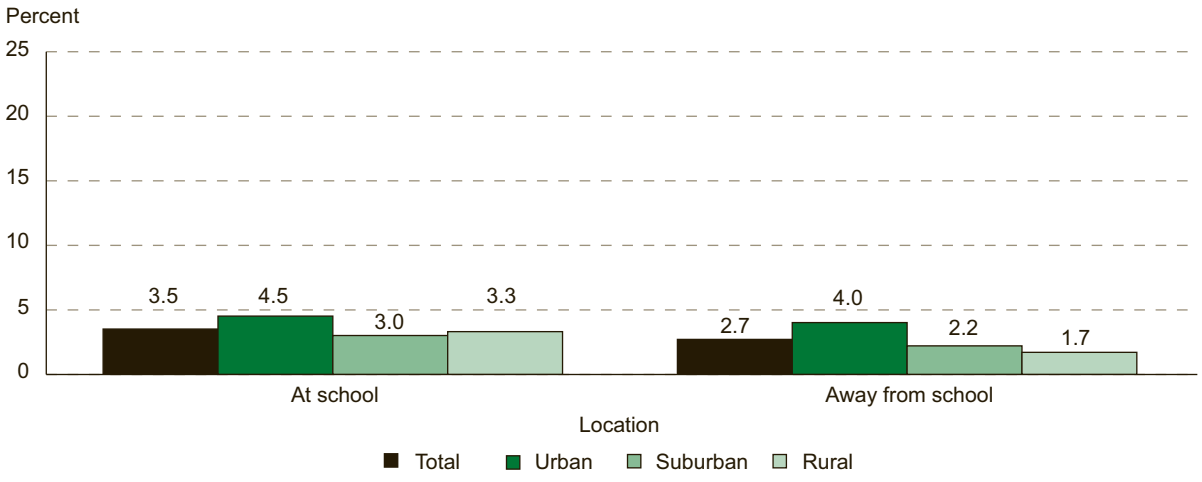
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Table 17.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Selected years, 1995 through 2013



[1] Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Data on fear of attack or harm away from school were not collected in 1995. For more information, please see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2013.

Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity: 2013



NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Indicator 18

Students' Reports of Avoiding School Activities or Classes or Specific Places in School

In 2013, about 5 percent of students ages 12–18 reported that they avoided school activities or classes or one or more places in school because they thought someone might attack or harm them.

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes[56] or one or more places in school[57] because they were fearful that someone might attack or harm them.[58] In 2013, about 5 percent of students reported that they avoided at least one school activity or class or one or more places in school during the previous school year because they feared being attacked or harmed. Specifically, 2 percent of students reported avoiding at least one school activity or class, and about 4 percent reported avoiding one or more places in school (figure 18.1 and table 18.1).

There was no overall pattern of increase or decrease between 1999 and 2013 in the percentage of students who reported that they avoided at least one school activity or class or one or more places in school because of fear of attack or harm. The percentage in 2013 (5 percent) was lower than the percentage in 1999 (7 percent) but not measurably different from the percentage in 2011.

In 2013, about 1 percent each of students reported that they avoided any activities, avoided any classes, and stayed home from school. With respect to avoiding specific places in school, 2 percent of students reported that they avoided the hallways or stairs in school, and 1 percent each reported that they avoided parts of the school cafeteria, any school restrooms, the entrance to the school, and other places inside the school building.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by some student and school characteristics in 2013 (figure 18.2). A higher percentage of Hispanic students (5 percent) than of White students (3 percent) reported avoiding one or more places in school. By grade, higher percentages of 7th-graders and 9th-graders (5 percent each) than of 8th-graders (3 percent), 11th-graders (3 percent), or 12th-graders (2 percent) reported avoiding one or more places in school. Also, a higher percentage of public school students (4 percent) than of private school students (1 percent) reported avoiding one or more places in school.

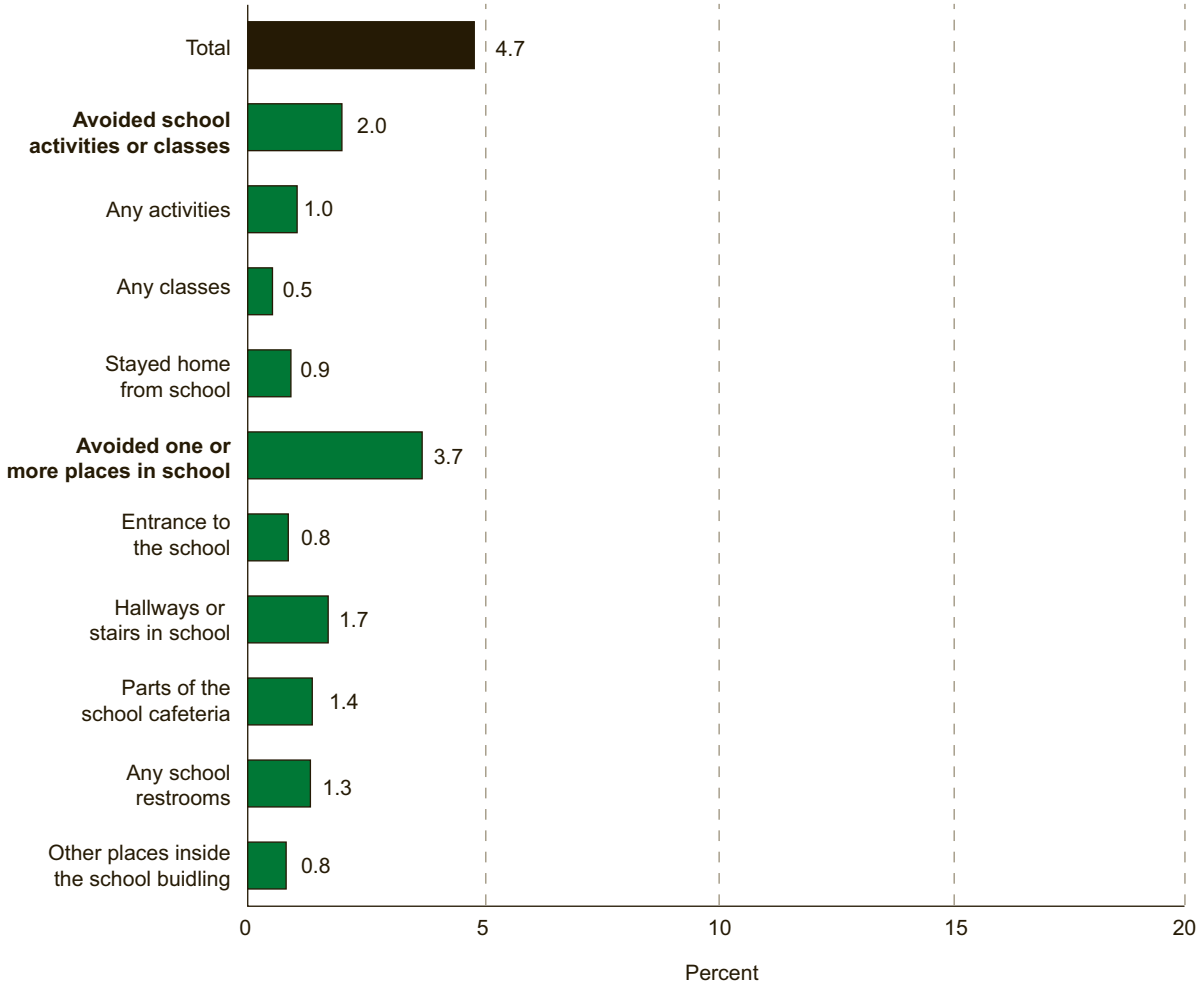
[56] "Avoided school activities or classes" includes student reports of three activities: avoiding any (extracurricular) activities, avoiding any classes, or staying home from school. Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities." Caution should be used when comparing changes in this item over time.

[57] "Avoiding one or more places in school" includes student reports of five activities: avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

[58] For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." See appendix A for more information.

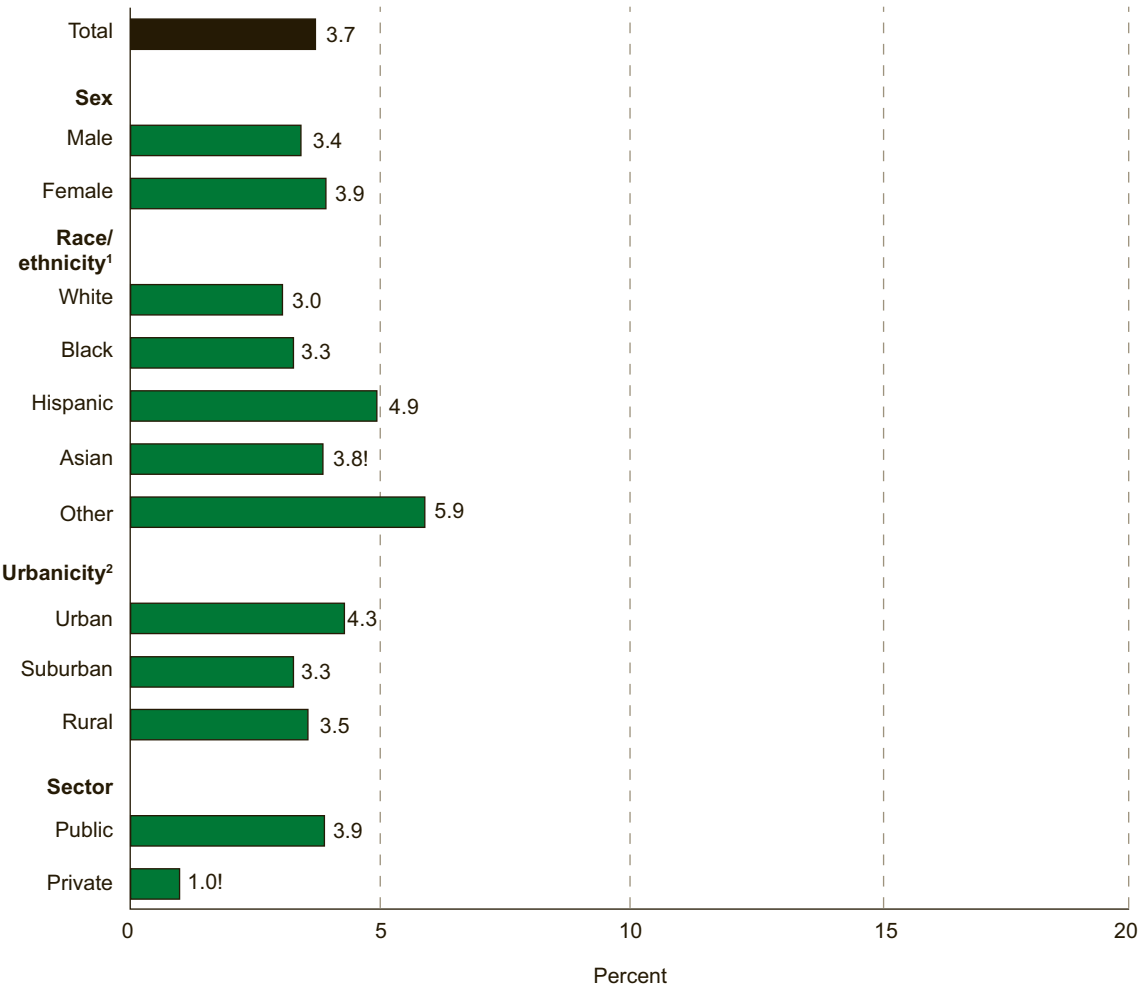
This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Table 18.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2013



NOTE: "Avoided school activities" includes avoiding any (extracurricular) activities, skipping class, or staying home from school. "Avoided one or more places in school" includes avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Students were asked whether they avoided places, activities, or classes because they thought that someone might attack or harm them. Detail may not sum to totals because of rounding and because students reporting more than one type of avoidance were counted only once in the totals.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Figure 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by selected student and school characteristics: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013.

Discipline, Safety, and Security Measures

Indicator 19

Serious Disciplinary Actions Taken by Public Schools

During the 2011–12 school year, 3.4 million public school students in the United States received in-school suspensions and 3.2 million received out-of-school suspensions. The percentage of Black students receiving out-of-school suspensions (15 percent) was higher than the percentages for students of any other racial/ethnic group.

This indicator uses two different universe data collections to provide information on discipline in public schools. First, data from the Civil Rights Data Collection (CRDC) are used to discuss the number and percentage of students receiving various disciplinary actions (e.g., suspensions, expulsions, school-related arrests). The indicator then uses state data from the ED*Facts* data collection to discuss the number and rate of discipline incidents related to alcohol, drugs, violence, or weapons possession that resulted in a student being removed from the education setting for at least an entire school day. Readers should take note of the differing data sources and terminology.

The CRDC provides data on the number of students who were disciplined during the 2011–12 school year by the type of action taken: suspensions (both in-school and out-of-school), expulsions, referrals to law enforcement,[59] school-related arrests,[60] and corporal punishments.[61] During the 2011–12 school year, 3.4 million students in the United States received in-school suspensions and 3.2 million received out-of-school suspensions (table 19.1). The number of students who were suspended can also be expressed as a percentage of students enrolled.[62] Seven percent of students received an in-school suspension and 6 percent received an out-of-school suspension in 2011–12 (table 19.2). Less than 1 percent of students received each of the following disciplinary actions: referral to law enforcement, corporal punishment, expulsion, and school-related arrest.

The CRDC also provides information on characteristics of students receiving disciplinary actions, including students' sex and race/ethnicity.[63] There were differences by both sex and race/ethnicity in the percentage of students who received out-of-school suspensions in 2011–12. The percentage of Black students receiving out-of-school suspensions (15 percent) was higher than the percentages for students of all other racial/ethnic groups (figure 19.1). In contrast, a lower percentage of Asian students (1 percent) received out-of-school suspensions than students from any other racial/ethnic group.

A higher percentage of male students (9 percent) than female students (4 percent) received an out-of-school suspension in 2011–12. This pattern of higher percentages of male than female students being suspended held across all racial/ethnic groups. In addition, differences by race/ethnicity for male and female students were similar to the overall differences by race/ethnicity. Among males, the percentage of Black students who received an out-of-school suspension (20 percent) was almost twice the percentage of American Indian/Alaska Native students (10 percent), and more than twice the percentages of students of Two or more races (9 percent), Hispanic students (8 percent), White students (6 percent), Pacific Islander students (5 percent), and Asian students (2 percent). Similarly, the percentage of Black female students who received an out-of-school suspension (11 percent) was more than twice the

[59] Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.

[60] A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

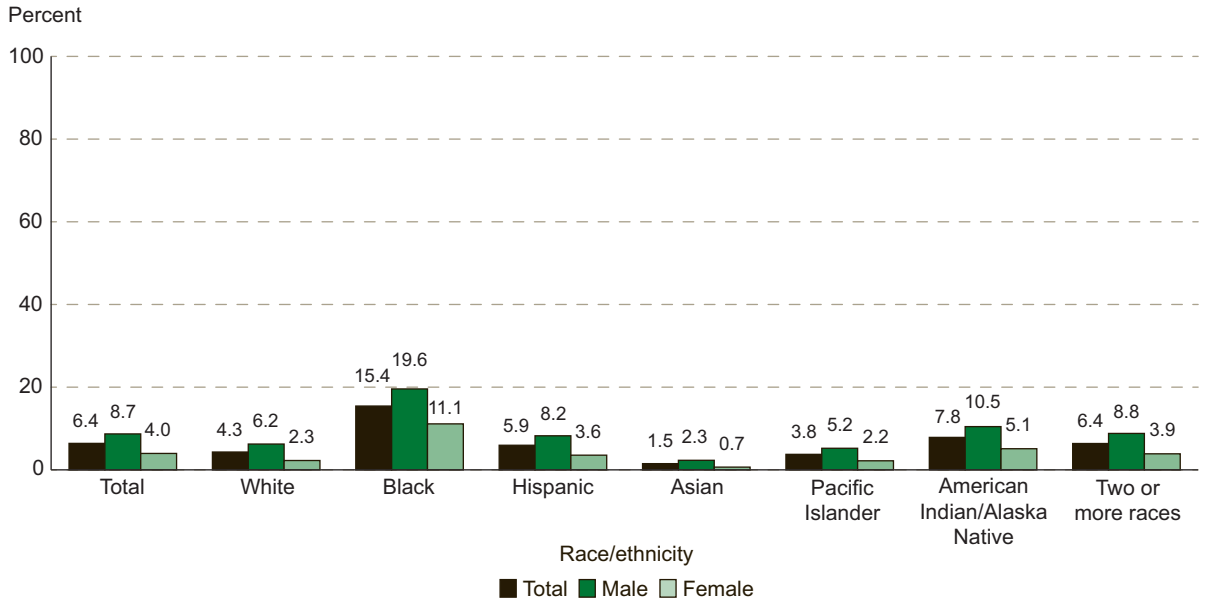
[61] Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.

[62] The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. The CRDC provides a count of students who received disciplinary actions; thus, a student who was suspended multiple times during a school year might be counted only once in the CRDC.

[63] Excludes data for students with disabilities served only under Section 504.

This indicator has been updated to include new data. For more information: Tables 19.1, 19.2, 19.3, and 19.4.

Figure 19.1. Percentage of public school students enrolled who received out-of-school suspensions, by race/ethnicity and sex: 2011–12



NOTE: Excludes data for students with disabilities served only under Section 504. The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection (CRDC), "2011–12 Discipline Estimations by State" and "2011–12 Estimations for Enrollment."

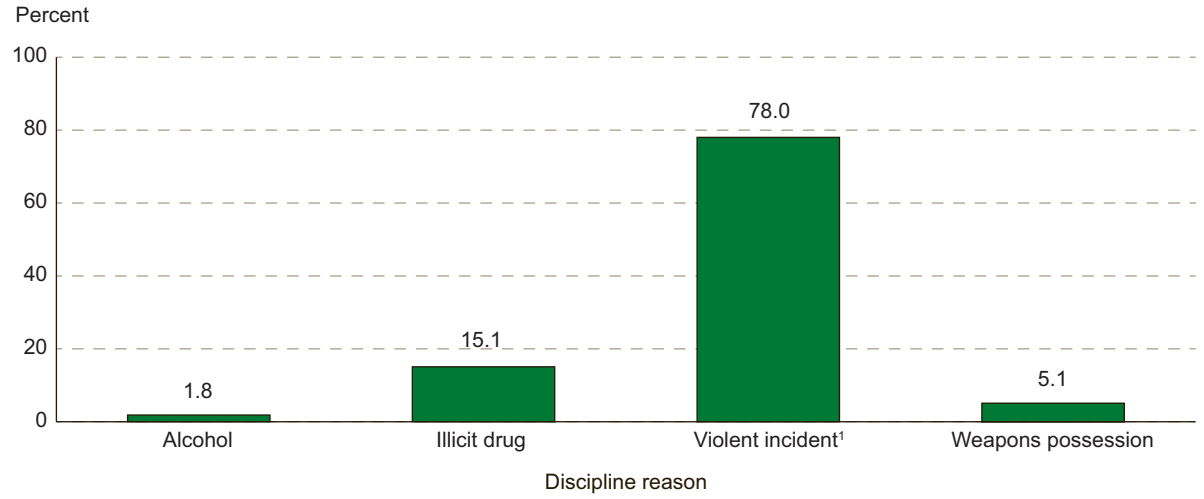
percentages of female students of any other race/ethnicity. The pattern of greater percentages of Black males and females receiving disciplinary actions than males and females of any other race/ethnicity was also evident for student expulsions.

The CRDC allows for state-level comparisons of the percentage of students who received various disciplinary actions. In the majority of states, between 3 and 10 percent of students received an out-of-school suspension during the 2011–12 school year (table 19.3). In Hawaii, North Dakota, and Utah, the percentage of students receiving an out-of-school suspension was less than 3 percent. More than 10 percent of students received an out-of-school suspension in the District of Columbia, Florida, South Carolina, Mississippi, and Delaware.

As part of the ED*Facts* data collection, state education agencies (SEAs) report the number of discipline incidents resulting in the removal of a student for at least an entire school day for specific reasons: possession or use of alcohol on school grounds, possession or use of tobacco or illicit drugs on school grounds, a violent incident with or without physical injury, and weapons possession. Unlike the CRDC, where the reasons for disciplinary actions are not available, the ED*Facts* data can be used to examine the magnitude of the specific types of discipline incidents listed above.[64] SEAs compile these data based on incidents that were reported by their schools and school districts.[65] SEAs are not required to report discipline incidents that are not a result of alcohol, drugs, violence, or weapons possession.

[64] ED*Facts* data represent a count of specific discipline incidents, while the CRDC provides a count of students who received disciplinary actions. Thus, a student who was suspended multiple times during a school year might be counted once in the CRDC, but multiple times in ED*Facts* provided each incident met the inclusion criteria.
[65] ED*Facts* is compiled by state education agencies, while the CRDC is generally filled out by district- or school-level staff.

Figure 19.2. Percentage distribution of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day, by discipline reason: 2013–14



[1] Includes violent incidents with and without physical injury.
NOTE: Data on discipline incidents are only available for incidents that fall within the categories shown in the figure. Additional data on other discipline incidents that resulted in removal of a student from a regular education program for at least an entire school day are not available. Includes 49 states and the District of Columbia. Data for Vermont were unavailable for 2013–14.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted October 14, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source).

During the 2013–14 school year, there were 1.3 million reported discipline incidents in the United States for reasons related to alcohol, drugs, violence, or weapons possession (table 19.4).[66] About 78 percent of these discipline incidents were violent incidents with or without physical injury (figure 19.2). Fifteen percent of these discipline incidents were illicit drug related, 5 percent were weapons possessions, and 2 percent were alcohol related.

The number of discipline incidents can also be expressed as a ratio of discipline incidents per 100,000 students. During the 2013–14 school year, there were 2,615 reported discipline incidents related to alcohol, drugs, violence, or weapons possession per 100,000 students in the United States.

The total number of discipline incidents for reasons related to alcohol, drugs, violence, and weapons possession varies widely across states, due in large part to states' differing populations. Therefore, the ratio of such discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across states. The majority of states had ratios between 500 and 5,000 alcohol-, drug-, violence-, or weapons possession-related discipline incidents per 100,000 students during the 2013–14 school year. Three states had ratios per 100,000 students that were below 500: Texas, Idaho, and Delaware. Rhode Island, the District of Columbia, Colorado, Louisiana, Kentucky, and Alabama had ratios per 100,000 students that were above 5,000.

[66] United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for 2013–14.

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Indicator 20

Safety and Security Measures Taken by Public Schools

In the 2013–14 school year, about 88 percent of public schools reported they had a written plan for procedures to be performed in the event of a shooting, and 70 percent of these schools had drilled students on the use of the plan.

Schools use a variety of practices and procedures to promote the safety of students, faculty, and staff. Certain practices, such as locking or monitoring doors and gates, are intended to limit or control access to school campuses, while others, such as the use of metal detectors and security cameras, are intended to monitor or restrict students' and visitors' behavior on campus. In the 2013–14 school year, principals of public schools were asked about their schools' use of safety and security measures and procedures in the Fast Response Survey System (FRSS) survey of school safety and discipline. Another measure of safety and security, collected in the FRSS survey of school safety and discipline, is the presence of security staff in public schools during the school year. Principals were also asked to report whether their school had a written plan for procedures to be performed in selected crises, as well as whether they had drilled students during the current school year on the use of a plan. In prior years, data on safety and security measures and procedures, presence of security staff at school, and written and drilled plans for selected crises were collected from the School Survey on Crime and Safety (SSOCS).

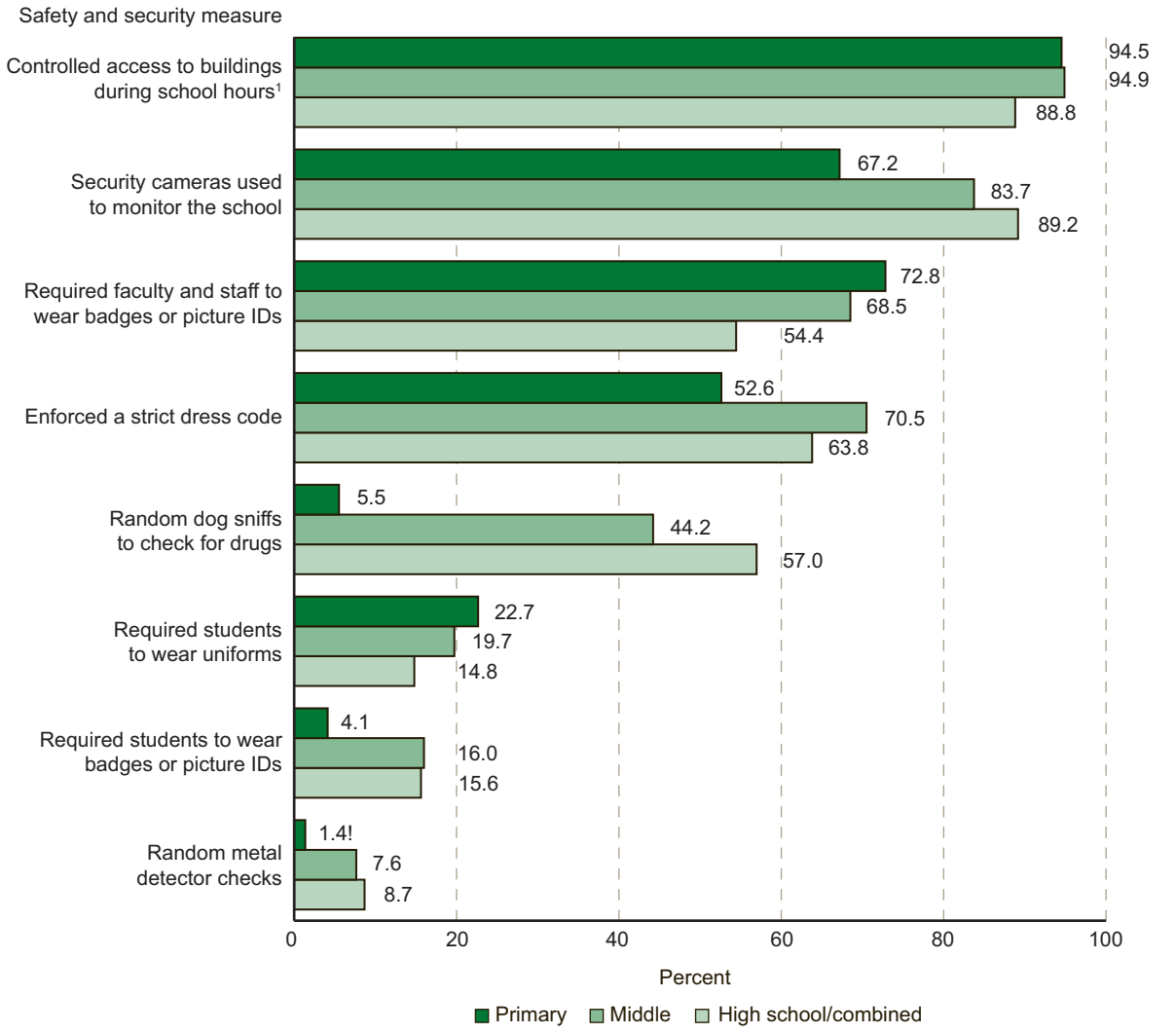
In the 2013–14 school year, 93 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 20.1). Other safety and security measures reported by public schools included the use of security cameras to monitor the school (75 percent), a requirement that faculty and staff wear badges or picture IDs (68 percent), and the enforcement of a strict dress code (58 percent). In addition, 24 percent of public schools reported the use of random dog sniffs to check for drugs, 20 percent required that students wear uniforms, 9 percent required students to wear badges or picture IDs, and 4 percent used random metal detector checks.

Use of various safety and security procedures differed by school level during the 2013–14 school year (figure 20.1 and table 20.2). For example, higher percentages of public primary schools and public middle schools than of public high schools and combined elementary/secondary schools (referred to as high/combined schools) controlled access to school buildings and required faculty and staff to wear badges or picture IDs. Additionally, a higher percentage of primary schools required students to wear uniforms (23 percent) than high/combined schools (15 percent). Conversely, higher percentages of high/combined schools and middle schools than of primary schools reported the enforcement of a strict dress code; a requirement that students wear badges or picture IDs; and the use of random metal detector checks. A higher percentage of high/combined schools reported the use of security cameras to monitor the school (89 percent) than middle schools (84 percent), and both of these percentages were higher than the percentage of primary schools (67 percent) that reported the use of security cameras. The same pattern was evident for the use of random dog sniffs.

Indicator 20 continued on page 104.

This indicator has been updated to include 2013–14 data. For more information: Tables 20.1, 20.2, 20.3, and 20.4, Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320), and Gray and Lewis (2015), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015051).

Figure 20.1. Percentage of public schools that used selected safety and security measures, by school level: School year 2013–14



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] For example, locked or monitored doors.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

In 2013–14, use of various safety and security procedures also differed by school size. A higher percentage of public schools with 1,000 or more students enrolled than those with fewer students enrolled reported the use of security cameras, a requirement that students wear badges or picture IDs, use of random dog sniffs, and use of random metal detector checks (table 20.2). A lower percentage of schools with less than 300 students enrolled reported that they required faculty and staff to wear badges or picture IDs (46 percent) than schools with greater numbers of students enrolled.

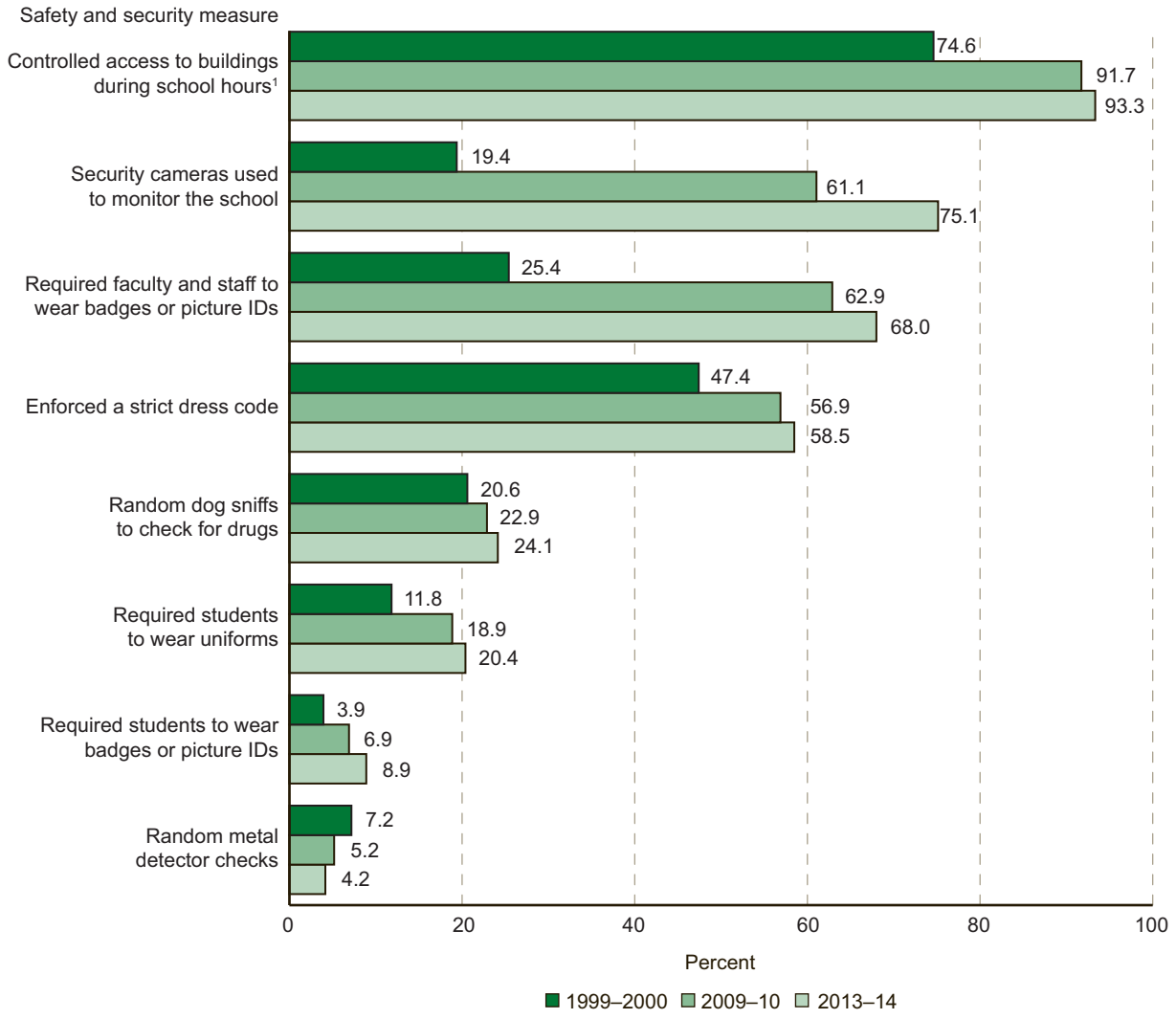
A higher percentage of public schools located in cities than those in suburban areas, towns, and rural areas reported that they enforced a strict dress code, required students to wear uniforms, and used random metal detector checks in 2013–14 (table 20.2). A higher percentage of schools in suburban areas required faculty or staff to wear badges or picture IDs (79 percent) than those in towns (67 percent), cities (67 percent), and rural areas (60 percent). Random dog sniffs were reported by a higher percentage of public schools in rural areas (35 percent) and towns (32 percent) than suburban areas (19 percent) and cities (11 percent).

Many safety and security measures tended to be more prevalent in schools where 76 percent or more of students were eligible for free or reduced-price lunch (table 20.2). A higher percentage of these schools reported they enforced a strict dress code, required school uniforms, and required students to wear badges or picture IDs than schools with lower percentages of students eligible for free or reduced-price lunch. Conversely, a lower percentage of schools where 76 percent or more of students were eligible for free or reduced-price lunch reported the use of random dog sniffs (14 percent) than schools where lower percentages of students were eligible for free or reduced-price lunch. A higher percentage of schools where 25 percent or less of students were eligible for free or reduced-price lunch reported requiring faculty and staff to wear badges or picture IDs (82 percent) than schools where higher percentages of students were eligible for free or reduced-price lunch.

The percentages of public schools reporting the use of various safety and security measures in 2013–14 tended to be higher than in prior years (figure 20.2 and table 20.1). For example, the percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 75 percent in 2013–14. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 93 percent during this time. From 1999–2000 to 2013–14, the following safety and security measures also increased: requiring faculty and staff to wear badges or picture IDs, enforcing a strict dress code, use of random dog sniffs, requiring school uniforms, and requiring students to wear badges or picture IDs. Conversely, the percentage of schools that reported using random metal detector checks decreased from 7 percent in 1999–2000 to 4 percent in 2013–14.

Indicator 20 continued on page 106.

Figure 20.2. Percentage of public schools that used selected safety and security measures, by year: School years 1999–2000, 2009–10, and 2013–14



[1] For example, locked or monitored doors.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2009–10 School Survey on Crime and Safety (SSOCS), 2000 and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

In the 2013–14 school year, 43 percent of public schools reported the presence of one or more security guards, security personnel, School Resource Officers, or sworn law enforcement officers at their school at least once a week during the school year (table 20.3).[67] The percentage of public schools reporting the presence of security staff did not differ measurably between 2013–14 and prior years in which data on this item were collected. However, the percentage of public schools reporting the presence of full-time security staff was lower in 2013–14 (24 percent) than in prior years, while the percentage of public schools reporting part-time-only security staff in 2013–14 (19 percent) was higher than it was in prior years.

About 29 percent of public primary schools reported the presence of one or more security staff at their school at least once a week in 2013–14. The percentage of primary schools reporting security staff was lower than the percentages of middle schools and high/combined schools reporting the presence of security staff (63 and 64 percent, respectively).

Differences in the presence of security staff were also found by other school characteristics. Public schools with greater numbers of students were more likely to report the presence of security staff. For example, 22 percent of schools with less than 300 students enrolled reported the presence of security staff at least once a week, compared with 87 percent of schools with 1,000 or more students enrolled. The percentage of public schools in rural areas that reported the presence of one or more security staff at least once a week during the 2013–14 school year (36 percent) was lower than the percentages of schools in cities (45 percent), suburban areas (48 percent), and towns (48 percent).

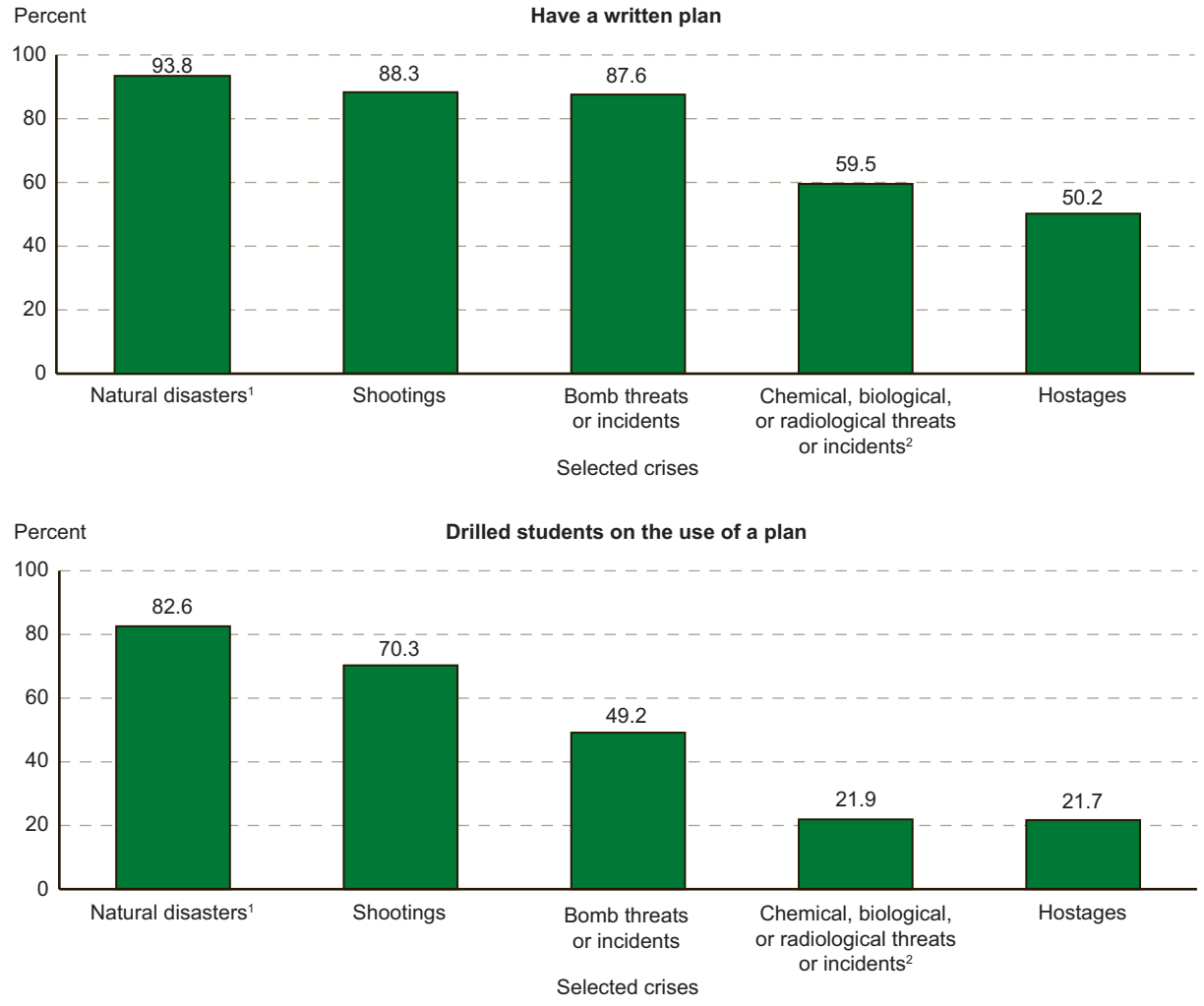
Another aspect of school safety and security is ensuring plans are in place to be enacted in the event of a crisis situation. In 2013–14, about 94 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster (figure 20.3 and table 20.4).[68] Eighty-three percent of these schools reported that they had drilled students on the use of the plan. About 88 percent of public schools reported they had a plan for procedures to be performed in the event of a shooting, and 70 percent of these schools had drilled students on the use of the plan. Public schools also reported having plans in place for bomb threats or incidents (88 percent); chemical, biological, or radiological threats or incidents[69] (60 percent); and hostages (50 percent).

[67] Security guards or security personnel do not include law enforcement. School Resource Officers include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. Sworn law enforcement includes sworn law enforcement officers who are not School Resource Officers.

[68] For example, earthquakes or tornadoes.

[69] For example, release of mustard gas, anthrax, smallpox, or radioactive materials.

Figure 20.3. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan: School year 2013–14



[1] For example, earthquakes or tornadoes.
[2] For example, release of mustard gas, anthrax, smallpox, or radioactive materials.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

Indicator 21

Students' Reports of Safety and Security Measures Observed at School

In 2013, about 77 percent of students ages 12–18 reported observing one or more security cameras to monitor the school during the day at their schools, and 76 percent of students reported observing locked entrance or exit doors during the day.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain security measures.[70] Security measures include metal detectors, locker checks, security cameras, security guards or assigned police officers, adults supervising hallways, badges or picture identification for students, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2013, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools (figure 21.1 and table 21.1).

In 2013, most students ages 12–18 reported that their schools had a written code of student conduct and a requirement that visitors sign in (96 percent each). Approximately 90 percent of students reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway, 77 percent reported the use of one or more security cameras at their schools, and 76 percent reported locked entrance or exit doors during the day. About 70 percent of students reported the presence of security guards and/or assigned police officers, 52 percent reported locker checks, and 26 percent reported that students were required to wear badges or picture identification at their schools. Eleven percent of students reported the use of metal detectors at their schools, representing the least observed of the selected safety and security measures.

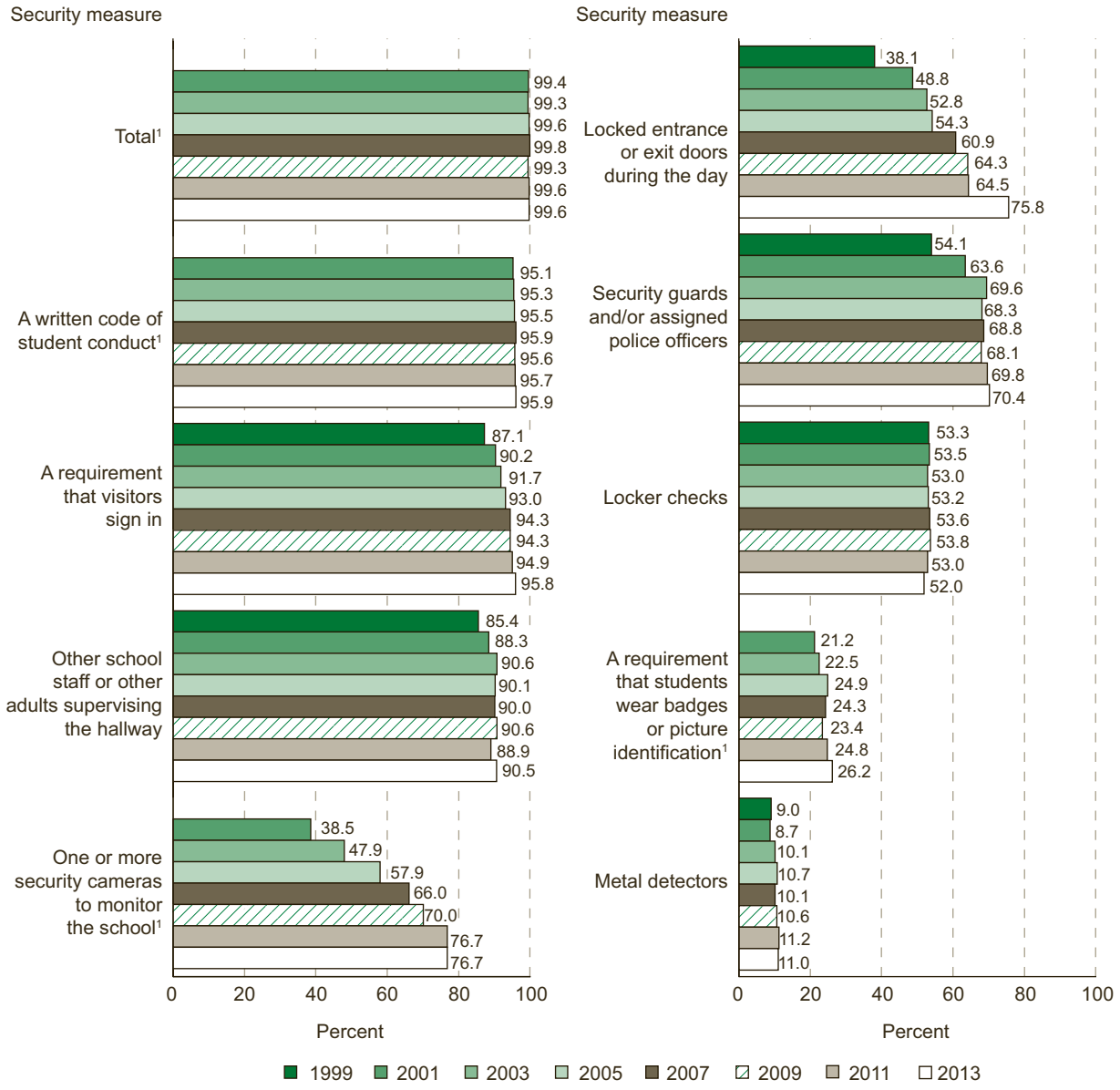
The percentage of students who reported locked entrance or exit doors during the day increased between the two most recent survey years, as well as over the past 14 years. Specifically, 76 percent of students reported observing locked entrance or exit doors during the day in 2013, representing an increase from 65 percent in 2011, as well as an overall increase from 38 percent in 1999. The percentage of students who reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway also was higher in 2013 (90 percent) than in 2011 (89 percent) and in 1999 (85 percent).

The percentage of students who reported the presence of metal detectors at school increased from 1999 to 2013 (from 9 to 11 percent), as did the percentage of students who reported the presence of security guards and/or assigned police officers (from 54 to 70 percent) and the percentage of students who reported a requirement that visitors sign in (from 87 to 96 percent). Beginning in 2001, students were asked whether they observed the use of security cameras at school and whether they were required to wear badges or picture identification. From 2001 to 2013, the percentage of students who reported the use of one or more security cameras at school increased from 39 to 77 percent, and the percentage of students who reported that they were required to wear badges or picture identification increased from 21 to 26 percent. No measurable differences were found between the two most recent survey years (2011 and 2013) in the percentages of students reporting these safety and security measures.

[70] Readers should note that this indicator relies on student reports of security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See Indicator 20 for a summary of the use of various security measures as reported by schools.

This indicator repeats information from the *Indicators of School Crime and Safety: 2014* report. For more information: Table 21.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

Figure 21.1. Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2013



[1] Data for 1999 are not available.
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2013.

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Postsecondary Campus Safety and Security

Indicator 22

Criminal Incidents at Postsecondary Institutions

In 2013, about 27,600 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing an 8 percent decrease from 2012 (29,800 incidents). The number of on-campus crimes reported per 10,000 full-time-equivalent students also decreased, from 19.8 in 2012 to 18.4 in 2013.

Since 1990, postsecondary institutions participating in Title IV federal student financial aid programs have been required to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act,* known as the *Clery Act*. The *Clery Act* requires institutions to give timely warnings about crimes to students and staff; to publicly report campus crime and safety policies; and to collect, report, and disseminate campus crime data. Since 1999, data on campus safety and security have been reported by institutions through the Campus Safety and Security Survey. These reports include on-campus criminal offenses and arrests involving students, faculty, staff, and the general public. Reports on referrals for disciplinary action primarily deal with persons associated formally with the institution (i.e., students, faculty, and other staff).

In 2013, there were 27,600 criminal incidents against persons and property on campus at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing an 8 percent decrease from 2012 (29,800 incidents; table 22.1). The number of on-campus crimes per 10,000 full-time-equivalent (FTE) students[71] also decreased, from 19.8 in 2012 to 18.4 in 2013 (table 22.2).

Among the various types of on-campus crimes reported in 2013, there were 15,500 burglaries,[72] constituting 56 percent of all criminal incidents (table 22.1). Other commonly reported crimes included forcible sex offenses (5,000 incidents, or 18 percent of crimes) and motor vehicle theft (3,000 incidents, or 11 percent of crimes). In addition, 2,100 aggravated assaults and 1,300 robberies[73] were reported. These estimates translate to 10.3 burglaries, 3.3 forcible sex offenses, 2.0 motor vehicle thefts, 1.4 aggravated assaults, and 0.9 robberies per 10,000 FTE students (table 22.2).

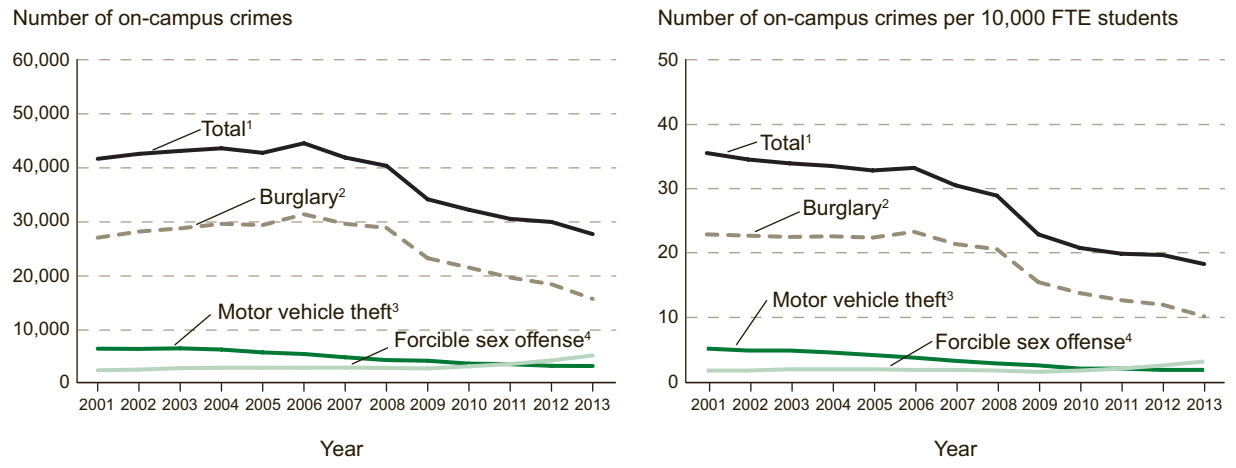
Looking at on-campus crime patterns over a longer period, the overall number of crimes reported between 2001 and 2013 decreased by 34 percent (figure 22.1 and table 22.1). Although the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), it decreased by 38 percent between 2006 and 2013 (from 44,500 to 27,600). The number of on-campus crimes reported in 2013 was lower than in 2001 for every category except forcible sex offenses and murder. The number of reported forcible sex crimes on campus increased from 2,200 in 2001 to 5,000 in 2013 (a 126 percent increase). More recently, the number of reported forcible sex crimes increased by almost a quarter between 2012 and 2013, from 4,000 to 5,000. Twenty-three murders were reported on college campuses in 2013, which was higher than the numbers reported in 2012 (12) or in 2001 (17).

Increases in FTE college enrollment between 2001 and 2013 as well as changes in the number of crimes affected the number of on-campus crimes per 10,000 FTE students (see *Digest of Education Statistics 2014* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 18.4 in 2013 (figure 22.1 and table 22.2). Between 2001 and 2006, both enrollment and the number of on-campus crimes increased. However, because enrollment increased by a larger percentage than the number of crimes, the number of on-campus crimes per 10,000 students was actually lower in 2006 (33.3) than in 2001 (35.6). Between 2006 and 2013, the number of reported on-campus crimes decreased, enrollment increased, and the number of on-campus crimes per 10,000 students decreased from 33.3 to 18.4. The rates per 10,000 students for all types of reported on-campus crimes, other than forcible sex offenses and murder, were lower in 2013 than in 2001. In the case of forcible sex offenses, the rate increased from 1.9 per 10,000 students in 2001 to 3.3 in 2013. The rate per 10,000 students for murder was the same in 2013 and in 2001 (0.015).

[71] The base of 10,000 FTE students includes students who are enrolled exclusively in distance learning courses and who may not be physically present on campus.
[72] Unlawful entry of a structure to commit a felony or theft.
[73] Taking or attempting to take anything of value using actual or threatened force or violence.

This indicator has been updated to include 2013 data. For more information: *Digest of Education Statistics 2014*, tables 22.1 and 22.2, and http://ope.ed.gov/security/.

Figure 22.1. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2013

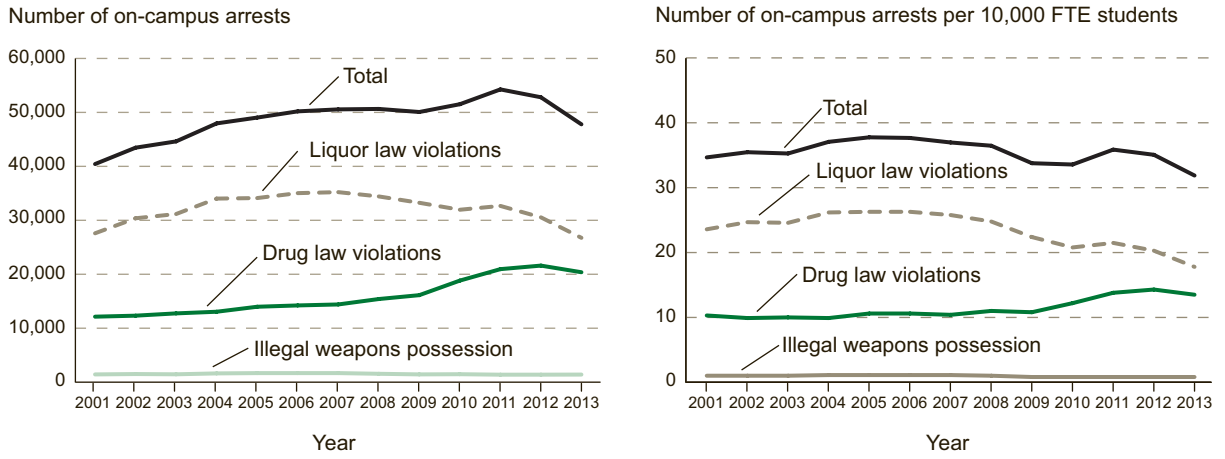


[1] Includes other reported crimes not separately shown.
[2] Unlawful entry of a structure to commit a felony or theft.
[3] Theft or attempted theft of a motor vehicle.
[4] Any sexual act directed against another person forcibly and/or against that person's will.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Crimes include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2013; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2014, Fall Enrollment component.

In 2013, the number of crimes committed on college campuses differed by type of institution, though to some extent this reflects the enrollment size of the types and the presence of student residence halls. Crimes involving students on campus after normal class hours, such as those occurring in residence halls, are included in campus crime reports, while crimes involving students off campus are not. In 2013, more on-campus crimes overall were reported at institutions with residence halls than at institutions without residence halls (24.2 vs. 6.2 per 10,000 students; table 22.2). Rates for most types of crime were also higher for institutions with residence halls. For example, more burglaries were reported at institutions with residence halls than at institutions without residence halls (13.9 vs. 2.9 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (4.6 vs. 0.5 per 10,000 students).

Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the numbers of on-campus crimes at all types of institutions between 2006 and 2013. At public 4-year institutions, the number of on-campus crimes decreased from a high of 20,600 in 2006 to 13,200 in 2013, and the number of on-campus crimes per 10,000 students decreased from 35.5 to 19.6 during this period (tables 22.1 and 22.2). Similarly, at nonprofit 4-year institutions, the number of crimes decreased from 16,900 in 2006 to 10,400 in 2013, and the number of crimes per 10,000 students decreased from 57.7 to 31.3. At public 2-year institutions, the number of crimes decreased from 5,700 to 3,100 between 2006 and 2013, and the number of crimes per 10,000 students decreased from 15.4 to 8.0.

Figure 22.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2013



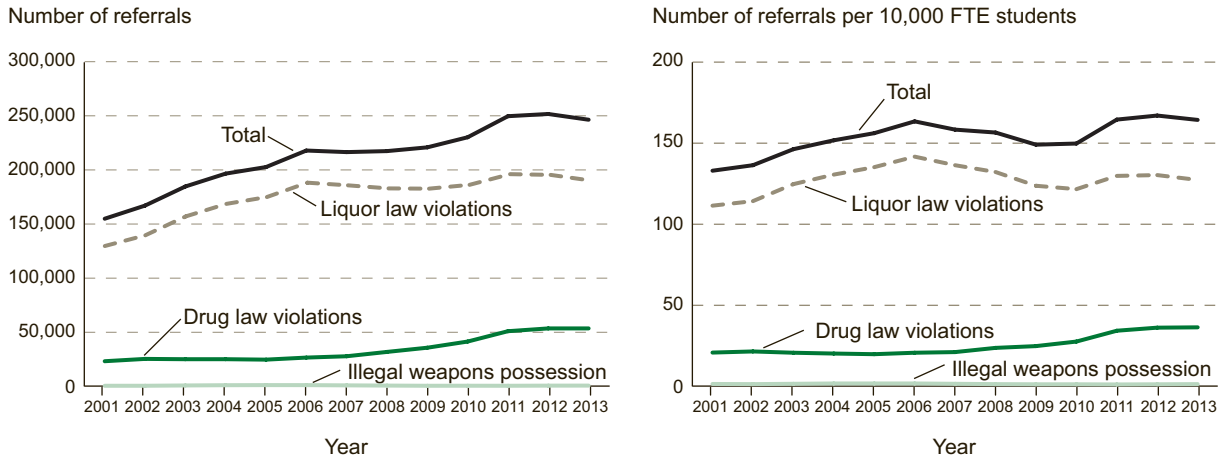
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Arrests include incidents involving students, staff, and on-campus guests. Excludes off-campus arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2013; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2014, Fall Enrollment component.

As part of the *Clery Act*, institutions are required to report the number of arrests made on college campuses for illegal weapons possession and drug and liquor law violations. In contrast to the decreases in reported on-campus crimes, the number of arrests on campuses increased overall between 2001 and 2013. The total number of arrests for illegal weapons possession and drug and liquor law violations increased from 40,300 in 2001 to 54,300 in 2011, then decreased to 47,800 in 2013 (figure 22.2 and table 22.1). While the number of arrests for weapons possession was 3 percent lower in 2013 than in 2001 (1,000 vs. 1,100), arrests for drug law violations increased by 70 percent during this period, from 11,900 in 2001 to 20,100 in 2013. There was also an increase in the number of arrests for liquor law violations between 2001 and 2006 (from 27,400 to 34,900); however, the number decreased between 2006 and 2013, with the 2013 figure (26,600) lower than in any year between 2001 and 2012. Between 2001 and 2013, the number of arrests per 10,000 students for weapons possession decreased from 0.9 to 0.7, while the number of arrests per 10,000 students for drug law violations increased from 10.2 to 13.4 (figure 22.2 and table 22.2). The number of arrests per 10,000 students for liquor law violations increased between 2001 and 2006 (from 23.5 to 26.2), but decreased between 2006 and 2013 (from 26.2 to 17.7).

There were some differences among institution types in the patterns of on-campus arrests made for illegal weapons possession and drug and liquor law violations. At public 4-year institutions, the number of on-campus arrests per 10,000 students was lower in 2013 than in 2001 (57.4 vs. 60.1; table 22.2). At nonprofit 4-year institutions, the number of on-campus arrests per 10,000 students decreased from 24.5 in 2001 to 17.2 in 2013. In contrast, the number of on-campus arrests per 10,000 students at public 2-year institutions was higher in 2013 than in 2001 (8.0 vs. 7.8).

In addition to reporting on-campus arrests, institutions report referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations. Disciplinary action counts only include incidents for which there was a referral for institutional disciplinary action, but no arrest. In 2013, there were 246,400 referrals for disciplinary action for cases involving weapons, drugs, and liquor law violations, with most of the referrals (90 percent) involving violations in residence halls (table 22.1). The largest number of disciplinary referrals (190,900) involved liquor law violations.

Figure 22.3. Number of referrals for disciplinary actions resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2013



NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Referrals include incidents involving students, staff, and on-campus guests. Some data have been revised from previously published figures. Excludes cases in which an individual is both arrested and referred to college officials for disciplinary action for a single offense.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2013; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2014, Fall Enrollment component.

Similar to the number of on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2013 (from 23,900 to 54,100 for a 127 percent increase; figure 22.3 and table 22.1). The number of referrals for liquor law violations also increased from 130,000 in 2001 to 190,900 in 2013 (a 47 percent increase). The number of referrals for illegal weapons possession was lower in 2013 (1,400) than in 2006 (1,900), but it was higher than the number of such referrals in 2001 (1,300). Some of these increases may be associated with there being more students on college campuses. The number of referrals per 10,000 students for illegal weapons possession increased between 2001 and 2006 (from 1.1 to 1.4), but decreased between 2006 and 2013 (from 1.4 to 1.0; figure 22.3 and table 22.2). The number of referrals per 10,000 students for drug law violations was lower in 2006 than in 2001 (20.4 vs. 20.5 referrals); however, it increased between 2006 and 2013 (from 20.4 to 36.1 referrals). While the number of referrals per 10,000 students for liquor law violations increased between 2001 and 2006 (from 111.3 to 141.6), the number in 2013 was lower than in 2006 (127.2 vs. 141.6 referrals).

Both public 4-year and nonprofit 4-year institutions had increases in disciplinary referrals between 2001 and 2013. At public 4-year institutions, the number of referrals for disciplinary action involving illegal weapons possession, drug law violations, and liquor law violations increased from 153.1 per 10,000 students in 2001 to 189.6 in 2013 (table 22.2). At nonprofit 4-year institutions, the number of referrals for these types of incidents rose from 275.5 per 10,000 students to 330.9. In both 2001 and 2013, liquor law violations constituted the majority of these referrals for disciplinary action at public 4-year (82 percent in 2001 and 77 percent in 2013) and nonprofit 4-year (86 percent in 2001 and 79 percent in 2013) institutions.

Indicator 23

Hate Crime Incidents at Postsecondary Institutions

In 2013, out of the 781 total hate crimes reported on college campuses, the most common type of hate crime reported by postsecondary institutions was destruction, damage, and vandalism (364 incidents), followed by intimidation (295 incidents) and simple assault (89 incidents). Race and sexual orientation were the categories of motivating bias most frequently associated with hate crimes.

A 2008 amendment to the *Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act* (see Criminal Incidents at Postsecondary Institutions; *Indicator 22*) requires campuses to report hate crime incidents. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, or disability. Individual institutions are provided guidance on classifying hate crimes in the Handbook for Campus Safety and Security Reporting, but the final classifications are at the discretion of the institution. In addition to reporting data on hate-related incidents for the existing seven types of crimes (criminal homicide, including murder and negligent manslaughter; sex offenses, forcible and nonforcible; robbery; aggravated assault; burglary; motor vehicle theft; and arson), the 2008 amendment to the *Clery Act* required campuses to report hate-related incidents on four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

In 2013, there were 781 criminal incidents classified as hate crimes that occurred on the campuses of public and private 2-year and 4-year postsecondary institutions which were reported to police and security agencies (table 23.1). The most common type of hate crime reported by institutions was destruction, damage, and vandalism (364 incidents; hereafter referred to as "vandalism" in this indicator), followed by intimidation (295 incidents), simple assault (89 incidents), larceny (15 incidents), forcible sex offenses (7 incidents), aggravated assault (6 incidents), burglary (4 incidents), and robbery (1 incident; figure 23.1). For several other types of on-campus crimes—namely, murder, negligent manslaughter, nonforcible sex offenses, motor vehicle theft, and arson—there were no incidents classified as hate crimes in 2013.

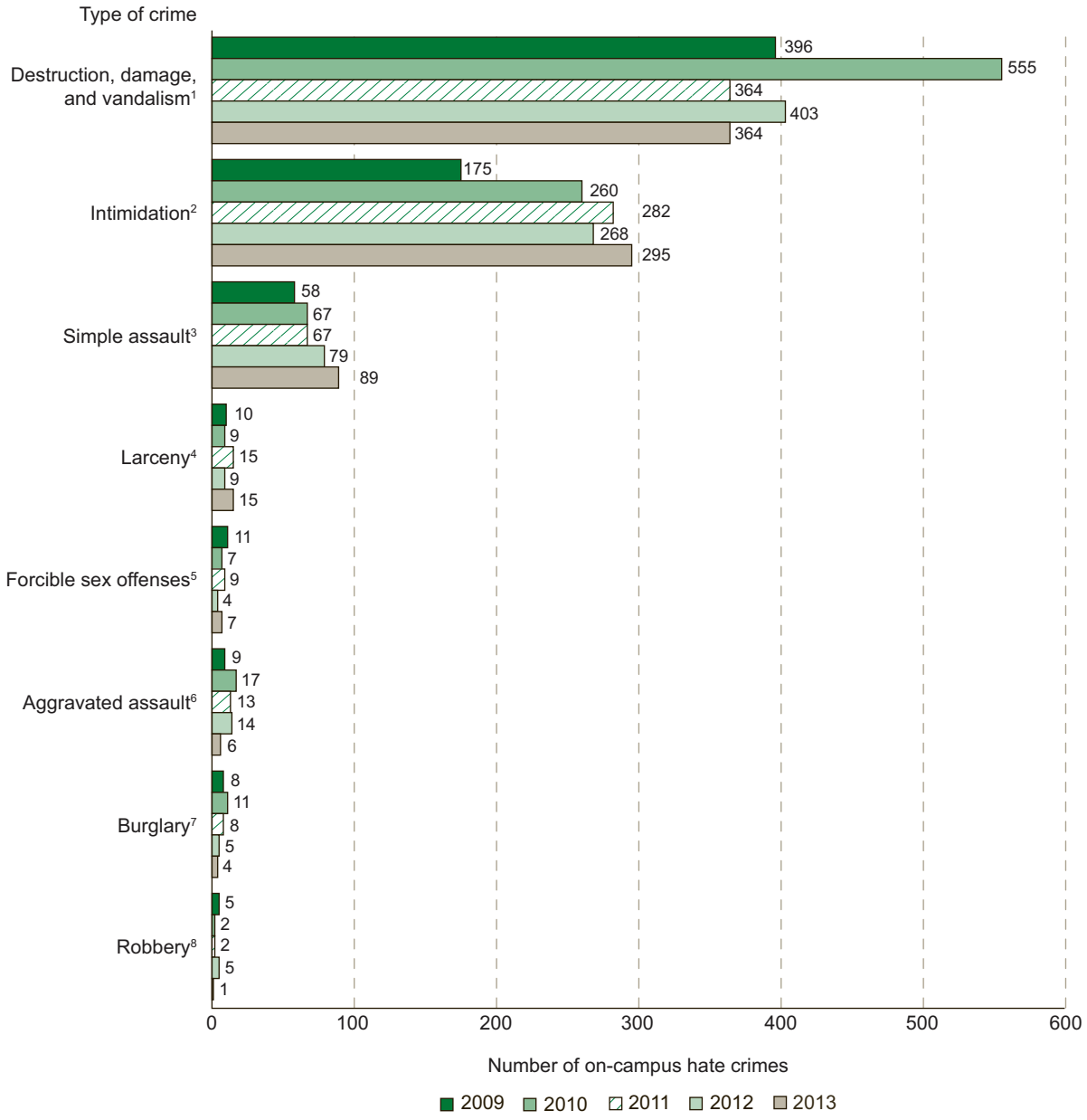
The distribution of on-campus crimes classified as hate crimes in 2013 was similar to the distributions in previous years. Vandalism, intimidation, and simple assault constituted the three most common types of hate crimes reported by institutions in every year from 2009 to 2012. For example, of the 787 criminal incidents classified as hate crimes in 2012, there were 403 vandalisms, 268 intimidations, and 79 simple assaults. Also similar to 2013, there were no reported incidents of murder, negligent manslaughter, nonforcible sex offenses, or motor vehicle theft classified as hate crimes in any year from 2009 to 2012.

For the three most common types of hate crimes reported in 2013 (vandalism, intimidation, and simple assault), the most frequent category of motivating bias associated with these crimes was race. Race-related hate crimes accounted for 41 percent of reported vandalisms classified as hate crimes (151 incidents), 37 percent of reported intimidations (110 incidents), and 38 percent of reported simple assaults (34 incidents; figure 23.2 and table 23.1). The second most frequent category of bias associated with all three types of crimes was sexual orientation. Thirty-one percent of vandalism hate crimes (112 incidents), 23 percent of intimidations (69 incidents), and 29 percent of simple assaults (26 incidents) were classified with sexual orientation as the motivating bias. Among the other categories of bias, 13 percent of vandalism hate crimes were associated with religion (48 incidents), 10 percent with ethnicity (37 incidents), 4 percent with gender (14 incidents), and 1 percent with disability (2 incidents). For intimidation hate crimes, 17 percent were associated with ethnicity (49 incidents), 13 percent with gender (37 incidents), 8 percent with religion (24 incidents), and 2 percent with disability (6 incidents).

Indicator 23 continued on page 118.

This indicator has been updated to include 2013 data. For more information: Table 23.1, http://ope.ed.gov/security/, and the Handbook for Campus Safety and Security Reporting (http://www2.ed.gov/admins/lead/safety/handbook.pdf).

Figure 23.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2009 through 2013



[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[3] A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
[4] The unlawful taking, carrying, leading, or riding away of property from the possession of another.
[5] Any sexual act directed against another person forcibly and/or against that person's will.
[6] Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[7] Unlawful entry of a structure to commit a felony or theft.
[8] Taking or attempting to take anything of value using actual or threatened force or violence.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2013.

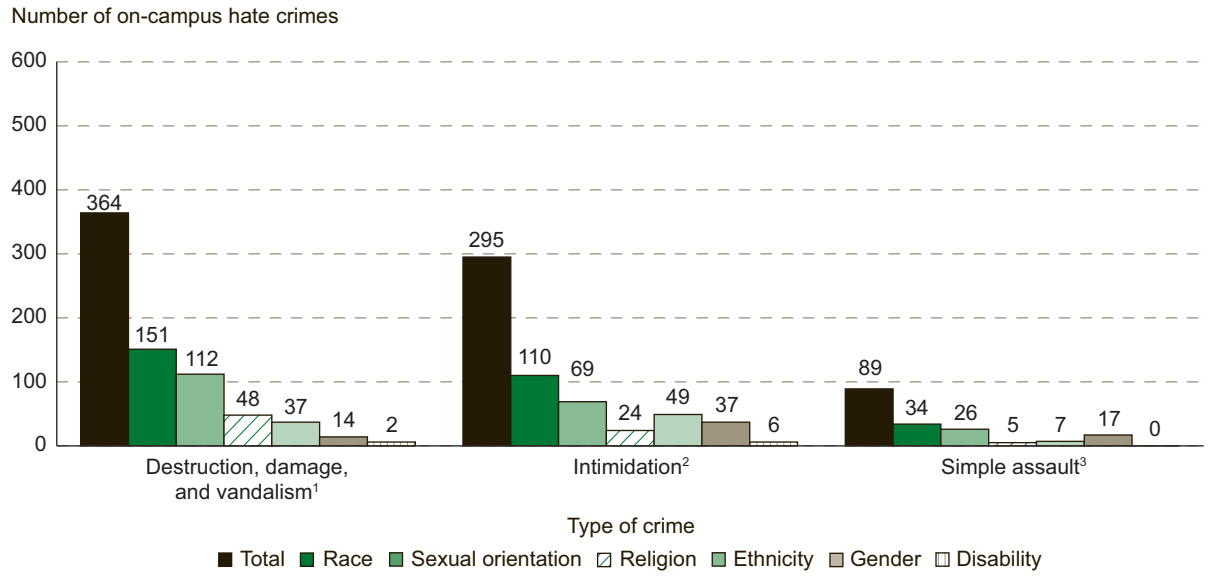
For simple assaults classified as hate crimes, 19 percent were associated with gender (17 incidents), 8 percent with ethnicity (7 incidents), and 6 percent with religion (5 incidents). No simple assaults were associated with disability.

Similar to 2013, race and sexual orientation were the categories of bias most frequently associated with the three most common hate crimes in 2012: 46 percent of vandalisms (186 incidents), 45 percent of intimidations (120 incidents), and 46 percent of simple assaults (36 incidents) were associated with race; in addition, 26 percent of vandalisms and intimidations (104 incidents and 70 incidents, respectively) and 27 percent of simple assaults (21 incidents) were associated with sexual orientation (table 23.1).

Larceny was the fourth most commonly reported hate crime in 2013. Five of the 15 larceny hate crimes reported in 2013 were associated with race, followed by sexual orientation and religion (3 incidents each) and ethnicity and gender (2 incidents each). No larceny hate crimes were associated with disability.

While the number of hate crimes reported in 2013 was highest at 4-year private nonprofit and 4-year public postsecondary institutions (349 and 295 total incidents, respectively), these institutions also enroll the largest numbers of students. Public 2-year institutions, which also enroll a large number of students, had the third highest number of reported hate crimes (106 incidents). The frequency of crimes and the most commonly reported categories of bias were similar across these types of postsecondary institutions.

Figure 23.2. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime and category of bias motivating the crime: 2013



[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[3] A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2013.

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Supplemental Tables

Table S1.1. Number and percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by when student was suspended or expelled and selected student characteristics: 2013

[Standard errors appear in parentheses]

Selected student characteristic	Number of fall 2009 ninth-graders				Percentage distribution of fall 2009 ninth-graders				Percent ever suspended or expelled							
											When suspended or expelled					
	Total, all students[1]		Total, ever suspended or expelled		All students		Ever suspended or expelled		Total		Only before fall of 2009		Only between fall 2009 and spring 2012		Both before fall 2009 and between fall 2009 and spring 2012	
1	2		3		4		5		6		7		8		9	
Total, all students	**3,776,000**	**(38,600)**	**734,000**	**(35,400)**	**100.0**	**(†)**	**100.0**	**(†)**	**19.4**	**(0.91)**	**7.2**	**(0.72)**	**6.6**	**(0.54)**	**5.7**	**(0.65)**
High school completion status in 2013																
Less than high school completion	213,000	(26,600)	116,000	(18,500)	5.8	(0.72)	16.7	(2.52)	54.5	(5.05)	13.8	(3.76)	17.5	(3.69)	23.2	(4.45)
High school completion	3,456,000	(44,300)	578,000	(31,600)	94.2	(0.72)	83.3	(2.52)	16.7	(0.88)	6.6	(0.74)	5.8	(0.46)	4.4	(0.63)
Sex																
Male	1,906,000	(20,000)	498,000	(26,200)	50.5	(0.42)	67.8	(2.34)	26.1	(1.35)	8.9	(1.22)	8.5	(0.88)	8.7	(1.20)
Female	1,869,000	(29,100)	236,000	(22,200)	49.5	(0.42)	32.2	(2.34)	12.6	(1.17)	5.5	(0.89)	4.6	(0.62)	2.6	(0.55)
Race/ethnicity																
White	2,001,000	(39,400)	288,000	(19,400)	53.0	(1.00)	39.3	(2.37)	14.4	(0.93)	4.3	(0.51)	6.7	(0.65)	3.4	(0.38)
Black	478,000	(25,400)	170,000	(18,300)	12.7	(0.68)	23.2	(2.63)	35.6	(3.42)	14.8	(2.47)	6.9	(1.60)	13.9	(3.17)
Hispanic	819,000	(39,200)	175,000	(29,700)	21.7	(0.96)	23.8	(3.66)	21.3	(3.21)	10.1	(2.77)	7.0	(1.38)	4.3	(0.95)
Asian	129,000	(9,800)	‡	(†)	3.4	(0.26)	1.1 !	(0.42)	6.4 !	(2.38)	‡	(†)	1.2 !	(0.54)	‡	(†)
Pacific Islander	15,000	(5,400)	‡	(†)	0.4 !	(0.14)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	30,000	(8,100)	‡	(†)	0.8	(0.21)	1.6 !	(0.66)	40.6 !	(14.16)	‡	(†)	‡	(†)	‡	(†)
Two or more races	304,000	(20,700)	78,000	(14,100)	8.1	(0.54)	10.6	(1.84)	25.6	(4.07)	6.7	(1.84)	5.8 !	(1.76)	13.1 !	(4.09)
Highest education of parents in 2012																
High school completion or less	1,456,000	(67,800)	398,000	(38,100)	38.6	(1.76)	54.2	(3.91)	27.3	(1.92)	10.6	(1.55)	8.6	(1.00)	8.1	(1.57)
Some college	745,000	(35,200)	152,000	(19,800)	19.7	(0.92)	20.8	(2.76)	20.5	(2.20)	7.1	(1.62)	6.6	(1.20)	6.8	(1.30)
Bachelor's degree	881,000	(41,200)	118,000	(12,300)	23.3	(1.06)	16.0	(1.71)	13.4	(1.20)	4.3	(0.84)	5.8	(0.99)	3.3	(0.72)
Master's or higher degree	693,000	(37,700)	66,000	(10,500)	18.4	(0.98)	9.0	(1.44)	9.5	(1.41)	3.9	(0.94)	3.1	(0.57)	2.5 !	(0.80)
Socioeconomic status of parents in 2012[2]																
Lowest two fifths	1,391,000	(62,200)	400,000	(35,300)	36.8	(1.60)	54.5	(3.39)	28.8	(1.88)	10.7	(1.57)	8.8	(1.00)	9.3	(1.62)
Middle two fifths	1,381,000	(44,500)	241,000	(19,800)	36.6	(1.14)	32.8	(2.68)	17.4	(1.41)	6.6	(1.02)	6.0	(0.88)	4.8	(0.76)
Highest fifth	1,004,000	(45,700)	93,000	(12,400)	26.6	(1.18)	12.7	(1.74)	9.3	(1.10)	3.2	(0.69)	4.2	(0.66)	1.9 !	(0.59)
Cumulative high school grade point average																
0.00–1.99	601,000	(42,500)	279,000	(27,500)	16.7	(1.15)	40.2	(3.50)	46.4	(3.31)	11.3	(1.82)	13.7	(2.06)	21.4	(3.44)
2.00–2.49	655,000	(43,100)	186,000	(23,200)	18.2	(1.11)	26.9	(3.22)	28.5	(2.49)	12.5	(2.73)	9.6	(1.65)	6.4	(1.11)
2.50–2.99	752,000	(37,400)	136,000	(15,300)	20.9	(1.01)	19.6	(2.02)	18.1	(1.99)	7.0	(1.30)	7.3	(1.22)	3.7	(0.76)
3.00–3.49	845,000	(33,800)	72,000	(11,800)	23.5	(0.98)	10.3	(1.56)	8.5	(1.33)	4.7	(1.11)	3.0	(0.57)	‡	(†)
3.50 or higher	743,000	(29,900)	21,000	(4,500)	20.7	(0.78)	3.0	(0.65)	2.8	(0.60)	1.0 !	(0.33)	1.5	(0.45)	‡	(†)
School engagement in 2009[3]																
Low	794,000	(43,700)	222,000	(22,200)	21.8	(1.12)	31.9	(2.77)	28.0	(2.40)	9.1	(1.46)	7.8	(1.34)	11.1	(1.71)
Middle	1,923,000	(43,900)	395,000	(26,200)	52.8	(1.16)	56.6	(2.99)	20.5	(1.34)	8.2	(1.25)	7.6	(0.82)	4.7	(0.77)
High	922,000	(34,200)	81,000	(14,400)	25.3	(0.94)	11.6	(1.97)	8.8	(1.50)	3.5	(0.85)	2.4	(0.49)	2.8 !	(1.21)
Sense of school belonging in 2009[4]																
Low	854,000	(40,600)	243,000	(24,200)	23.7	(1.13)	35.4	(3.07)	28.5	(2.22)	9.6	(1.54)	9.2	(1.04)	9.7	(1.57)
Middle	1,850,000	(46,700)	304,000	(28,000)	51.2	(1.12)	44.2	(3.57)	16.4	(1.36)	5.8	(0.73)	6.4	(0.78)	4.2	(0.69)
High	907,000	(40,600)	140,000	(21,600)	25.1	(1.08)	20.4	(3.03)	15.5	(2.13)	7.4	(2.14)	3.6	(0.71)	4.5	(1.30)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The total includes all students whose parents provided a response about their child's suspension and expulsion status both on the base-year (2009) questionnaire and on the first follow-up (2012) questionnaire.
[2]Socioeconomic status (SES) was measured by a composite score on parental education and occupations, and family income.
[3]A school engagement scale was constructed based on students' responses to questions about how frequently they went to class without homework done, without pencil or paper, without books, or late. Students' school engagement is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.
[4]A school belonging scale was constructed based on the extent to which students agreed or disagreed that they felt safe at school, that they felt proud of being part of the school, that there were always teachers or other adults at school they could talk to if they had a problem, that school was often a waste of time, and that getting good grades was important to them. Students' sense of school belonging is considered low if they were in the bottom quarter of the scale distribution, middle if they were in the middle two quarters, and high if they were in the highest quarter.
NOTE: Estimates weighted by W2W1PAR. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:2009), 2013 Update and High School Transcripts Public-Use Data File. (This table was prepared October 2015.)

Table S2.1. Number of juvenile offenders in residential placement facilities, by selected juvenile and facility characteristics: Selected years, 1997 through 2013

Juvenile or facility characteristic	1997	1999	2001	2003	2006	2007	2010	2011	2013
1	2	3	4	5	6	7	8	9	10
Total	**105,055**	**107,493**	**104,219**	**96,531**	**92,721**	**86,814**	**70,793**	**61,423**	**54,148**
Juvenile characteristics									
Sex									
Male	90,771	92,985	89,115	81,975	78,998	75,017	61,359	53,079	46,421
Female	14,284	14,508	15,104	14,556	13,723	11,797	9,434	8,344	7,727
Race/ethnicity									
White	39,445	40,911	41,324	37,307	32,490	29,534	22,947	19,927	17,563
Black	41,896	42,344	40,742	36,733	37,334	35,447	28,977	24,574	21,550
Hispanic	19,322	19,580	18,011	18,405	19,027	18,056	15,590	13,973	12,291
Asian	1,927	1,873	1,193	1,153	924	754	516	417	338
Pacific Islander	288	256	317	308	231	281	212	149	138
American Indian/Alaska Native	1,615	1,879	2,011	1,712	1,703	1,464	1,236	1,191	1,078
Other[1]	562	650	621	913	1,012	1,278	1,315	1,192	1,190
Race/ethnicity by sex									
Male									
White	32,425	34,071	34,245	30,766	26,578	24,579	19,273	16,659	14,579
Black	37,135	37,282	35,433	31,611	32,580	31,291	25,542	21,686	18,977
Hispanic	17,503	17,713	16,006	16,254	16,754	16,103	13,928	12,411	10,723
Asian	1,759	1,690	1,050	1,012	829	663	456	360	299
Pacific Islander	248	208	268	251	195	231	178	121	114
American Indian/Alaska Native	1,273	1,498	1,645	1,361	1,266	1,108	924	896	812
Other[1]	428	523	468	720	796	1,042	1,058	946	917
Female									
White	7,020	6,840	7,079	6,541	5,912	4,955	3,674	3,268	2,984
Black	4,761	5,062	5,309	5,122	4,754	4,156	3,435	2,888	2,573
Hispanic	1,819	1,867	2,005	2,151	2,273	1,953	1,662	1,562	1,568
Asian	168	183	143	141	95	91	60	57	39
Pacific Islander	40	48	49	57	36	50	34	28	24
American Indian/Alaska Native	342	381	366	351	437	356	312	295	266
Other[1]	134	127	153	193	216	236	257	246	273
Age									
12 or younger	2,178	3,914	1,844	1,662	1,206	979	693	764	706
13	4,648	6,445	4,429	4,079	3,419	2,844	2,079	1,999	1,957
14	11,578	13,010	10,470	9,871	9,113	7,621	5,955	5,276	4,717
15	21,237	20,924	19,519	18,335	17,552	15,565	12,604	10,589	9,473
16	28,201	26,144	26,945	24,786	24,606	23,091	19,540	16,473	14,108
17	24,564	23,627	24,948	23,963	23,716	23,193	19,990	17,447	15,100
18 to 20	12,649	13,429	16,064	13,835	13,109	13,521	9,932	8,875	8,087
Most serious offense[2]									
Person offense	35,138	37,367	34,885	33,170	31,674	31,140	26,011	22,964	19,922
Property offense	31,907	31,432	29,341	26,813	23,152	21,076	17,037	14,705	12,768
Drug offense	9,071	9,645	9,076	7,988	7,985	7,095	4,986	4,315	3,533
Public order offense	10,287	10,848	10,806	9,949	10,015	11,000	8,139	7,317	6,085
Technical violation	12,410	13,909	15,413	14,102	15,280	13,093	11,604	9,883	9,316
Status offense	6,242	4,292	4,698	4,509	4,615	3,410	3,016	2,239	2,524
Facility characteristics									
Facility size									
1 to 10 residents	5,511	5,110	5,253	4,808	4,215	4,085	3,865	3,468	3,469
11 to 20 residents	7,443	7,214	7,445	6,935	7,044	7,320	6,304	6,337	5,782
21 to 50 residents	17,934	19,721	20,932	20,646	18,988	18,400	17,534	15,104	14,700
51 to 150 residents	29,789	33,045	32,211	31,232	31,417	30,505	25,605	22,947	19,669
151 to 200 residents	7,781	9,525	7,677	6,635	8,757	6,810	5,244	3,942	3,333
201 or more residents	36,597	32,878	30,701	26,275	22,300	19,694	12,241	9,625	7,195
Facility operation									
State	46,516	47,347	43,669	37,335	34,658	31,539	24,881	20,783	17,532
Local	29,084	28,875	29,659	28,875	29,505	29,085	24,231	21,801	19,298
Private[3]	29,455	31,271	30,891	30,321	28,558	26,190	21,681	18,839	17,318
Facility self-classification[4]									
Detention center	29,057	34,840	38,741	29,755	30,929	29,618	24,119	21,090	19,407
Shelter	2,880	2,717	2,700	1,375	1,134	982	1,052	1,313	1,103
Reception/diagnostic center	2,999	4,988	6,038	1,229	1,820	1,391	1,476	1,027	422
Group home	18,326	15,722	13,744	7,120	6,708	6,397	7,320	4,800	4,590
Boot camp	3,811	1,615	2,906	2,111	1,736	1,391	526	524	320
Ranch/wilderness camp	7,338	10,620	7,737	4,375	2,721	3,038	2,441	2,224	1,308
Residential treatment center[5]	—	—	—	18,522	20,355	18,289	15,565	13,783	12,416
Long-term secure facility	40,317	36,991	32,353	32,044	27,318	25,708	18,294	16,662	14,582

—Not available.

[1]For 2006 and later years, includes the "Two or more races" category, which did not appear on earlier questionnaires. For 2003 and earlier years, includes an "Other" category. Respondents who selected "Other" were instructed to specify what this meant. Examination of these written-in responses, which account for less than 1 percent of the records, indicates that the majority refer to individuals of mixed racial/ethnic identity.

[2]Delinquent/criminal offenses range from those committed against persons (e.g., assault) to technical violations, which include violations of probation, parole, or valid court orders. A "status" offense is illegal for underage persons, but not for adults (e.g., truancy or underage drinking).

[3]Private facilities are operated by private nonprofit or for-profit corporations or organizations.

[4]Although respondents may select more than one type for their facility, this table assigns each facility to a single primary type based on an analysis that applies a hierarchy rule. For 1997, the facility type data exclude 327 juveniles who were in facilities identified only as "Other."

[5]Prior to 2003, residential treatment centers were included in the "Group home" category.

NOTE: Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders, defined as persons younger than 21 who are held in a residential setting as a result of some contact with the justice system (they are charged with or adjudicated for an offense). Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities; 1-day counts differ substantially from the annual admission and release data used to measure facility population flow. For definitions of specific terms, see http://www.ojjdp.gov/ojstatbb/ezacjrp/asp/glossary.asp.

SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved September 25, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/. (This table was prepared October 2015.)

Table S2.2. Residential placement rate (number of juvenile offenders in residential facilities) per 100,000 juveniles, by sex and race/ethnicity: Selected years, 1997 through 2013

Sex and race/ethnicity	1997	1999	2001	2003	2006	2007	2010	2011	2013
1	2	3	4	5	6	7	8	9	10
Total	**356**	**355**	**334**	**303**	**289**	**272**	**225**	**196**	**173**
Sex									
Male	599	599	556	502	479	458	380	330	290
Female	99	99	99	94	88	76	61	54	50
Race/ethnicity									
White	201	208	208	189	170	157	128	112	100
Black	968	937	857	742	743	714	606	520	464
Hispanic	468	435	360	335	309	284	228	202	173
Asian/Pacific Islander	195	178	119	110	80	71	47	35	28
American Indian/Alaska Native	490	542	556	468	476	416	369	361	334
Other[1]	—	—	—	—	—	—	—	—	—
Race/ethnicity by sex									
Male									
White	322	337	336	304	270	254	209	182	162
Black	1,688	1,623	1,466	1,256	1,275	1,238	1,049	902	804
Hispanic	823	764	622	577	530	494	398	351	296
Asian/Pacific Islander	346	309	203	185	139	119	80	60	49
American Indian/Alaska Native	759	849	894	732	698	621	544	535	496
Other[1]	—	—	—	—	—	—	—	—	—
Female									
White	74	72	73	68	64	54	42	38	35
Black	224	228	227	210	193	170	146	124	113
Hispanic	91	86	83	81	76	63	50	46	45
Asian/Pacific Islander	38	40	31	31	19	20	12	11	8
American Indian/Alaska Native	211	224	206	195	248	205	190	182	167
Other[1]	—	—	—	—	—	—	—	—	—

—Not available.

[1]For 2006 and later years, includes the "Two or more races" category, which did not appear on earlier questionnaires. For 2003 and earlier years, includes an "Other" category. Respondents who selected "Other" were instructed to specify what this meant. Examination of these written-in responses, which account for less than 1 percent of the records, indicates that the majority refer to individuals of mixed racial/ethnic identity.

NOTE: Residential placement rate calculated per 100,000 persons age 10 through the upper age at which those charged with a criminal law violation were under original jurisdiction of the juvenile courts in each state in the given year (through age 17 in most states); for more information, see http://www.ojjdp.gov/ojstatbb/structure_process/qa04101.asp?qaDate=2013. Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders, defined as persons younger than 21 who are held in a residential setting as a result of some contact with the justice system (they are charged with or adjudicated for an offense). Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities; 1-day counts differ substantially from the annual admission and release data used to measure facility population flow.

SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved October 20, 2015, from http://www.ojjdp.gov/ojstatbb/ezacjrp/. (This table was prepared October 2015.)

Table 1.1. School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 to 2012–13

Year	School-associated violent deaths[1] of all persons (includes students, staff, and other nonstudents)					Homicides of youth ages 5–18		Suicides of youth ages 5–18	
	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths	Homicides at school[2]	Total homicides	Suicides at school[2]	Total suicides[3]
1	2	3	4	5	6	7	8	9	10
1992–93	57	47	10	0	0	34	2,721	6	1,680
1993–94	48	38	10	0	0	29	2,932	7	1,723
1994–95	48	39	8	0	1	28	2,696	7	1,767
1995–96	53	46	6	1	0	32	2,545	6	1,725
1996–97	48	45	2	1	0	28	2,221	1	1,633
1997–98	57	47	9	1	0	34	2,100	6	1,626
1998–99	47	38	6	2	1	33	1,777	4	1,597
1999–2000	37 [4]	26 [4]	11 [4]	0 [4]	0 [4]	14 [4]	1,567	8 [4]	1,415
2000–01	34 [4]	26 [4]	7 [4]	1 [4]	0 [4]	14 [4]	1,509	6 [4]	1,493
2001–02	36 [4]	27 [4]	8 [4]	1 [4]	0 [4]	16 [4]	1,498	5 [4]	1,400
2002–03	36 [4]	25 [4]	11 [4]	0 [4]	0 [4]	18 [4]	1,553	10 [4]	1,331
2003–04	45 [4]	37 [4]	7 [4]	1 [4]	0 [4]	23 [4]	1,474	5 [4]	1,285
2004–05	52 [4]	40 [4]	10 [4]	2 [4]	0 [4]	22 [4]	1,554	8 [4]	1,471
2005–06	44 [4]	37 [4]	6 [4]	1 [4]	0 [4]	21 [4]	1,697	3 [4]	1,408
2006–07	63 [4]	48 [4]	13 [4]	2 [4]	0 [4]	32 [4]	1,801	9 [4]	1,296
2007–08	48 [4]	39 [4]	7 [4]	2 [4]	0 [4]	21 [4]	1,744	5 [4]	1,231
2008–09	44 [4]	29 [4]	15 [4]	0 [4]	0 [4]	18 [4]	1,605	7 [4]	1,344
2009–10	35 [4]	27 [4]	5 [4]	3 [4]	0 [4]	19 [4]	1,410	2 [4]	1,467
2010–11	32 [4]	26 [4]	6 [4]	0 [4]	0 [4]	11 [4]	1,339	3 [4]	1,456
2011–12	45 [4]	26 [4]	14 [4]	5 [4]	0 [4]	15 [4]	1,201	5 [4]	1,568
2012–13	53 [4]	41 [4]	11 [4]	1 [4]	0 [4]	31 [4]	1,186	6 [4]	1,590

[1]A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event.

[2]"At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

[3]Total youth suicides are reported for calendar years 1992 through 2012 (instead of school years 1992–93 through 2012–13).

[4]Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.

NOTE: Unless otherwise noted, data are reported for the school year, defined as July 1 through June 30. Some data have been revised from previously published figures.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2013 School-Associated Violent Deaths Surveillance Study (SAVD) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (September 2015); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2012, retrieved September 2015 from http://www.cdc.gov/injury/wisqars/index.html; and Federal Bureau of Investigation and Bureau of Justice Statistics, Supplementary Homicide Reports (SHR), preliminary data (November 2015). (This table was prepared December 2015.)

Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and year: 1992 through 2014

[Standard errors appear in parentheses]

Location and year	Number of nonfatal victimizations								Rate of victimization per 1,000 students							
					Violent								Violent			
	Total		Theft		All violent		Serious violent[1]		Total		Theft		All violent		Serious violent[1]	
1	2		3		4		5		6		7		8		9	
At school[2]																
1992	4,281,200	(225,600)	2,679,400	(147,660)	1,601,800	(121,630)	197,600	(35,430)	181.5	(7.99)	113.6	(5.64)	67.9	(4.77)	8.4	(1.48)
1993	4,692,800	(321,220)	2,477,100	(121,200)	2,215,700	(194,520)	535,500	(76,050)	193.5	(11.02)	102.1	(4.61)	91.4	(7.23)	22.1	(3.02)
1994	4,721,000	(271,730)	2,474,100	(121,260)	2,246,900	(165,530)	459,100	(58,110)	187.7	(9.04)	98.4	(4.46)	89.3	(5.95)	18.3	(2.24)
1995	4,400,700	(267,610)	2,468,400	(120,690)	1,932,200	(152,670)	294,500	(42,890)	172.2	(8.82)	96.6	(4.37)	75.6	(5.44)	11.5	(1.64)
1996	4,130,400	(281,640)	2,205,200	(107,650)	1,925,300	(166,690)	371,900	(54,150)	158.4	(9.17)	84.5	(3.88)	73.8	(5.81)	14.3	(2.01)
1997	3,610,900	(282,430)	1,975,000	(111,830)	1,635,900	(164,530)	376,200	(60,990)	136.6	(9.25)	74.7	(3.95)	61.9	(5.74)	14.2	(2.24)
1998	3,247,300	(254,250)	1,635,100	(104,210)	1,612,200	(155,840)	314,500	(49,770)	121.3	(8.27)	61.1	(3.69)	60.2	(5.34)	11.7	(1.80)
1999	3,152,400	(258,560)	1,752,200	(104,970)	1,400,200	(148,230)	281,100	(50,060)	117.0	(8.43)	65.1	(3.69)	52.0	(5.11)	10.4	(1.81)
2000	2,301,000	(211,140)	1,331,500	(95,940)	969,500	(115,680)	214,200	(40,980)	84.9	(7.00)	49.1	(3.34)	35.8	(4.02)	7.9	(1.48)
2001	2,521,300	(202,890)	1,348,500	(93,240)	1,172,700	(120,560)	259,400	(44,110)	92.3	(6.67)	49.4	(3.23)	42.9	(4.14)	9.5	(1.58)
2002	2,082,600	(212,520)	1,088,800	(77,110)	993,800	(126,210)	173,500	(37,300)	75.4	(6.96)	39.4	(2.69)	36.0	(4.29)	6.3	(1.32)
2003	2,308,800	(210,930)	1,270,500	(88,550)	1,038,300	(121,490)	188,400	(38,240)	87.4	(7.16)	48.1	(3.18)	39.3	(4.32)	7.1	(1.42)
2004	1,762,200	(154,390)	1,065,400	(75,160)	696,800	(83,090)	107,300	(25,110)	67.2	(5.40)	40.6	(2.76)	26.6	(3.03)	4.1	(0.95)
2005	1,678,600	(169,040)	875,900	(70,140)	802,600	(102,360)	140,300	(32,400)	63.2	(5.85)	33.0	(2.56)	30.2	(3.66)	5.3	(1.20)
2006[3]	1,799,900	(170,490)	859,000	(68,730)	940,900	(109,880)	249,900	(45,670)	67.5	(5.86)	32.2	(2.52)	35.3	(3.90)	9.4	(1.68)
2007	1,801,200	(188,450)	896,700	(66,230)	904,400	(114,320)	116,100	(25,430)	67.8	(6.40)	33.7	(2.41)	34.0	(4.02)	4.4	(0.94)
2008	1,435,500	(161,330)	648,000	(61,170)	787,500	(108,480)	128,700	(34,370)	54.3	(5.67)	24.5	(2.26)	29.8	(3.91)	4.9	(1.28)
2009	1,322,800	(168,370)	594,500	(54,480)	728,300	(111,550)	233,700	(51,610)	51.0	(6.00)	22.9	(2.05)	28.1	(4.08)	9.0	(1.94)
2010	892,000	(124,260)	469,800	(45,300)	422,300	(73,310)	155,000	(36,500)	34.9	(4.55)	18.4	(1.75)	16.5	(2.75)	6.1	(1.40)
2011	1,246,200	(139,940)	647,700	(61,500)	598,600	(84,090)	89,500	(23,360)	49.3	(5.11)	25.6	(2.36)	23.7	(3.16)	3.5	(0.91)
2012	1,364,900	(133,810)	615,600	(51,440)	749,200	(90,250)	89,000	(23,850)	52.4	(4.78)	23.6	(1.93)	28.8	(3.31)	3.4	(0.91)
2013	1,420,900	(176,390)	454,900	(43,390)	966,000	(134,140)	125,500	(32,110)	55.0	(6.24)	17.6	(1.65)	37.4	(4.84)	4.9	(1.22)
2014	850,100	(109,100)	363,700	(39,120)	486,400	(74,790)	93,800	(25,550)	33.0	(4.00)	14.1	(1.50)	18.9	(2.79)	3.6	(0.98)
Away from school																
1992	4,084,100	(218,910)	1,857,600	(118,610)	2,226,500	(149,210)	1,025,100	(92,600)	173.1	(7.81)	78.7	(4.66)	94.4	(5.70)	43.5	(3.72)
1993	3,835,900	(280,790)	1,731,100	(96,700)	2,104,800	(187,960)	1,004,300	(114,870)	158.2	(9.90)	71.4	(3.75)	86.8	(7.01)	41.4	(4.47)
1994	4,147,100	(249,260)	1,713,900	(96,250)	2,433,200	(174,580)	1,074,900	(101,370)	164.9	(8.44)	68.1	(3.61)	96.7	(6.24)	42.7	(3.80)
1995	3,626,600	(234,640)	1,604,800	(92,000)	2,021,800	(157,470)	829,700	(85,830)	141.9	(7.91)	62.8	(3.41)	79.1	(5.59)	32.5	(3.19)
1996	3,483,200	(250,620)	1,572,700	(87,830)	1,910,600	(165,810)	870,000	(96,510)	133.5	(8.32)	60.3	(3.22)	73.3	(5.79)	33.4	(3.50)
1997	3,717,600	(288,080)	1,710,700	(101,810)	2,006,900	(189,180)	853,300	(105,660)	140.7	(9.41)	64.7	(3.62)	75.9	(6.51)	32.3	(3.79)
1998	3,047,800	(243,270)	1,408,000	(94,900)	1,639,800	(157,700)	684,900	(85,520)	113.8	(7.96)	52.6	(3.38)	61.3	(5.40)	25.6	(3.04)
1999	2,713,800	(233,350)	1,129,200	(79,770)	1,584,500	(161,350)	675,400	(90,150)	100.8	(7.71)	41.9	(2.85)	58.8	(5.53)	25.1	(3.20)
2000	2,303,600	(211,310)	1,228,900	(90,770)	1,074,800	(124,280)	402,100	(62,950)	85.0	(7.01)	45.3	(3.17)	39.6	(4.30)	14.8	(2.24)
2001	1,780,300	(160,090)	961,400	(74,230)	819,000	(94,590)	314,800	(50,070)	65.2	(5.39)	35.2	(2.60)	30.0	(3.30)	11.5	(1.79)
2002	1,619,500	(178,050)	820,100	(64,530)	799,400	(108,260)	341,200	(59,590)	58.6	(5.92)	29.7	(2.27)	28.9	(3.71)	12.4	(2.09)
2003	1,824,100	(179,240)	780,900	(64,210)	1,043,200	(121,880)	412,800	(64,660)	69.1	(6.19)	29.6	(2.34)	39.5	(4.33)	15.6	(2.37)
2004	1,371,800	(130,480)	718,000	(59,070)	653,700	(79,660)	272,500	(45,080)	52.3	(4.63)	27.4	(2.19)	24.9	(2.91)	10.4	(1.68)
2005	1,429,000	(151,460)	637,700	(57,740)	791,300	(101,380)	257,100	(47,950)	53.8	(5.29)	24.0	(2.12)	29.8	(3.63)	9.7	(1.77)
2006[3]	1,413,100	(144,660)	714,200	(61,900)	698,900	(89,980)	263,600	(47,280)	53.0	(5.04)	26.8	(2.27)	26.2	(3.22)	9.9	(1.73)
2007	1,371,700	(154,740)	614,300	(52,740)	757,400	(100,440)	337,700	(55,630)	51.6	(5.34)	23.1	(1.94)	28.5	(3.55)	12.7	(2.01)
2008	1,132,600	(137,840)	498,500	(52,350)	634,100	(94,160)	258,600	(52,980)	42.8	(4.90)	18.9	(1.94)	24.0	(3.42)	9.8	(1.96)
2009	857,200	(124,770)	484,200	(48,320)	372,900	(70,660)	176,800	(42,890)	33.1	(4.54)	18.7	(1.83)	14.4	(2.63)	6.8	(1.62)
2010	689,900	(103,620)	378,800	(40,200)	311,200	(59,190)	167,300	(38,460)	27.0	(3.83)	14.8	(1.55)	12.2	(2.24)	6.5	(1.47)
2011	966,100	(117,200)	541,900	(55,160)	424,300	(66,350)	137,600	(31,000)	38.2	(4.33)	21.4	(2.13)	16.8	(2.52)	5.4	(1.20)
2012	991,200	(108,370)	470,800	(44,070)	520,400	(71,280)	169,900	(35,260)	38.0	(3.93)	18.1	(1.66)	20.0	(2.64)	6.5	(1.33)
2013	778,500	(115,110)	403,000	(40,470)	375,500	(68,800)	151,200	(36,490)	30.1	(4.19)	15.6	(1.54)	14.5	(2.56)	5.8	(1.38)
2014	621,300	(88,190)	288,900	(34,370)	332,400	(58,000)	165,000	(36,650)	24.1	(3.27)	11.2	(1.32)	12.9	(2.18)	6.4	(1.40)

[1]Serious violent victimization is also included in all violent victimization.
[2]"At school" includes inside the school building, on school property, and on the way to and from school.
[3]Due to methodological differences, use caution when comparing 2006 estimates to other years.
NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2014. (This table was prepared August 2015).

Table 2.2. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and selected student characteristics: 2014

[Standard errors appear in parentheses]

Location and student characteristic	Number of nonfatal victimizations								Rate of victimization per 1,000 students							
					Violent								Violent			
	Total		Theft		All violent		Serious violent[1]		Total		Theft		All violent		Serious violent[1]	
1	2		3		4		5		6		7		8		9	
At school[2]																
Total	**850,100**	**(109,100)**	**363,700**	**(39,120)**	**486,400**	**(74,790)**	**93,800**	**(25,550)**	**33.0**	**(4.00)**	**14.1**	**(1.50)**	**18.9**	**(2.79)**	**3.6**	**(0.98)**
Sex																
Male	461,800	(72,230)	202,000	(28,180)	259,900	(49,290)	69,500 !	(21,170)	34.8	(5.12)	15.2	(2.09)	19.6	(3.57)	5.2 !	(1.57)
Female	388,300	(64,320)	161,800	(24,940)	226,600	(45,040)	24,300 !	(11,190)	31.0	(4.85)	12.9	(1.97)	18.1	(3.46)	1.9 !	(0.89)
Age																
12–14	421,200	(67,910)	182,600	(26,650)	238,700	(46,610)	18,700 !	(9,580)	33.9	(5.13)	14.7	(2.11)	19.2	(3.60)	1.5 !	(0.77)
15–18	428,900	(68,740)	181,200	(26,540)	247,700	(47,770)	75,100	(22,220)	32.2	(4.86)	13.6	(1.96)	18.6	(3.44)	5.6	(1.64)
Race/ethnicity[3]																
White	473,400	(73,440)	211,500	(28,900)	262,000	(49,550)	59,800 !	(19,280)	34.6	(5.04)	15.4	(2.08)	19.1	(3.47)	4.4 !	(1.39)
Black	111,300	(28,460)	51,600	(13,470)	59,700	(19,260)	10,800 !	(6,980)	27.6	(6.73)	12.8	(3.31)	14.8	(4.64)	2.7 !	(1.72)
Hispanic	102,600	(27,040)	48,200	(12,980)	54,500	(18,200)	13,700 !	(7,990)	17.3	(4.40)	8.1	(2.17)	9.2	(3.00)	2.3 !	(1.34)
Other	162,800	(36,330)	52,500	(13,600)	110,300 !	(28,300)	9,600 !	(6,520)	76.5	(15.41)	24.7	(6.27)	51.8 !	(12.34)	4.5 !	(3.03)
Urbanicity[4]																
Urban	245,800	(47,520)	121,100	(21,290)	124,800	(30,620)	31,300 !	(12,990)	32.5	(5.91)	16.0	(2.77)	16.5	(3.90)	4.1 !	(1.69)
Suburban	391,100	(64,630)	189,700	(27,220)	201,500	(41,720)	16,900 !	(9,050)	27.6	(4.33)	13.4	(1.90)	14.2	(2.85)	1.2 !	(0.64)
Rural	213,200	(43,290)	53,000	(13,660)	160,200	(35,950)	45,600 !	(16,330)	52.8	(9.88)	13.1	(3.34)	39.7	(8.34)	11.3 !	(3.95)
Household income																
Less than $15,000	125,800	(30,770)	41,400	(11,980)	84,400 !	(23,890)	8,400 !	(6,070)	66.9	(14.94)	22.0	(6.26)	44.9 !	(11.89)	4.5 !	(3.20)
$15,000–29,999	75,900	(22,360)	44,200	(12,410)	31,700	(13,100)	14,100 !	(8,120)	26.1	(7.36)	15.2	(4.22)	10.9	(4.41)	4.8 !	(2.77)
$30,000–49,999	156,500	(35,420)	61,200	(14,750)	95,300	(25,810)	10,700 !	(6,960)	35.6	(7.58)	13.9	(3.31)	21.7	(5.63)	2.4 !	(1.57)
$50,000–74,999	119,200	(29,740)	35,600	(11,070)	83,600	(23,760)	6,000 !	(5,020)	36.1	(8.48)	10.8	(3.32)	25.3	(6.88)	1.8 !	(1.51)
$75,000 or more	202,300	(41,830)	128,400	(21,990)	73,800	(21,980)	9,700 !	(6,570)	27.1	(5.33)	17.2	(2.90)	9.9	(2.88)	1.3 !	(0.88)
Not reported	170,500	(37,430)	52,900	(13,650)	117,600	(29,480)	44,800 !	(16,160)	29.2	(6.08)	9.1	(2.32)	20.1	(4.85)	7.7 !	(2.71)
Away from school																
Total	**621,300**	**(88,190)**	**288,900**	**(34,370)**	**332,400**	**(58,000)**	**165,000**	**(36,650)**	**24.1**	**(3.27)**	**11.2**	**(1.32)**	**12.9**	**(2.18)**	**6.4**	**(1.40)**
Sex																
Male	332,100	(57,970)	150,100	(23,930)	182,000	(39,060)	107,100	(27,780)	25.0	(4.16)	11.3	(1.78)	13.7	(2.85)	8.1	(2.05)
Female	289,200	(52,890)	138,800	(22,940)	150,300	(34,510)	57,900	(18,900)	23.1	(4.03)	11.1	(1.81)	12.0	(2.68)	4.6	(1.49)
Age																
12–14	269,400	(50,470)	116,800	(20,880)	152,600	(34,840)	69,600	(21,180)	21.7	(3.88)	9.4	(1.66)	12.3	(2.72)	5.6	(1.67)
15–18	351,900	(60,240)	172,100	(25,800)	179,800	(38,740)	95,400	(25,820)	26.4	(4.29)	12.9	(1.91)	13.5	(2.81)	7.2	(1.90)
Race/ethnicity[3]																
White	373,200	(62,640)	191,900	(27,400)	181,300	(38,950)	79,300	(22,990)	27.2	(4.34)	14.0	(1.97)	13.2	(2.76)	5.8	(1.65)
Black	103,300	(27,140)	36,600	(11,240)	66,600	(20,620)	32,500 !	(13,310)	25.7	(6.43)	9.1	(2.77)	16.6	(4.95)	8.1 !	(3.24)
Hispanic	100,600	(26,700)	37,000	(11,300)	63,600	(20,030)	42,900	(15,730)	17.0	(4.35)	6.2	(1.89)	10.7	(3.30)	7.2	(2.61)
Other	44,200	(16,020)	23,300	(8,870)	20,900 !	(10,230)	10,200 !	(6,780)	20.8	(7.26)	11.0	(4.13)	9.8 !	(4.71)	4.8 !	(3.15)
Urbanicity[4]																
Urban	193,300	(40,610)	95,400	(18,710)	97,900	(26,240)	37,600 !	(14,530)	25.5	(5.10)	12.6	(2.44)	12.9	(3.36)	5.0 !	(1.89)
Suburban	308,400	(55,180)	139,400	(22,990)	169,000	(37,210)	100,900	(26,750)	21.8	(3.73)	9.8	(1.61)	11.9	(2.55)	7.1	(1.85)
Rural	119,600	(29,810)	54,100	(13,810)	65,500	(20,410)	26,400 !	(11,760)	29.6	(7.00)	13.4	(3.38)	16.2	(4.89)	6.5 !	(2.87)
Household income																
Less than $15,000	85,800	(24,140)	20,800 !	(8,360)	64,900	(20,290)	22,900 !	(10,810)	45.6	(12.00)	11.1 !	(4.41)	34.5	(10.23)	12.2 !	(5.62)
$15,000–29,999	105,600	(27,520)	49,500	(13,180)	56,000	(18,520)	34,000 !	(13,670)	36.4	(8.94)	17.1	(4.48)	19.3	(6.15)	11.7 !	(4.60)
$30,000–49,999	93,000	(25,400)	40,200	(11,800)	52,800	(17,850)	23,400 !	(10,920)	21.1	(5.54)	9.1	(2.66)	12.0	(3.95)	5.3 !	(2.45)
$50,000–74,999	103,600	(27,200)	51,000	(13,390)	52,600	(17,810)	19,100 !	(9,720)	31.4	(7.81)	15.5	(4.00)	15.9	(5.23)	5.8 !	(2.90)
$75,000 or more	109,700	(28,210)	57,300	(14,240)	52,400	(17,770)	35,500 !	(14,020)	14.7	(3.66)	7.7	(1.90)	7.0	(2.34)	4.8 !	(1.86)
Not reported	123,700	(30,450)	70,000	(15,840)	53,700	(18,050)	30,100 !	(12,690)	21.2	(5.00)	12.0	(2.68)	9.2	(3.02)	5.1 !	(2.14)

!Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.
[1]Serious violent victimization is also included in all violent victimization.
[2]"At school" includes inside the school building, on school property, and on the way to and from school.
[3]Race categories exclude persons of Hispanic ethnicity. "Other" includes Asians, Pacific Islanders, American Indians/Alaska Natives, and persons of Two or more races.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS) and are reported in accordance with Bureau of Justice Statistics standards. Detail may not sum to totals because of rounding and missing data on student characteristics. The population size for students ages 12–18 was 25,773,800 in 2014.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2014. (This table was prepared August 2015.)

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2013

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10	
Total	**9.5**	**(0.35)**	**7.6**	**(0.35)**	**5.5**	**(0.31)**	**5.1**	**(0.24)**	**4.3**	**(0.31)**	**4.3**	**(0.30)**	**3.9**	**(0.28)**	**3.5**	**(0.28)**	**3.0**	**(0.25)**
Sex																		
Male	10.0	(0.46)	7.8	(0.46)	6.1	(0.41)	5.4	(0.33)	4.6	(0.42)	4.5	(0.43)	4.6	(0.40)	3.7	(0.35)	3.2	(0.40)
Female	9.0	(0.47)	7.3	(0.46)	4.9	(0.39)	4.8	(0.36)	3.9	(0.38)	4.0	(0.39)	3.2	(0.35)	3.4	(0.38)	2.8	(0.34)
Race/ethnicity[1]																		
White	9.8	(0.37)	7.5	(0.44)	5.8	(0.39)	5.4	(0.31)	4.7	(0.35)	4.3	(0.38)	3.9	(0.37)	3.6	(0.35)	3.0	(0.32)
Black	10.2	(1.04)	9.9	(0.85)	6.1	(0.78)	5.3	(0.80)	3.8	(0.80)	4.3	(0.83)	4.4	(0.74)	4.6	(0.89)	3.2	(0.71)
Hispanic	7.6	(0.90)	5.7	(0.77)	4.6	(0.64)	3.9	(0.50)	3.9	(0.70)	3.6	(0.54)	3.9	(0.75)	2.9	(0.47)	3.2	(0.46)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	1.5 !	(0.68)	3.6 !	(1.38)	‡	(†)	2.5 !	(1.23)	2.6 !	(1.08)
Other	8.8	(1.54)	6.4	(1.28)	3.1	(0.91)	5.0	(1.08)	4.3 !	(2.00)	8.1	(2.01)	‡	(†)	3.7 !	(1.37)	2.2 !	(1.08)
Grade																		
6th	9.6	(0.97)	8.0	(1.24)	5.9	(0.90)	3.8	(0.77)	4.6	(0.83)	4.1	(0.87)	3.7	(0.91)	3.8	(0.85)	4.1	(0.92)
7th	11.2	(0.81)	8.2	(0.81)	5.8	(0.66)	6.3	(0.74)	5.4	(0.71)	4.7	(0.69)	3.4	(0.70)	3.1	(0.61)	2.5	(0.51)
8th	10.5	(0.78)	7.6	(0.84)	4.3	(0.61)	5.2	(0.65)	3.6	(0.63)	4.4	(0.63)	3.8	(0.78)	3.8	(0.67)	2.3	(0.52)
9th	11.9	(0.88)	8.9	(0.79)	7.9	(0.81)	6.3	(0.70)	4.7	(0.69)	5.3	(0.75)	5.3	(0.85)	5.1	(0.83)	4.1	(0.76)
10th	9.1	(0.76)	8.0	(0.82)	6.5	(0.77)	4.8	(0.63)	4.3	(0.71)	4.4	(0.67)	4.2	(0.79)	3.0	(0.58)	3.3	(0.57)
11th	7.3	(0.74)	7.2	(0.88)	4.8	(0.62)	5.1	(0.68)	3.6	(0.51)	4.0	(0.75)	4.7	(0.88)	3.1	(0.65)	3.3	(0.65)
12th	6.1	(0.74)	4.8	(0.81)	2.9	(0.52)	3.6	(0.71)	3.8	(0.85)	2.7	(0.70)	2.0	(0.52)	2.9	(0.68)	2.0 !	(0.67)
Urbanicity[2]																		
Urban	9.3	(0.64)	8.4	(0.69)	5.9	(0.58)	6.1	(0.58)	5.3	(0.65)	4.5	(0.58)	4.2	(0.56)	4.3	(0.56)	3.3	(0.47)
Suburban	10.3	(0.49)	7.6	(0.43)	5.7	(0.40)	4.8	(0.33)	4.2	(0.34)	4.1	(0.38)	4.0	(0.36)	3.3	(0.34)	3.2	(0.35)
Rural	8.3	(0.79)	6.4	(0.96)	4.7	(0.93)	4.7	(0.75)	2.8	(0.69)	4.4	(0.55)	3.1	(0.66)	2.8	(0.57)	2.0	(0.58)
Sector																		
Public	9.8	(0.38)	7.9	(0.37)	5.7	(0.34)	5.2	(0.26)	4.4	(0.32)	4.6	(0.32)	4.1	(0.30)	3.7	(0.29)	3.1	(0.27)
Private	6.6	(0.90)	4.5	(0.80)	3.4	(0.72)	4.9	(0.79)	2.7	(0.77)	1.1 !	(0.50)	1.8 !	(0.76)	1.9 !	(0.68)	2.8 !	(0.89)
Theft	**7.1**	**(0.29)**	**5.7**	**(0.32)**	**4.2**	**(0.24)**	**4.0**	**(0.21)**	**3.1**	**(0.27)**	**3.0**	**(0.23)**	**2.8**	**(0.23)**	**2.6**	**(0.23)**	**1.9**	**(0.20)**
Sex																		
Male	7.1	(0.38)	5.7	(0.41)	4.5	(0.34)	4.0	(0.27)	3.1	(0.34)	3.0	(0.34)	3.4	(0.36)	2.6	(0.29)	2.0	(0.30)
Female	7.1	(0.41)	5.7	(0.43)	3.8	(0.33)	4.1	(0.32)	3.2	(0.36)	3.0	(0.33)	2.1	(0.28)	2.6	(0.33)	1.8	(0.28)
Race/ethnicity[1]																		
White	7.4	(0.32)	5.8	(0.43)	4.2	(0.30)	4.3	(0.28)	3.4	(0.32)	3.1	(0.29)	2.9	(0.31)	2.5	(0.28)	1.6	(0.22)
Black	7.1	(0.85)	7.4	(0.77)	5.0	(0.68)	4.0	(0.66)	2.7	(0.65)	3.0	(0.70)	2.5	(0.61)	3.7	(0.78)	2.7	(0.67)
Hispanic	5.8	(0.78)	3.9	(0.61)	3.7	(0.69)	3.0	(0.41)	3.1	(0.64)	2.2	(0.47)	3.0	(0.63)	2.0	(0.41)	1.8	(0.39)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	‡	(†)	3.2 !	(1.32)	‡	(†)	2.5 !	(1.23)	2.6 !	(1.08)
Other	6.5	(1.40)	4.4	(0.98)	2.9	(0.87)	4.4	(1.04)	‡	(†)	4.5 !	(1.57)	‡	(†)	2.8 !	(1.21)	‡	(†)
Grade																		
6th	5.4	(0.66)	5.2	(0.97)	4.0	(0.70)	2.2	(0.63)	2.8	(0.75)	2.7	(0.77)	1.3 !	(0.52)	2.7	(0.70)	1.4 !	(0.57)
7th	8.1	(0.71)	6.0	(0.73)	3.4	(0.51)	4.8	(0.67)	2.9	(0.50)	2.7	(0.54)	2.1	(0.57)	1.9	(0.44)	1.4	(0.38)
8th	7.9	(0.72)	5.9	(0.81)	3.3	(0.50)	4.1	(0.56)	2.4	(0.53)	2.5	(0.54)	2.0	(0.55)	2.0	(0.48)	1.0 !	(0.33)
9th	9.1	(0.77)	6.5	(0.71)	6.2	(0.76)	5.3	(0.62)	3.7	(0.61)	4.6	(0.70)	4.9	(0.80)	4.4	(0.78)	2.7	(0.58)
10th	7.7	(0.72)	6.5	(0.73)	5.7	(0.72)	3.7	(0.59)	3.8	(0.66)	3.6	(0.63)	3.5	(0.72)	2.1	(0.50)	2.6	(0.48)
11th	5.5	(0.66)	5.5	(0.67)	3.8	(0.57)	4.1	(0.64)	2.8	(0.45)	2.6	(0.61)	3.3	(0.74)	2.7	(0.58)	2.3	(0.50)
12th	4.6	(0.67)	4.0	(0.71)	2.3	(0.45)	3.1	(0.68)	3.5	(0.85)	1.9	(0.55)	1.5	(0.44)	2.4	(0.62)	1.6 !	(0.62)
Urbanicity[2]																		
Urban	6.6	(0.51)	6.9	(0.59)	4.5	(0.52)	4.5	(0.47)	3.6	(0.51)	2.8	(0.48)	2.9	(0.45)	3.0	(0.45)	2.4	(0.44)
Suburban	7.6	(0.40)	5.4	(0.36)	4.3	(0.32)	3.8	(0.27)	3.2	(0.31)	3.0	(0.31)	2.8	(0.32)	2.5	(0.30)	1.9	(0.27)
Rural	6.8	(0.66)	5.0	(0.95)	3.4	(0.65)	3.9	(0.66)	2.2 !	(0.68)	3.2	(0.46)	2.3	(0.59)	2.0	(0.47)	0.8	(0.24)
Sector																		
Public	7.3	(0.32)	5.9	(0.34)	4.4	(0.26)	4.0	(0.22)	3.3	(0.28)	3.2	(0.25)	2.9	(0.25)	2.7	(0.24)	1.9	(0.21)
Private	5.2	(0.74)	4.3	(0.78)	2.5	(0.67)	4.0	(0.77)	1.3 !	(0.48)	1.1 !	(0.50)	‡	(†)	1.2 !	(0.52)	2.0 !	(0.76)
Violent	**3.0**	**(0.21)**	**2.3**	**(0.18)**	**1.8**	**(0.19)**	**1.3**	**(0.15)**	**1.2**	**(0.15)**	**1.6**	**(0.18)**	**1.4**	**(0.17)**	**1.1**	**(0.15)**	**1.2**	**(0.15)**
Sex																		
Male	3.5	(0.27)	2.5	(0.26)	2.1	(0.26)	1.8	(0.24)	1.6	(0.25)	1.7	(0.26)	1.6	(0.25)	1.2	(0.21)	1.3	(0.23)
Female	2.4	(0.25)	2.0	(0.22)	1.5	(0.24)	0.9	(0.16)	0.8	(0.15)	1.4	(0.23)	1.1	(0.21)	0.9	(0.17)	1.1	(0.23)
Race/ethnicity[1]																		
White	3.0	(0.23)	2.1	(0.22)	2.0	(0.24)	1.4	(0.18)	1.3	(0.20)	1.5	(0.22)	1.2	(0.21)	1.2	(0.17)	1.5	(0.24)
Black	3.4	(0.61)	3.5	(0.55)	1.3 !	(0.40)	1.6	(0.41)	1.3 !	(0.46)	1.6 !	(0.50)	2.3	(0.62)	1.1 !	(0.42)	‡	(†)
Hispanic	2.7	(0.43)	1.9	(0.38)	1.5	(0.41)	1.1	(0.28)	0.9	(0.24)	1.4	(0.42)	1.3 !	(0.40)	1.0	(0.28)	1.5	(0.26)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	#	(†)	#	(†)	‡	(†)
Other	2.5 !	(0.87)	2.2 !	(0.81)	‡	(†)	‡	(†)	‡	(†)	4.5 !	(1.50)	‡	(†)	‡	(†)	‡	(†)
Grade																		
6th	5.1	(0.73)	3.8	(0.76)	2.6	(0.66)	1.9	(0.53)	1.9	(0.55)	1.5 !	(0.54)	2.6 !	(0.83)	1.3 !	(0.49)	2.7	(0.73)
7th	3.8	(0.54)	2.6	(0.43)	2.6	(0.47)	1.7	(0.43)	2.6	(0.53)	2.4	(0.50)	1.2 !	(0.42)	1.2 !	(0.41)	1.2 !	(0.38)
8th	3.1	(0.44)	2.4	(0.44)	1.3	(0.34)	1.5	(0.35)	1.4	(0.39)	2.1	(0.47)	2.0	(0.60)	2.1	(0.50)	1.4	(0.42)
9th	3.4	(0.50)	3.2	(0.47)	2.4	(0.46)	1.5	(0.31)	1.0	(0.29)	1.2 !	(0.37)	0.9 !	(0.37)	1.1 !	(0.35)	1.4 !	(0.44)
10th	2.1	(0.36)	1.7	(0.39)	1.2	(0.31)	1.4	(0.36)	0.5 !	(0.24)	1.2 !	(0.39)	1.0 !	(0.37)	0.9 !	(0.34)	1.0 !	(0.35)
11th	1.9	(0.40)	1.8 !	(0.58)	1.6	(0.39)	1.0 !	(0.33)	0.7 !	(0.31)	1.5 !	(0.46)	1.5 !	(0.51)	‡	(†)	1.0 !	(0.43)
12th	1.9	(0.41)	0.8 !	(0.31)	0.9 !	(0.31)	0.5 !	(0.26)	‡	(†)	0.8 !	(0.35)	‡	(†)	‡	(†)	‡	(†)
Urbanicity[2]																		
Urban	3.3	(0.40)	2.3	(0.38)	1.7	(0.29)	1.8	(0.32)	1.8	(0.34)	2.0	(0.35)	1.8	(0.41)	1.4	(0.31)	0.9	(0.21)
Suburban	3.5	(0.30)	2.4	(0.26)	1.7	(0.20)	1.2	(0.19)	1.1	(0.18)	1.3	(0.23)	1.3	(0.23)	0.9	(0.16)	1.4	(0.21)
Rural	1.8	(0.31)	1.9	(0.50)	2.0 !	(0.64)	0.9 !	(0.31)	0.6 !	(0.26)	1.7	(0.36)	0.8 !	(0.32)	1.0 !	(0.31)	1.1 !	(0.46)
Sector																		
Public	3.1	(0.22)	2.5	(0.20)	1.9	(0.20)	1.4	(0.15)	1.2	(0.15)	1.7	(0.20)	1.4	(0.19)	1.1	(0.15)	1.2	(0.16)
Private	1.7	(0.45)	‡	(†)	1.0 !	(0.32)	0.9 !	(0.39)	1.4 !	(0.60)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

See notes at end of table.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2013—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10	
Serious violent[3]	**0.7**	**(0.09)**	**0.5**	**(0.09)**	**0.4**	**(0.08)**	**0.2**	**(0.06)**	**0.3**	**(0.07)**	**0.4**	**(0.08)**	**0.3**	**(0.09)**	**0.1 !**	**(0.05)**	**0.2 !**	**(0.07)**
Sex																		
Male	0.9	(0.14)	0.6	(0.12)	0.5	(0.11)	0.3 !	(0.10)	0.3 !	(0.10)	0.5 !	(0.14)	0.6	(0.16)	0.2 !	(0.08)	0.2 !	(0.10)
Female	0.4	(0.10)	0.5	(0.12)	0.4 !	(0.12)	‡	(†)	0.3	(0.07)	0.2 !	(0.08)	‡	(†)	‡	(†)	0.2 !	(0.10)
Race/ethnicity[1]																		
White	0.6	(0.09)	0.4	(0.09)	0.4	(0.08)	0.2 !	(0.06)	0.3 !	(0.09)	0.2 !	(0.08)	0.3 !	(0.10)	0.2 !	(0.07)	0.2 !	(0.09)
Black	1.0 !	(0.31)	1.2	(0.33)	0.5 !	(0.25)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Hispanic	0.9 !	(0.30)	0.6 !	(0.22)	0.8 !	(0.33)	0.4 !	(0.18)	0.4 !	(0.16)	0.8 !	(0.32)	‡	(†)	‡	(†)	0.4 !	(0.17)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	#	(†)	#	(†)	‡	(†)
Other	‡	(†)	#	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	#	(†)	‡	(†)
Grade																		
6th	1.5	(0.42)	1.3 !	(0.40)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.8 !	(0.42)
7th	0.9	(0.24)	0.9 !	(0.27)	0.6 !	(0.24)	‡	(†)	‡	(†)	0.4 !	(0.20)	‡	(†)	0.5 !	(0.23)	‡	(†)
8th	0.8 !	(0.23)	0.5 !	(0.22)	0.3 !	(0.14)	0.3 !	(0.15)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)
9th	0.7	(0.21)	0.6 !	(0.18)	0.8 !	(0.31)	0.6 !	(0.21)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
10th	0.4 !	(0.17)	‡	(†)	0.4 !	(0.18)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)
11th	0.4 !	(0.16)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.6 !	(0.27)	‡	(†)	#	(†)	‡	(†)
12th	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)
Urbanicity[2]																		
Urban	1.3	(0.24)	0.7	(0.19)	0.5	(0.15)	0.4 !	(0.14)	0.4 !	(0.17)	0.7 !	(0.23)	0.6 !	(0.22)	‡	(†)	0.3 !	(0.16)
Suburban	0.6	(0.12)	0.5	(0.11)	0.4	(0.09)	0.1 !	(0.05)	0.3 !	(0.08)	0.2 !	(0.09)	0.3 !	(0.11)	‡	(†)	0.2 !	(0.08)
Rural	0.3 !	(0.10)	0.4 !	(0.18)	0.5 !	(0.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Sector																		
Public	0.7	(0.10)	0.6	(0.10)	0.5	(0.09)	0.2	(0.06)	0.3	(0.06)	0.4	(0.09)	0.4	(0.10)	0.1 !	(0.06)	0.2 !	(0.08)
Private	‡	(†)	#	(†)	#	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[3]Serious violent victimization is also included in violent victimization.
NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2013. (This table was prepared August 2014.)

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics and number of times threatened or injured: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Number of times and year	Total		Sex				Race/ethnicity[1]												Grade							
			Male		Female		White		Black		Hispanic		Asian[2]		Pacific Islander[2]		American Indian/ Alaska Native[2]		Two or more races[2]		9th grade		10th grade		11th grade		12th grade	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
At least once																												
1993	7.3	(0.44)	9.2	(0.64)	5.4	(0.40)	6.3	(0.58)	11.2	(0.95)	8.6	(0.83)	—	(†)	—	(†)	11.7	(2.50)	—	(†)	9.4	(0.92)	7.3	(0.59)	7.3	(0.64)	5.5	(0.62)
1995	8.4	(0.52)	10.9	(0.57)	5.8	(0.68)	7.0	(0.53)	11.0	(1.61)	12.4	(1.44)	—	(†)	—	(†)	11.4 !	(4.22)	—	(†)	9.6	(0.96)	9.6	(1.03)	7.7	(0.64)	6.7	(0.57)
1997	7.4	(0.45)	10.2	(0.71)	4.0	(0.32)	6.2	(0.56)	9.9	(0.91)	9.0	(0.63)	—	(†)	—	(†)	12.5 !	(5.15)	—	(†)	10.1	(1.02)	7.9	(1.14)	5.9	(0.70)	5.8	(0.80)
1999	7.7	(0.42)	9.5	(0.80)	5.8	(0.64)	6.6	(0.35)	7.6	(0.85)	9.8	(1.09)	7.7	(1.05)	15.6	(4.46)	13.2 !	(5.45)	9.3	(1.22)	10.5	(0.95)	8.2	(0.92)	6.1	(0.46)	5.1	(0.79)
2001	8.9	(0.55)	11.5	(0.66)	6.5	(0.52)	8.5	(0.66)	9.3	(0.71)	8.9	(1.05)	11.3	(2.73)	24.8	(7.16)	15.2 !	(4.57)	10.3	(2.33)	12.7	(0.89)	9.1	(0.75)	6.9	(0.65)	5.3	(0.52)
2003	9.2	(0.75)	11.6	(0.96)	6.5	(0.61)	7.8	(0.77)	10.9	(0.80)	9.4	(1.23)	11.5	(2.66)	16.3	(4.31)	22.1	(4.79)	18.7	(3.11)	12.1	(1.25)	9.2	(1.02)	7.3	(0.69)	6.3	(0.92)
2005	7.9	(0.35)	9.7	(0.42)	6.1	(0.41)	7.2	(0.46)	8.1	(0.69)	9.8	(0.86)	4.6	(1.10)	14.5 !	(4.93)	9.8	(2.67)	10.7	(2.33)	10.5	(0.63)	8.8	(0.72)	5.5	(0.43)	5.8	(0.52)
2007	7.8	(0.44)	10.2	(0.59)	5.4	(0.41)	6.9	(0.52)	9.7	(0.86)	8.7	(0.60)	7.6 !	(2.29)	8.1 !	(2.45)	5.9	(1.24)	13.3	(2.25)	9.2	(0.69)	8.4	(0.51)	6.8	(0.57)	6.3	(0.64)
2009	7.7	(0.37)	9.6	(0.59)	5.5	(0.37)	6.4	(0.43)	9.4	(0.80)	9.1	(0.61)	5.5	(0.91)	12.5	(3.11)	16.5	(2.68)	9.2	(1.50)	8.7	(0.53)	8.4	(0.72)	7.9	(0.60)	5.2	(0.53)
2011	7.4	(0.31)	9.5	(0.39)	5.2	(0.37)	6.1	(0.35)	8.9	(0.64)	9.2	(0.81)	7.0	(0.99)	11.3	(3.23)	8.2	(1.52)	9.9	(1.35)	8.3	(0.63)	7.7	(0.58)	7.3	(0.61)	5.9	(0.45)
2013	6.9	(0.38)	7.7	(0.54)	6.1	(0.40)	5.8	(0.32)	8.4	(0.82)	8.5	(0.73)	5.3	(1.41)	8.7 !	(2.71)	18.5	(5.24)	7.7	(2.11)	8.5	(0.75)	7.0	(0.67)	6.8	(0.60)	4.9	(0.61)
Number of times, 2013																												
0 times	93.1	(0.38)	92.3	(0.54)	93.9	(0.40)	94.2	(0.32)	91.6	(0.82)	91.5	(0.73)	94.7	(1.41)	91.3	(2.71)	81.5	(5.24)	92.3	(2.11)	91.5	(0.75)	93.0	(0.67)	93.2	(0.60)	95.1	(0.61)
1 time	3.0	(0.22)	3.0	(0.25)	3.0	(0.33)	2.7	(0.27)	3.8	(0.51)	3.3	(0.51)	1.7 !	(0.51)	2.0	(0.59)	9.6 !	(3.14)	3.1 !	(0.96)	3.5	(0.50)	3.0	(0.52)	3.4	(0.39)	2.0	(0.27)
2 or 3 times	1.7	(0.14)	1.7	(0.21)	1.6	(0.20)	1.6	(0.17)	1.8	(0.35)	1.6	(0.29)	‡	(†)	‡	(†)	‡	(†)	2.2 !	(0.67)	2.5	(0.37)	1.7	(0.26)	1.3	(0.24)	1.1	(0.21)
4 to 11 times	1.3	(0.14)	1.7	(0.21)	0.9	(0.18)	0.8	(0.12)	1.7	(0.36)	2.3	(0.34)	‡	(†)	‡	(†)	4.9 !	(2.34)	1.5 !	(0.63)	1.5	(0.22)	1.4	(0.30)	1.3	(0.28)	1.0	(0.21)
12 or more times	0.9	(0.11)	1.3	(0.19)	0.6	(0.08)	0.7	(0.17)	1.2	(0.23)	1.2	(0.25)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	1.0	(0.20)	0.9	(0.20)	0.9	(0.22)	0.9	(0.25)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 4.2. Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7	
United States[1]	**9.2**	**(0.75)**	**7.9**	**(0.35)**	**7.8**	**(0.44)**	**7.7**	**(0.37)**	**7.4**	**(0.31)**	**6.9**	**(0.38)**
Alabama	7.2	(0.91)	10.6	(0.86)	—	(†)	10.4	(1.56)	7.6	(1.20)	9.9	(1.17)
Alaska	8.1	(1.01)	—	(†)	7.7	(0.88)	7.3	(0.90)	5.6	(0.70)	—	(†)
Arizona	9.7	(1.10)	10.7	(0.55)	11.2	(0.79)	9.3	(0.92)	10.4	(0.74)	9.1	(1.32)
Arkansas	—	(†)	9.6	(1.06)	9.1	(1.03)	11.9	(1.38)	6.3	(0.85)	10.9	(1.14)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	—	(†)	7.6	(0.75)	—	(†)	8.0	(0.74)	6.7	(0.80)	—	(†)
Connecticut	—	(†)	9.1	(0.91)	7.7	(0.59)	7.0	(0.62)	6.8	(0.71)	7.1	(0.74)
Delaware	7.7	(0.60)	6.2	(0.63)	5.6	(0.50)	7.8	(0.63)	6.4	(0.62)	5.6	(0.46)
District of Columbia	12.7	(1.42)	12.1	(0.78)	11.3	(0.98)	—	(†)	8.7	(0.92)	—	(†)
Florida	8.4	(0.44)	7.9	(0.45)	8.6	(0.57)	8.2	(0.39)	7.2	(0.31)	7.1	(0.37)
Georgia	8.2	(0.75)	8.3	(2.08)	8.1	(0.81)	8.2	(0.83)	11.7	(2.08)	7.2	(0.81)
Hawaii	—	(†)	6.8	(0.87)	6.4	(1.10)	7.7	(1.03)	6.3	(0.62)	—	(†)
Idaho	9.4	(0.82)	8.3	(0.59)	10.2	(1.07)	7.9	(0.62)	7.3	(0.99)	5.8	(0.59)
Illinois	—	(†)	—	(†)	7.8	(0.69)	8.8	(0.86)	7.6	(0.48)	8.5	(0.82)
Indiana	6.7	(0.91)	8.8	(0.96)	9.6	(0.68)	6.5	(0.66)	6.8	(1.14)	—	(†)
Iowa	—	(†)	7.8	(1.02)	7.1	(0.86)	—	(†)	6.3	(0.85)	—	(†)
Kansas	—	(†)	7.4	(0.82)	8.6	(1.12)	6.2	(0.62)	5.6	(0.68)	5.3	(0.65)
Kentucky	5.2	(0.72)	8.0	(0.75)	8.3	(0.53)	7.9	(1.00)	7.4	(0.98)	5.4	(0.57)
Louisiana	—	(†)	—	(†)	—	(†)	9.5	(1.29)	8.7	(1.18)	10.5	(0.99)
Maine	8.5	(0.78)	7.1	(0.68)	6.8	(0.84)	7.7	(0.32)	6.8	(0.26)	5.3	(0.29)
Maryland	—	(†)	11.7	(1.30)	9.6	(0.86)	9.1	(0.75)	8.4	(0.67)	9.4	(0.22)
Massachusetts	6.3	(0.54)	5.4	(0.44)	5.3	(0.47)	7.0	(0.58)	6.8	(0.67)	4.4	(0.38)
Michigan	9.7	(0.57)	8.6	(0.81)	8.1	(0.77)	9.4	(0.63)	6.8	(0.50)	6.7	(0.52)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	6.6	(0.82)	—	(†)	8.3	(0.59)	8.0	(0.69)	7.5	(0.63)	8.8	(0.78)
Missouri	7.5	(0.93)	9.1	(1.19)	9.3	(1.03)	7.8	(0.76)	—	(†)	—	(†)
Montana	7.1	(0.46)	8.0	(0.64)	7.0	(0.51)	7.4	(0.99)	7.5	(0.53)	6.3	(0.40)
Nebraska	8.8	(0.80)	9.7	(0.68)	—	(†)	—	(†)	6.4	(0.54)	6.4	(0.57)
Nevada	6.0	(0.65)	8.1	(0.96)	7.8	(0.70)	10.7	(0.84)	—	(†)	6.4	(0.80)
New Hampshire	7.5	(0.98)	8.6	(0.91)	7.3	(0.69)	—	(†)	—	(†)	—	(†)
New Jersey	—	(†)	8.0	(1.07)	—	(†)	6.6	(0.75)	5.7	(0.51)	6.2	(0.81)
New Mexico	—	(†)	10.4	(0.96)	10.1	(0.68)	—	(†)	—	(†)	—	(†)
New York	7.2	(0.44)	7.2	(0.47)	7.3	(0.57)	7.5	(0.55)	7.3	(0.60)	7.3	(0.61)
North Carolina	7.2	(0.74)	7.9	(0.92)	6.6	(0.62)	6.8	(0.61)	9.1	(0.95)	6.9	(0.45)
North Dakota	5.9	(0.89)	6.6	(0.58)	5.2	(0.59)	—	(†)	—	(†)	—	(†)
Ohio[2]	7.7	(1.30)	8.2	(0.67)	8.3	(0.77)	—	(†)	—	(†)	—	(†)
Oklahoma	7.4	(1.10)	6.0	(0.65)	7.0	(0.72)	5.8	(0.66)	5.7	(0.88)	4.6	(0.53)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	5.6	(0.73)	—	(†)	—	(†)
Rhode Island	8.2	(0.84)	8.7	(0.87)	8.3	(0.42)	6.5	(0.65)	—	(†)	6.4	(0.51)
South Carolina	—	(†)	10.1	(0.93)	9.8	(0.85)	8.8	(1.48)	9.2	(0.92)	6.5	(0.83)
South Dakota[2]	6.5	(0.71)	8.1	(1.04)	5.9	(0.87)	6.8	(0.87)	6.1	(0.77)	5.0	(0.69)
Tennessee	8.4	(1.17)	7.4	(0.79)	7.3	(0.76)	7.0	(0.71)	5.8	(0.52)	9.3	(0.73)
Texas	—	(†)	9.3	(0.84)	8.7	(0.52)	7.2	(0.52)	6.8	(0.40)	7.1	(0.62)
Utah	7.3	(1.44)	9.8	(1.32)	11.4	(1.92)	7.7	(0.88)	7.0	(0.98)	5.5	(0.59)
Vermont	7.3	(0.20)	6.3	(0.46)	6.2	(0.56)	6.0	(0.30)	5.5	(0.37)	6.4	(0.43)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	7.0	(0.86)	6.1	(0.43)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	8.5	(1.26)	8.0	(0.78)	9.7	(0.77)	9.2	(0.77)	6.6	(0.93)	5.6	(0.51)
Wisconsin	5.5	(0.70)	7.6	(0.73)	5.6	(0.66)	6.7	(0.75)	5.1	(0.48)	4.3	(0.64)
Wyoming	9.7	(1.00)	7.8	(0.67)	8.3	(0.67)	9.4	(0.58)	7.3	(0.58)	6.8	(0.47)

—Not available.
†Not applicable.
[1]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[2]Data include both public and private schools.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 5.1. Number and percentage of public and private school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher and school characteristics: Selected years, 1993–94 through 2011–12

[Standard errors appear in parentheses]

Year	Total		Sex				Race/ethnicity								Instructional level[1]				Control of school			
			Male		Female		White		Black		Hispanic		Other[2]		Elementary		Secondary		Public[3]		Private	
1	2		3		4		5		6		7		8		9		10		11		12	
	Number of teachers																					
Threatened with injury																						
1993–94	342,700	(7,140)	115,900	(3,870)	226,800	(5,570)	295,700	(6,320)	23,900	(1,380)	15,900	(1,850)	7,300	(680)	135,200	(4,520)	207,500	(5,380)	326,800	(7,040)	15,900	(1,130)
1999–2000	304,900	(7,090)	95,100	(3,610)	209,800	(5,490)	252,500	(5,670)	28,300	(2,150)	17,200	(1,980)	7,000	(850)	148,100	(5,560)	156,900	(4,360)	287,400	(7,060)	17,500	(1,700)
2003–04	252,800	(8,750)	78,400	(3,930)	174,400	(7,260)	198,900	(6,980)	32,500	(3,050)	12,400	(1,810)	9,000	(1,250)	113,600	(7,240)	139,200	(5,280)	242,100	(7,840)	10,700	(1,780)
2007–08	289,900	(10,660)	88,300	(5,970)	201,600	(8,140)	234,700	(8,850)	28,700	(3,080)	17,900	(3,230)	8,600	(1,630)	130,000	(7,720)	160,000	(7,220)	276,600	(10,570)	13,300	(1,460)
2011–12	352,900	(17,080)	84,500	(5,220)	268,400	(15,450)	279,900	(13,300)	34,200	(4,380)	27,100	(4,660)	11,800	(2,200)	189,800	(13,430)	163,200	(7,520)	338,400	(17,290)	14,500	(1,450)
Physically attacked																						
1993–94	121,100	(3,950)	30,800	(1,770)	90,300	(3,900)	104,300	(4,020)	7,700	(860)	6,200	(1,290)	2,800	(450)	77,300	(3,240)	43,800	(1,980)	112,400	(3,730)	8,700	(860)
1999–2000	134,800	(4,820)	30,600	(1,990)	104,200	(4,390)	111,700	(3,810)	11,600	(1,540)	8,800	(1,660)	2,600	(460)	102,200	(4,360)	32,600	(2,270)	125,000	(4,630)	9,800	(1,070)
2003–04	129,200	(7,810)	23,600	(2,610)	105,700	(6,460)	102,200	(5,920)	15,100	(2,300)	7,000	(1,860)	5,000	(1,110)	89,800	(6,680)	39,400	(3,410)	121,400	(7,180)	7,800	(1,450)
2007–08	156,000	(8,090)	34,900	(4,760)	121,100	(6,120)	132,300	(6,860)	12,300	(2,350)	8,200	(2,040)	3,200 !	(1,250)	114,700	(7,220)	41,300	(3,220)	146,400	(8,200)	9,600	(1,170)
2011–12	209,800	(11,880)	32,500	(3,330)	177,300	(11,310)	171,300	(10,950)	18,800	(3,580)	11,800	(2,890)	7,900	(1,990)	160,700	(10,210)	49,100	(4,310)	197,400	(11,730)	12,400	(1,490)
	Percent of teachers																					
Threatened with injury																						
1993–94	11.7	(0.23)	14.7	(0.40)	10.5	(0.25)	11.5	(0.24)	11.9	(0.61)	13.1	(1.32)	13.4	(1.08)	8.7	(0.30)	15.0	(0.28)	12.8	(0.26)	4.2	(0.29)
1999–2000	8.8	(0.20)	11.0	(0.38)	8.1	(0.20)	8.6	(0.19)	11.6	(0.84)	9.1	(1.01)	8.3	(0.98)	8.0	(0.29)	9.9	(0.26)	9.6	(0.22)	3.9	(0.35)
2003–04	6.8	(0.24)	8.5	(0.39)	6.2	(0.27)	6.4	(0.24)	11.8	(0.96)	5.5	(0.82)	8.7	(1.25)	5.7	(0.37)	8.0	(0.27)	7.4	(0.24)	2.3	(0.40)
2007–08	7.4	(0.26)	9.3	(0.59)	6.8	(0.27)	7.2	(0.26)	11.1	(0.93)	6.7	(1.19)	7.6	(1.36)	6.6	(0.38)	8.4	(0.36)	8.1	(0.30)	2.7	(0.30)
2011–12	9.2	(0.42)	9.2	(0.49)	9.2	(0.50)	8.8	(0.40)	13.8	(1.72)	9.4	(1.54)	9.1	(1.54)	9.6	(0.67)	8.7	(0.34)	10.0	(0.48)	3.1	(0.32)
Physically attacked																						
1993–94	4.1	(0.13)	3.9	(0.21)	4.2	(0.18)	4.1	(0.16)	3.9	(0.40)	5.2	(0.99)	5.2	(0.76)	5.0	(0.20)	3.2	(0.14)	4.4	(0.14)	2.3	(0.23)
1999–2000	3.9	(0.14)	3.5	(0.22)	4.0	(0.17)	3.8	(0.13)	4.8	(0.59)	4.6	(0.83)	3.1	(0.54)	5.5	(0.23)	2.1	(0.14)	4.2	(0.15)	2.2	(0.22)
2003–04	3.5	(0.21)	2.6	(0.27)	3.8	(0.24)	3.3	(0.20)	5.5	(0.78)	3.1	(0.85)	4.8	(1.10)	4.5	(0.35)	2.3	(0.19)	3.7	(0.22)	1.7	(0.32)
2007–08	4.0	(0.21)	3.7	(0.49)	4.1	(0.21)	4.1	(0.22)	4.7	(0.89)	3.1	(0.73)	2.8 !	(0.97)	5.8	(0.38)	2.2	(0.16)	4.3	(0.24)	2.0	(0.24)
2011–12	5.4	(0.30)	3.5	(0.35)	6.0	(0.37)	5.4	(0.33)	7.6	(1.41)	4.1	(0.96)	6.1	(1.43)	8.2	(0.50)	2.6	(0.21)	5.8	(0.33)	2.7	(0.33)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.
[2]Includes American Indians/Alaska Natives, Asians, and Pacific Islanders; for 2003–04 and later years, also includes persons of Two or more races.
[3]Includes traditional public and public charter schools.

NOTE: Teachers who taught only prekindergarten students are excluded. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition. Race categories exclude persons of Hispanic ethnicity. Please see the glossary for a more detailed definition. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 5.2. Percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by state: Selected years, 1993–94 through 2011–12

[Standard errors appear in parentheses]

State	Threatened with injury										Physically attacked									
	1993–94		1999–2000		2003–04		2007–08		2011–12		1993–94		1999–2000		2003–04		2007–08		2011–12	
1	2		3		4		5		6		7		8		9		10		11	
United States	**12.8**	**(0.26)**	**9.6**	**(0.22)**	**7.4**	**(0.24)**	**8.1**	**(0.30)**	**10.0**	**(0.48)**	**4.4**	**(0.14)**	**4.2**	**(0.15)**	**3.7**	**(0.22)**	**4.3**	**(0.24)**	**5.8**	**(0.33)**
Alabama	13.3	(1.29)	8.8	(0.99)	6.1	(0.88)	6.8	(1.41)	7.6	(1.92)	3.2	(0.84)	3.8	(0.57)	2.7	(0.75)	3.2 !	(1.12)	3.1 !	(0.94)
Alaska	13.7	(0.92)	10.9	(0.80)	8.9	(1.25)	7.8	(1.24)	12.3	(2.82)	6.5	(0.48)	5.2	(0.51)	6.0	(0.94)	6.7	(1.50)	5.1 !	(1.78)
Arizona	13.0	(1.07)	9.5	(1.16)	6.8	(0.98)	6.4	(1.04)	9.1	(2.08)	3.6	(0.67)	4.5	(0.95)	2.6	(0.58)	4.9	(1.29)	4.7 !	(1.43)
Arkansas	13.8	(1.38)	10.1	(1.18)	4.8	(0.81)	5.9	(1.18)	7.8	(1.48)	3.0	(0.67)	2.5	(0.59)	2.7	(0.72)	4.1	(1.07)	5.2 !	(1.80)
California	7.4	(0.91)	5.8	(0.70)	6.0	(1.00)	8.5	(1.31)	7.7	(1.17)	2.9	(0.61)	2.5	(0.46)	2.0	(0.53)	3.6	(0.78)	4.4	(0.95)
Colorado	13.1	(1.29)	6.6	(0.97)	3.8	(0.82)	6.8	(1.64)	7.3	(1.69)	4.9	(0.82)	3.1	(0.60)	1.5 !	(0.45)	4.7	(1.33)	3.6 !	(1.26)
Connecticut	11.8	(0.86)	9.1	(0.88)	6.9	(1.28)	7.2	(1.39)	7.5 !	(3.03)	3.5	(0.46)	4.1	(0.55)	2.8	(0.70)	3.3 !	(1.04)	6.2 !	(2.91)
Delaware	18.7	(1.56)	11.4	(1.37)	7.7	(1.35)	11.7	(1.93)	15.8	(3.49)	7.2	(1.10)	5.3	(0.92)	3.2 !	(1.00)	5.4	(1.46)	9.8	(2.80)
District of Columbia	24.0	(1.80)	22.3	(1.30)	17.3	(2.63)	16.9	(3.06)	‡	(†)	8.3	(1.34)	9.1	(0.83)	5.2	(1.24)	7.3	(2.00)	‡	(†)
Florida	20.1	(1.65)	12.2	(1.07)	11.2	(1.26)	11.4	(2.11)	‡	(†)	4.9	(0.78)	6.7	(0.91)	6.5	(1.58)	4.0	(1.04)	‡	(†)
Georgia	14.0	(1.29)	9.5	(1.42)	6.4	(1.21)	5.8	(1.18)	9.5 !	(2.98)	3.4	(0.66)	3.6	(0.84)	4.6	(1.30)	4.0	(1.04)	6.3 !	(2.60)
Hawaii	9.9	(1.48)	9.4	(0.99)	9.0	(1.33)	8.0	(1.84)	‡	(†)	2.9	(0.57)	3.2	(0.57)	5.7	(1.18)	4.5	(1.30)	‡	(†)
Idaho	9.7	(1.02)	7.8	(0.44)	5.4	(0.98)	5.9	(1.24)	6.7	(1.42)	4.2	(0.76)	4.3	(0.39)	2.5 !	(0.75)	2.9 !	(0.87)	3.6 !	(1.34)
Illinois	10.9	(0.76)	8.2	(0.89)	7.9	(1.60)	8.1	(1.42)	7.3	(1.41)	4.5	(0.50)	2.7	(0.39)	2.3 !	(0.77)	3.9	(0.90)	4.1	(1.11)
Indiana	13.8	(1.28)	7.6	(1.12)	7.2	(1.18)	10.2	(1.78)	11.2	(2.87)	3.0	(0.66)	3.0	(0.75)	4.1 !	(1.28)	4.7	(0.93)	6.4	(1.88)
Iowa	9.4	(1.19)	10.7	(0.93)	4.9	(1.13)	7.2	(1.32)	11.7	(2.43)	4.3	(0.88)	3.9	(0.73)	2.4	(0.64)	3.4	(0.93)	7.6	(2.11)
Kansas	10.9	(0.91)	6.0	(0.78)	3.9	(0.81)	5.7	(1.07)	7.2	(1.66)	3.8	(0.61)	2.9	(0.55)	3.3	(0.79)	5.0	(1.36)	5.5 !	(1.77)
Kentucky	14.0	(1.33)	12.6	(1.22)	7.8	(1.46)	9.8	(1.86)	10.6	(1.48)	3.8	(0.72)	4.5	(0.62)	2.7	(0.79)	5.8	(1.60)	7.0	(1.25)
Louisiana	17.0	(1.17)	13.4	(2.31)	9.8	(1.42)	10.3	(2.35)	18.3	(2.95)	6.6	(0.82)	5.0	(1.31)	2.7	(0.69)	4.0 !	(1.40)	7.2 !	(2.27)
Maine	9.0	(1.11)	11.7	(1.13)	5.2	(1.09)	9.5	(1.49)	9.1	(1.98)	2.4	(0.62)	6.3	(0.96)	3.3 !	(1.00)	5.2	(1.37)	5.2	(1.55)
Maryland	19.8	(2.15)	10.7	(1.31)	13.5	(2.24)	12.6	(2.47)	‡	(†)	8.6	(1.34)	4.6	(0.93)	6.5	(1.40)	8.4	(1.57)	‡	(†)
Massachusetts	10.8	(0.83)	11.3	(1.48)	6.4	(1.23)	9.7	(1.98)	6.2	(1.69)	4.7	(0.64)	4.3	(0.67)	3.8	(0.75)	4.1	(0.93)	5.3	(1.51)
Michigan	10.7	(1.54)	8.0	(0.93)	9.2	(1.55)	6.0	(1.15)	11.8	(1.62)	6.4	(1.13)	3.8	(0.91)	5.4	(1.04)	3.5 !	(1.32)	9.0	(2.00)
Minnesota	9.6	(1.13)	9.5	(1.11)	8.1	(1.17)	7.3	(1.16)	11.4	(1.49)	4.5	(0.85)	4.4	(1.04)	3.6	(0.68)	6.5	(1.38)	6.5	(1.27)
Mississippi	13.4	(1.48)	11.1	(0.99)	5.5	(0.92)	10.7	(1.59)	7.7	(1.42)	4.1	(0.78)	3.7	(0.58)	0.9 !	(0.34)	2.9	(0.83)	3.1 !	(1.14)
Missouri	12.6	(1.11)	11.3	(1.73)	8.3	(1.27)	8.7	(1.17)	12.3	(2.25)	3.2	(0.73)	5.6	(1.41)	5.5	(1.43)	5.3	(1.15)	7.5	(1.73)
Montana	7.7	(0.58)	8.3	(0.97)	6.0	(0.78)	6.3	(1.25)	7.6	(2.24)	2.7	(0.48)	2.7	(0.38)	1.9	(0.47)	4.0	(0.81)	4.2 !	(1.37)
Nebraska	10.4	(0.61)	9.9	(0.70)	7.5	(1.12)	7.2	(1.27)	8.0	(1.46)	3.6	(0.64)	3.8	(0.57)	4.1	(0.89)	4.2	(1.11)	5.8	(1.36)
Nevada	13.2	(1.22)	11.6	(1.34)	7.3	(1.89)	9.2	(2.21)	9.1	(2.65)	4.5	(0.86)	8.1	(1.07)	4.1 !	(1.28)	3.7 !	(1.41)	4.7 !	(2.25)
New Hampshire	11.1	(1.30)	8.8	(1.43)	5.8	(1.37)	6.5	(1.47)	5.6 !	(2.11)	3.0	(0.70)	4.2	(1.09)	2.8 !	(0.91)	2.2 !	(0.91)	‡	(†)
New Jersey	7.9	(0.87)	7.5	(0.80)	4.3	(1.20)	4.6	(1.26)	6.9	(1.08)	2.4	(0.45)	3.4	(0.78)	2.0 !	(0.67)	2.2 !	(0.82)	3.6	(0.97)
New Mexico	12.8	(1.27)	10.2	(1.75)	7.8	(1.25)	12.8	(1.85)	10.0	(2.76)	4.4	(0.72)	6.8	(1.77)	5.9	(0.97)	4.5	(1.33)	9.9 !	(3.17)
New York	16.2	(1.32)	11.5	(1.06)	10.4	(1.62)	10.5	(1.85)	11.9	(1.86)	6.7	(0.97)	5.2	(0.79)	6.5	(1.12)	6.4	(1.56)	7.0	(1.48)
North Carolina	17.1	(1.32)	12.8	(1.63)	8.7	(1.44)	9.6	(1.71)	13.4	(2.79)	6.0	(0.95)	5.5	(1.23)	4.4	(0.95)	5.9 !	(1.84)	6.3	(1.58)
North Dakota	5.5	(0.62)	5.7	(0.57)	5.0	(0.95)	2.5	(0.70)	6.1	(1.48)	2.9	(0.66)	2.1	(0.37)	2.1	(0.49)	1.6 !	(0.50)	3.3 !	(1.06)
Ohio	15.2	(1.48)	9.6	(1.35)	6.2	(1.14)	8.7	(1.59)	9.9	(1.20)	3.6	(0.69)	2.9	(0.83)	2.5 !	(0.83)	2.2 !	(0.70)	3.9	(0.88)
Oklahoma	11.0	(1.21)	8.5	(1.17)	6.0	(0.79)	7.4	(0.87)	9.6	(2.12)	4.1	(0.81)	4.5	(1.12)	3.0	(0.53)	3.2	(0.63)	6.2	(1.66)
Oregon	11.5	(1.00)	6.9	(1.33)	5.5	(1.11)	6.3	(1.30)	5.3	(1.56)	3.4	(0.64)	3.0	(0.60)	1.4 !	(0.55)	3.9 !	(1.18)	3.4 !	(1.27)
Pennsylvania	11.0	(1.75)	9.5	(1.28)	9.5	(1.29)	4.6	(1.04)	10.1	(1.54)	3.6	(1.02)	4.5	(0.97)	5.0	(0.82)	3.8	(0.90)	4.4	(0.99)
Rhode Island	13.4	(1.78)	10.2	(0.64)	4.6 !	(1.39)	8.6	(2.13)	‡	(†)	4.2	(0.91)	4.8	(0.59)	2.4 !	(0.92)	‡	(†)	‡	(†)
South Carolina	15.2	(1.62)	11.5	(1.10)	8.5	(1.30)	8.5	(1.46)	13.1	(2.70)	3.8	(0.92)	5.3	(0.94)	3.1	(0.82)	2.9 !	(1.18)	‡	(†)
South Dakota	6.5	(0.83)	7.7	(0.91)	4.7	(1.23)	6.9	(1.88)	10.0	(2.28)	2.6	(0.46)	3.9	(0.50)	2.9	(0.79)	4.3	(0.88)	5.2 !	(1.66)
Tennessee	12.4	(1.45)	13.3	(1.65)	6.5	(1.24)	7.7	(1.26)	9.4	(2.11)	3.5	(0.91)	2.6	(0.67)	3.7	(1.02)	4.1	(1.11)	3.2 !	(1.04)
Texas	12.6	(1.15)	8.9	(0.89)	7.6	(1.13)	7.6	(1.31)	10.0	(1.81)	4.2	(0.65)	4.8	(0.75)	3.9	(0.92)	4.2	(1.18)	5.7	(1.30)
Utah	11.1	(0.87)	8.0	(1.15)	5.2	(0.82)	5.7	(1.18)	7.2	(1.96)	7.2	(0.72)	2.6	(0.58)	4.1	(0.90)	3.8 !	(1.26)	5.4	(1.53)
Vermont	12.4	(1.28)	9.9	(1.46)	4.9	(1.18)	7.6	(1.82)	8.7	(1.86)	8.6	(1.38)	5.3	(0.94)	1.8 !	(0.90)	4.2	(1.22)	5.3	(1.29)
Virginia	14.9	(1.37)	12.1	(1.19)	6.5	(1.11)	8.1	(1.38)	9.9	(1.58)	6.9	(1.23)	4.9	(0.76)	2.9 !	(0.88)	6.0	(1.32)	6.5	(1.68)
Washington	13.0	(1.33)	10.0	(0.98)	6.7	(1.29)	7.0	(1.34)	7.4	(1.36)	4.9	(0.74)	5.0	(0.61)	4.1	(0.85)	4.4	(1.28)	6.8	(1.80)
West Virginia	11.7	(0.86)	10.0	(1.19)	7.4	(1.13)	8.1	(1.67)	9.4	(2.08)	3.4	(0.67)	3.4	(0.67)	3.4	(0.82)	4.0	(1.07)	4.3 !	(1.72)
Wisconsin	13.7	(1.82)	10.1	(0.99)	4.7	(0.99)	8.8	(1.51)	13.7	(2.37)	3.9	(0.77)	4.4	(0.79)	2.5	(0.71)	6.5	(1.29)	11.3	(2.56)
Wyoming	9.0	(0.79)	6.7	(0.96)	3.8 !	(1.31)	5.1	(1.00)	10.9	(3.10)	2.7	(0.49)	2.6	(0.47)	2.5 !	(1.04)	3.0	(0.86)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter schools. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 6.1. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2013–14

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools										2013–14[1]					
	1999–2000		2003–04		2005–06		2007–08		2009–10		Percent of schools		Number of incidents		Rate per 1,000 students[2]	
1	2		3		4		5		6		7		8		9	
Recorded incidents																
Total[3]	**86.4**	**(1.23)**	**88.5**	**(0.85)**	**85.7**	**(1.07)**	**85.5**	**(0.87)**	**85.0**	**(0.87)**	—	(†)	—	(†)	—	(†)
Violent incidents	**71.4**	**(1.37)**	**81.4**	**(1.05)**	**77.7**	**(1.11)**	**75.5**	**(1.09)**	**73.8**	**(1.09)**	**65.0**	**(1.46)**	**757,000**	**(48,540)**	**15.4**	**(1.04)**
Serious violent incidents	19.7	(0.98)	18.3	(0.99)	17.1	(0.91)	17.2	(1.06)	16.4	(1.06)	13.1	(1.00)	25,700	(2,730)	0.5	(0.06)
Rape or attempted rape	0.7	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.17)	0.2 !	(0.10)	‡	(†)	#	(†)
Sexual battery other than rape	2.5	(0.33)	3.0	(0.32)	2.8	(0.24)	2.5	(0.33)	2.3	(0.33)	1.7	(0.37)	1,800	(480)	#	(†)
Physical attack or fight with a weapon	5.2	(0.60)	4.0	(0.46)	3.0	(0.38)	3.0	(0.33)	3.9	(0.33)	1.8	(0.34)	2,900	(700)	0.1	(0.01)
Threat of physical attack with a weapon	11.1	(0.70)	8.6	(0.71)	8.8	(0.66)	9.3	(0.77)	7.7	(0.77)	8.7	(0.78)	15,100	(1,820)	0.3	(0.04)
Robbery with a weapon	0.5 !	(0.15)	0.6	(0.15)	0.4	(0.12)	0.4 !	(0.14)	0.2	(0.14)	‡	(†)	‡	(†)	‡	(†)
Robbery without a weapon	5.3	(0.56)	6.3	(0.60)	6.4	(0.59)	5.2	(0.56)	4.4	(0.56)	2.5	(0.42)	5,200	(920)	0.1	(0.02)
Physical attack or fight without a weapon	63.7	(1.52)	76.7	(1.21)	74.3	(1.20)	72.7	(1.07)	70.5	(1.07)	57.5	(1.43)	453,100	(41,330)	9.1	(0.87)
Threat of physical attack without a weapon	52.2	(1.47)	53.0	(1.34)	52.2	(1.27)	47.8	(1.19)	46.4	(1.19)	47.1	(1.50)	278,100	(13,820)	5.7	(0.30)
Theft[4]	**45.6**	**(1.37)**	**46.0**	**(1.29)**	**46.0**	**(1.07)**	**47.3**	**(1.29)**	**44.1**	**(1.29)**	—	(†)	—	(†)	—	(†)
Other incidents[5]	**72.7**	**(1.30)**	**64.0**	**(1.27)**	**68.2**	**(1.07)**	**67.4**	**(1.13)**	**68.1**	**(1.13)**	—	(†)	—	(†)	—	(†)
Possession of a firearm/explosive device	5.5	(0.44)	6.1	(0.49)	7.2	(0.60)	4.7	(0.38)	4.7	(0.38)	—	(†)	—	(†)	—	(†)
Possession of a knife or sharp object	42.6	(1.28)	—	(†)	42.8	(1.23)	40.6	(1.10)	39.7	(1.10)	—	(†)	—	(†)	—	(†)
Distribution of illegal drugs[6]	12.3	(0.50)	12.9	(0.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[6]	26.6	(0.72)	29.3	(0.87)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[7]	—	(†)	—	(†)	25.9	(0.68)	23.2	(0.68)	24.6	(0.68)	—	(†)	—	(†)	—	(†)
Inappropriate distribution, possession, or use of prescription drugs[8]	—	(†)	—	(†)	—	(†)	—	(†)	12.1	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of alcohol[7]	—	(†)	—	(†)	16.2	(0.68)	14.9	(0.57)	14.1	(0.57)	—	(†)	—	(†)	—	(†)
Sexual harassment	36.3	(1.26)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Vandalism	51.4	(1.61)	51.4	(1.17)	50.5	(1.17)	49.3	(1.16)	45.8	(1.16)	—	(†)	—	(†)	—	(†)
Reported incidents to police																
Total	**62.5**	**(1.37)**	**65.2**	**(1.35)**	**60.9**	**(1.15)**	**62.0**	**(1.24)**	**60.0**	**(1.24)**	—	(†)	—	(†)	—	(†)
Violent incidents	**36.0**	**(1.26)**	**43.6**	**(1.15)**	**37.7**	**(1.09)**	**37.8**	**(1.16)**	**39.9**	**(1.16)**	—	(†)	—	(†)	—	(†)
Serious violent incidents	14.8	(0.82)	13.3	(0.88)	12.6	(0.70)	12.6	(0.86)	10.4	(0.86)	—	(†)	—	(†)	—	(†)
Rape or attempted rape	0.6	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.17)	—	(†)	—	(†)	—	(†)
Sexual battery other than rape	2.3	(0.34)	2.6	(0.28)	2.6	(0.26)	2.1	(0.29)	1.4	(0.29)	—	(†)	—	(†)	—	(†)
Physical attack or fight with a weapon	3.9	(0.50)	2.8	(0.38)	2.2	(0.27)	2.1	(0.27)	2.2	(0.27)	—	(†)	—	(†)	—	(†)
Threat of physical attack with a weapon	8.5	(0.59)	6.0	(0.55)	5.9	(0.49)	5.7	(0.59)	4.5	(0.59)	—	(†)	—	(†)	—	(†)
Robbery with a weapon	0.3 !	(0.09)	0.6	(0.15)	0.4	(0.12)	0.4 !	(0.14)	0.2	(0.14)	—	(†)	—	(†)	—	(†)
Robbery without a weapon	3.4	(0.41)	4.2	(0.51)	4.9	(0.48)	4.1	(0.42)	3.5	(0.42)	—	(†)	—	(†)	—	(†)
Physical attack or fight without a weapon	25.8	(0.91)	35.6	(0.98)	29.2	(1.00)	28.2	(0.90)	34.3	(0.90)	—	(†)	—	(†)	—	(†)
Threat of physical attack without a weapon	18.9	(0.94)	21.0	(0.82)	19.7	(0.69)	19.5	(0.76)	15.2	(0.76)	—	(†)	—	(†)	—	(†)
Theft[4]	**28.5**	**(1.04)**	**30.5**	**(1.17)**	**27.9**	**(0.97)**	**31.0**	**(1.12)**	**25.4**	**(1.12)**	—	(†)	—	(†)	—	(†)
Other incidents[5]	**52.0**	**(1.14)**	**50.0**	**(1.18)**	**50.6**	**(1.00)**	**48.7**	**(1.17)**	**46.3**	**(1.17)**	—	(†)	—	(†)	—	(†)
Possession of a firearm/explosive device	4.5	(0.41)	4.9	(0.44)	5.5	(0.51)	3.6	(0.32)	3.1	(0.32)	—	(†)	—	(†)	—	(†)
Possession of a knife or sharp object	23.0	(0.84)	—	(†)	25.0	(1.00)	23.3	(0.69)	20.0	(0.69)	—	(†)	—	(†)	—	(†)
Distribution of illegal drugs[6]	11.4	(0.48)	12.4	(0.57)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[6]	22.2	(0.67)	26.0	(0.76)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[7]	—	(†)	—	(†)	22.8	(0.62)	20.7	(0.60)	21.4	(0.60)	—	(†)	—	(†)	—	(†)
Inappropriate distribution, possession, or use of prescription drugs[8]	—	(†)	—	(†)	—	(†)	—	(†)	9.6	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of alcohol[7]	—	(†)	—	(†)	11.6	(0.61)	10.6	(0.55)	10.0	(0.55)	—	(†)	—	(†)	—	(†)
Sexual harassment	14.7	(0.78)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Vandalism	32.7	(1.10)	34.3	(1.06)	31.9	(1.02)	30.8	(1.18)	26.8	(1.18)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[2]Because the 2013–14 survey did not collect school enrollment counts, the rate per 1,000 students was calculated by dividing the number of incidents by the total number of students obtained from the Common Core of Data.
[3]Total not presented for 2013–14 because the survey did not collect information regarding theft and other incidents. Therefore, the total incident rate is not comparable with earlier years.
[4]Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[5]Caution should be used when making direct comparisons of "Other incidents" between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 6, 7, and 8.
[6]The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the questionnaires for later years.
[7]The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the questionnaires for 2005–06 and later years.
[8]The 2009–10 questionnaire was the first to include the survey item "Inappropriate distribution, possession, or use of prescription drugs."
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 6.2. Percentage of public schools recording violent incidents of crime at school, number of incidents, and rate per 1,000 students, by category of violent incident and selected school characteristics: 2009–10 and 2013–14

[Standard errors appear in parentheses]

School characteristic	2009–10										2013–14[1]									
	Total number of public schools		All violent incidents[2]				Serious violent incidents[3]				Total number of public schools		All violent incidents[2]				Serious violent incidents[3]			
			Percent of schools recording		Number of incidents		Rate per 1,000 students		Percent of schools recording		Number of incidents		Rate per 1,000 students		Percent of schools recording		Number of incidents		Rate per 1,000 students[4]	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Total	**82,800**	**(460)**	**73.8**	**(1.07)**	**1,183,700**	**(44,390)**	**25.0**	**(0.91)**	**16.4**	**(0.94)**	**52,500**	**(5,510)**	**1.1**	**(0.12)**	**84,100**	**(840)**	**65.0**	**(1.46)**	**757,000**	**(48,540)**	**15.4**	**(1.04)**	**13.1**	**(1.00)**	**25,700**	**(2,730)**	**0.5**	**(0.06)**
School level[5]																												
Primary	48,900	(340)	64.4	(1.63)	482,100	(37,320)	21.3	(1.64)	13.0	(1.42)	21,900	(3,780)	1.0	(0.17)	49,700	(800)	52.8	(2.18)	318,300	(43,530)	13.0	(1.85)	9.2	(1.25)	7,700	(1,250)	0.3	(0.05)
Middle	15,300	(100)	90.5	(1.10)	375,200	(19,310)	40.0	(2.04)	18.9	(1.46)	13,600	(2,360)	1.5	(0.25)	16,100	(250)	87.6	(1.93)	228,700	(15,050)	23.3	(1.58)	18.3	(1.92)	7,600	(1,150)	0.8	(0.12)
High school/combined	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	18,400	(330)	78.0	(2.53)	209,900	(15,680)	13.9	(0.98)	19.3	(1.85)	10,400	(1,960)	0.7	(0.13)
High school	12,200	(70)	90.9	(1.21)	264,400	(12,910)	21.4	(1.05)	27.6	(1.35)	13,500	(1,690)	1.1	(0.14)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Combined	6,400	(200)	73.7	(5.33)	62,000	(7,570)	20.8	(2.21)	15.5	(3.72)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Enrollment size																												
Less than 300	18,900	(400)	62.8	(3.25)	111,300	(17,230)	27.2	(4.08)	10.4	(2.11)	6,100 !	(2,100)	1.5 !	(0.51)	19,500	(1,540)	54.6	(4.18)	72,200	(15,010)	16.0	(2.74)	11.3	(2.58)	‡	(†)	0.8	(0.19)
300–499	25,200	(180)	71.3	(2.34)	274,400	(25,110)	26.5	(2.44)	15.7	(2.14)	14,200	(3,560)	1.4	(0.35)	25,400	(1,250)	60.7	(2.80)	202,700	(38,450)	19.5	(3.80)	10.7	(1.77)	5,000	(1,090)	0.5	(0.10)
500–999	29,800	(100)	76.4	(1.75)	487,900	(35,630)	25.0	(1.78)	15.9	(1.42)	16,400	(2,420)	0.8	(0.12)	30,700	(950)	69.1	(1.98)	316,200	(24,810)	14.9	(1.14)	12.9	(1.57)	11,500	(2,290)	0.5	(0.11)
1,000 or more	8,900	(60)	95.4	(1.22)	310,100	(16,110)	23.2	(1.19)	32.8	(1.61)	15,700	(2,080)	1.2	(0.15)	8,500	(300)	86.4	(2.18)	165,900	(12,860)	12.7	(0.92)	25.3	(2.57)	6,300	(900)	0.5	(0.07)
Locale																												
City	21,500	(190)	74.9	(2.12)	396,300	(27,430)	28.8	(2.11)	21.7	(2.12)	17,400	(2,830)	1.3	(0.21)	21,100	(570)	68.0	(2.96)	300,200	(39,830)	20.7	(2.87)	17.5	(2.30)	10,100	(2,010)	0.7	(0.15)
Suburban	23,800	(240)	73.5	(2.21)	371,000	(33,010)	22.4	(1.92)	15.5	(1.80)	16,200	(3,070)	1.0	(0.18)	23,500	(630)	60.4	(3.13)	192,100	(20,140)	11.9	(1.23)	11.2	(1.62)	6,000	(1,010)	0.4	(0.06)
Town	12,100	(110)	80.3	(3.14)	166,300	(21,190)	28.2	(3.36)	15.6	(2.33)	6,300	(1,390)	1.1	(0.23)	10,800	(750)	76.4	(3.51)	103,100	(12,540)	18.3	(2.01)	17.4	(3.46)	4,400	(1,040)	0.8	(0.18)
Rural	25,300	(300)	70.2	(1.91)	250,100	(15,910)	22.5	(1.49)	13.2	(1.51)	12,600	(2,920)	1.1	(0.26)	28,600	(1,030)	62.2	(3.21)	161,700	(16,780)	12.4	(1.23)	9.9	(1.51)	5,200	(840)	0.4	(0.07)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/ Alaska Native students																												
Less than 5 percent	11,700	(980)	69.6	(3.33)	108,500	(20,340)	23.3	(3.62)	12.6	(2.52)	5,400 !	(2,090)	1.2 !	(0.44)	7,300	(920)	59.7	(5.75)	30,500	(4,910)	11.6	(1.37)	5.7 !	(2.37)	‡	(†)	0.2 !	(0.09)
5 percent to less than 20 percent	20,900	(1,080)	67.9	(2.82)	192,800	(15,450)	17.2	(1.19)	9.9	(1.29)	6,500	(1,490)	0.6	(0.13)	22,800	(1,130)	62.1	(3.55)	111,600	(10,320)	10.3	(0.93)	10.2	(1.80)	5,400	(1,080)	0.5	(0.10)
20 percent to less than 50 percent	20,000	(650)	75.9	(2.14)	293,600	(20,960)	23.1	(1.76)	18.6	(1.58)	15,100	(3,000)	1.2	(0.23)	22,700	(1,290)	62.1	(2.81)	173,500	(15,540)	11.9	(1.01)	14.9	(2.06)	6,800	(1,020)	0.5	(0.07)
50 percent or more	30,100	(1,270)	78.2	(1.75)	588,800	(43,670)	31.4	(1.96)	21.1	(1.82)	25,400	(4,360)	1.4	(0.23)	31,300	(1,120)	70.4	(2.29)	441,400	(44,490)	20.9	(2.13)	15.7	(1.62)	13,000	(2,170)	0.6	(0.11)
Percent of students eligible for free or reduced-price lunch[4]																												
0–25	17,100	(690)	62.6	(3.07)	141,700	(11,440)	11.9	(0.82)	10.5	(1.22)	6,700	(1,400)	0.6	(0.11)	15,100	(1,090)	50.8	(3.79)	62,400	(9,970)	6.1	(0.93)	10.3	(2.01)	3,200	(680)	0.3	(0.06)
26–50	22,700	(1,050)	76.0	(2.13)	290,500	(20,440)	22.1	(1.48)	16.2	(1.89)	12,500	(1,970)	1.0	(0.16)	22,900	(1,290)	66.9	(2.82)	141,200	(12,280)	10.7	(0.89)	10.9	(1.69)	4,600	(770)	0.4	(0.06)
51–75	23,800	(1,020)	73.8	(2.49)	334,400	(24,050)	27.3	(1.82)	15.8	(1.67)	13,100	(2,840)	1.1	(0.24)	23,200	(1,200)	67.4	(3.00)	219,300	(19,270)	17.2	(1.29)	14.6	(1.88)	8,500	(1,460)	0.7	(0.11)
76–100	19,100	(940)	81.4	(2.49)	417,200	(42,360)	41.3	(3.73)	22.9	(2.60)	20,100	(4,550)	2.0	(0.45)	19,800	(1,100)	71.2	(2.91)	301,800	(43,350)	27.6	(3.94)	16.2	(2.16)	8,700	(1,920)	0.8	(0.18)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Data for 2013–14 were collected using the Fast Response Survey System, while data for 2009–10 were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[2]All violent incidents include serious violent incidents (see footnote 3) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[3]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[4]The 2013–14 survey collected neither school enrollment counts nor data on the percentage of students eligible for free or reduced-price lunch. For 2013–14, the rate per 1,000 students was calculated by dividing the number of incidents by the total number of students obtained from the Common Core of Data (CCD). For 2013–14, the classification of schools by the percentage of students eligible for free or reduced-price lunch was also computed from CCD data.
[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 6.3. Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Total number of schools		Violent incidents: All violent[1] Percent of schools		Number of incidents		Rate per 1,000 students		Violent incidents: Serious violent[2] Percent of schools		Number of incidents		Rate per 1,000 students		Theft[3] Percent of schools		Number of incidents		Rate per 1,000 students		Other incidents[4] Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8		9		10		11		12		13		14	
Total	**82,800**	**(460)**	**39.9**	**(1.13)**	**303,900**	**(13,310)**	**6.4**	**(0.28)**	**10.4**	**(0.62)**	**23,500**	**(2,320)**	**0.5**	**(0.05)**	**25.4**	**(1.01)**	**122,800**	**(4,180)**	**2.6**	**(0.09)**	**46.3**	**(1.23)**	**262,400**	**(8,260)**	**5.5**	**(0.17)**
School level[5]																										
Primary	48,900	(340)	21.1	(1.60)	35,300	(5,400)	1.6	(0.23)	5.5	(0.84)	6,100	(1,450)	0.3	(0.06)	9.3	(1.18)	9,500	(1,950)	0.4	(0.09)	30.3	(1.78)	40,100	(3,810)	1.8	(0.17)
Middle	15,300	(100)	65.9	(1.53)	100,100	(6,140)	10.7	(0.64)	15.5	(1.25)	6,300	(850)	0.7	(0.09)	41.1	(1.81)	27,100	(2,110)	2.9	(0.23)	65.4	(1.32)	60,300	(2,600)	6.4	(0.29)
High school	12,200	(70)	76.6	(1.61)	146,200	(10,520)	11.8	(0.84)	24.9	(1.16)	10,200	(1,120)	0.8	(0.09)	64.1	(1.59)	73,800	(3,370)	6.0	(0.31)	83.6	(1.32)	146,200	(5,850)	11.8	(0.50)
Combined	6,400	(200)	51.0	(5.72)	22,300	(3,820)	7.5	(1.20)	8.4	(2.41)	1,000 !	(400)	0.3 !	(0.13)	36.9	(5.41)	12,500	(2,420)	4.2	(0.84)	52.0	(4.86)	15,900	(2,350)	5.3	(0.82)
Enrollment size																										
Less than 300	18,900	(400)	22.6	(2.54)	14,800	(2,740)	3.6	(0.67)	4.7 !	(1.44)	1,400	(380)	0.3	(0.09)	14.6	(2.73)	7,800	(2,210)	1.9	(0.53)	30.1	(2.59)	16,000	(2,590)	3.9	(0.66)
300–499	25,200	(180)	31.4	(2.29)	36,800	(4,240)	3.6	(0.42)	7.1	(1.32)	3,700	(860)	0.4	(0.08)	17.1	(1.91)	12,800	(1,780)	1.2	(0.17)	40.2	(2.58)	33,100	(2,720)	3.2	(0.27)
500–999	29,800	(100)	45.6	(1.79)	93,400	(6,070)	4.8	(0.31)	10.6	(1.04)	7,900	(1,440)	0.4	(0.07)	26.4	(1.40)	31,000	(2,410)	1.6	(0.12)	48.9	(2.08)	74,300	(4,010)	3.8	(0.20)
1,000 or more	8,900	(60)	81.1	(1.67)	159,000	(12,100)	11.9	(0.90)	31.1	(1.67)	10,600	(1,100)	0.8	(0.08)	68.4	(1.70)	71,200	(3,640)	5.3	(0.29)	89.0	(1.72)	139,000	(5,870)	10.4	(0.46)
Locale																										
City	21,500	(190)	42.5	(2.01)	94,100	(4,900)	6.8	(0.35)	14.0	(1.45)	9,200	(1,460)	0.7	(0.11)	23.7	(1.65)	37,000	(3,420)	2.7	(0.24)	50.6	(1.85)	91,000	(4,370)	6.6	(0.31)
Suburban	23,800	(240)	39.9	(1.80)	107,600	(12,150)	6.5	(0.72)	10.0	(1.11)	7,300	(1,280)	0.4	(0.08)	26.3	(1.46)	39,900	(2,430)	2.4	(0.14)	47.5	(2.11)	85,700	(5,410)	5.2	(0.28)
Town	12,100	(110)	43.1	(3.06)	39,100	(3,510)	6.6	(0.56)	9.9	(1.91)	2,100	(350)	0.4	(0.06)	26.9	(2.33)	16,400	(1,720)	2.8	(0.27)	48.1	(3.27)	35,900	(3,090)	6.1	(0.52)
Rural	25,300	(300)	36.0	(1.93)	63,200	(5,590)	5.7	(0.52)	8.1	(1.22)	4,900	(1,110)	0.4	(0.10)	25.3	(2.00)	29,500	(2,930)	2.7	(0.27)	40.8	(1.89)	49,800	(2,620)	4.5	(0.26)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																										
Less than 5 percent	11,700	(980)	36.5	(3.00)	20,000	(2,360)	4.3	(0.42)	7.1	(1.64)	1,400	(400)	0.3	(0.09)	23.5	(2.54)	10,200	(1,490)	2.2	(0.32)	38.5	(3.20)	20,200	(2,820)	4.3	(0.49)
5 percent to less than 20 percent	20,900	(1,080)	35.8	(1.72)	48,800	(3,620)	4.4	(0.32)	6.5	(0.80)	3,200	(450)	0.3	(0.04)	24.8	(1.66)	30,100	(2,970)	2.7	(0.26)	40.1	(2.31)	53,200	(3,810)	4.7	(0.32)
20 percent to less than 50 percent	20,000	(650)	41.7	(2.20)	75,000	(5,870)	5.9	(0.50)	10.3	(1.16)	5,000	(710)	0.4	(0.06)	26.8	(1.71)	34,900	(2,900)	2.7	(0.23)	46.3	(2.29)	65,500	(4,240)	5.1	(0.33)
50 percent or more	30,100	(1,270)	42.8	(2.36)	160,200	(13,150)	8.5	(0.67)	14.5	(1.27)	14,100	(2,310)	0.7	(0.12)	25.7	(1.78)	47,500	(3,470)	2.5	(0.19)	53.7	(2.25)	123,500	(6,250)	6.6	(0.34)
Percent of students eligible for free or reduced-price lunch																										
0–25	17,100	(690)	33.8	(1.98)	42,200	(3,270)	3.6	(0.25)	7.4	(0.76)	3,600	(560)	0.3	(0.04)	26.8	(1.72)	30,500	(2,420)	2.6	(0.20)	40.6	(2.55)	54,200	(3,980)	4.6	(0.31)
26–50	22,700	(1,050)	42.7	(1.92)	76,100	(4,170)	5.8	(0.33)	10.7	(1.31)	5,000	(670)	0.4	(0.05)	31.2	(1.83)	43,300	(3,740)	3.3	(0.29)	48.0	(2.92)	76,900	(5,010)	5.9	(0.36)
51–75	23,800	(1,020)	40.3	(2.50)	87,200	(6,600)	7.1	(0.51)	8.8	(1.01)	5,400	(1,160)	0.4	(0.09)	22.9	(1.95)	31,200	(3,220)	2.6	(0.25)	47.5	(2.55)	72,300	(5,400)	5.9	(0.40)
76–100	19,100	(940)	41.4	(2.91)	98,400	(13,140)	9.8	(1.28)	14.7	(1.92)	9,500	(2,230)	0.9	(0.22)	20.3	(1.88)	17,800	(2,030)	1.8	(0.19)	48.0	(2.76)	59,000	(4,970)	5.8	(0.49)
Student/teacher ratio[6]																										
Less than 12	12,300	(960)	36.8	(3.46)	29,000	(3,330)	6.9	(0.74)	8.7	(1.85)	2,200	(450)	0.5	(0.11)	24.8	(3.36)	11,400	(1,470)	2.7	(0.38)	46.4	(3.51)	22,100	(2,730)	5.3	(0.65)
12–16	32,600	(960)	41.5	(1.96)	128,500	(13,490)	7.4	(0.75)	10.0	(1.10)	7,900	(900)	0.5	(0.05)	25.8	(1.43)	42,100	(3,230)	2.4	(0.18)	45.6	(1.77)	88,900	(6,080)	5.1	(0.33)
More than 16	37,900	(1,000)	39.4	(1.76)	146,400	(8,760)	5.7	(0.33)	11.3	(0.83)	13,400	(2,210)	0.5	(0.08)	25.3	(1.55)	69,300	(3,600)	2.7	(0.15)	46.9	(1.67)	151,500	(6,510)	5.9	(0.26)

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

[1]All violent incidents include serious violent incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

[4]"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.

[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

[6]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2013–14

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week[1]												Happens at all[2]			
	Student racial/ethnic tensions[3]		Student bullying		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity		Student verbal abuse of teachers		Widespread disorder in classrooms		Student acts of disrespect for teachers other than verbal abuse		Gang activities		Cult or extremist group activities	
1	2		3		4		5		6		7		8		9		10	
All schools																		
1999–2000	3.4	(0.41)	29.3	(1.21)	—	(†)	—	(†)	12.5	(0.69)	3.1	(0.44)	—	(†)	18.7	(0.85)	6.7	(0.46)
2003–04	2.1	(0.28)	26.8	(1.09)	4.0	(0.40)	—	(†)	10.7	(0.80)	2.8	(0.39)	—	(†)	16.7	(0.78)	3.4	(0.35)
2005–06	2.8	(0.31)	24.5	(1.14)	3.5	(0.40)	—	(†)	9.5	(0.61)	2.3	(0.24)	—	(†)	16.9	(0.76)	3.7	(0.41)
2007–08	3.7	(0.49)	25.3	(1.11)	3.0	(0.39)	—	(†)	6.0	(0.48)	4.0	(0.45)	10.5	(0.71)	19.8	(0.88)	2.6	(0.36)
2009–10																		
All schools	**2.8**	**(0.39)**	**23.1**	**(1.12)**	**3.2**	**(0.55)**	**2.5**	**(0.41)**	**4.8**	**(0.49)**	**2.5**	**(0.37)**	**8.6**	**(0.67)**	**16.4**	**(0.84)**	**1.7**	**(0.31)**
School level[4]																		
Primary	2.1	(0.62)	19.6	(1.75)	1.8 !	(0.70)	0.8 !	(0.35)	3.4	(0.67)	1.9 !	(0.60)	6.1	(0.92)	7.5	(1.11)	1.4 !	(0.48)
Middle	5.4	(0.81)	38.6	(1.60)	6.1	(0.89)	6.2	(0.92)	6.8	(0.83)	4.1	(0.67)	13.7	(1.15)	29.2	(1.48)	1.4	(0.36)
High school	3.3	(0.56)	19.8	(1.41)	3.2	(0.58)	3.1	(0.55)	8.6	(1.00)	4.4	(0.80)	14.3	(1.27)	38.4	(1.50)	3.9	(0.48)
Combined	‡	(†)	18.6	(4.38)	7.5 !	(2.92)	6.0 !	(2.74)	‡	(†)	#	(†)	4.4 !	(2.05)	11.1	(2.89)	‡	(†)
Enrollment size																		
Less than 300	‡	(†)	16.5	(2.48)	4.5 !	(1.38)	4.3 !	(1.33)	‡	(†)	‡	(†)	3.3 !	(1.09)	6.5	(1.34)	‡	(†)
300–499	2.5	(0.72)	24.0	(2.19)	2.4 !	(0.75)	1.0	(0.28)	5.2	(1.03)	2.4	(0.70)	9.5	(1.57)	11.9	(1.49)	‡	(†)
500–999	3.0	(0.54)	25.3	(1.55)	2.6	(0.55)	2.4	(0.48)	4.3	(0.64)	2.6	(0.60)	8.3	(1.00)	16.4	(1.24)	1.3 !	(0.44)
1,000 or more	5.5	(1.10)	27.0	(2.12)	4.7	(1.01)	3.8	(0.82)	11.2	(1.37)	4.3	(0.96)	18.2	(1.64)	49.8	(1.72)	5.6	(0.95)
Locale																		
City	5.3	(1.14)	27.0	(2.08)	3.6 !	(1.16)	2.9 !	(1.06)	9.1	(1.38)	4.5	(0.85)	11.7	(1.46)	28.3	(2.10)	2.5	(0.72)
Suburban	2.7	(0.61)	19.9	(1.96)	2.6	(0.69)	2.0	(0.42)	4.7	(0.92)	3.0	(0.77)	8.1	(1.10)	14.6	(1.16)	1.2 !	(0.41)
Town	1.0 !	(0.36)	26.2	(2.71)	2.9 !	(0.99)	2.0	(0.56)	3.3 !	(1.24)	0.6 !	(0.26)	11.6	(2.16)	13.9	(1.56)	1.7 !	(0.75)
Rural	1.6 !	(0.63)	21.2	(2.11)	3.6	(1.01)	2.9	(0.69)	1.9 !	(0.58)	1.3 !	(0.62)	5.0	(0.93)	9.1	(1.13)	1.6 !	(0.70)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																		
Less than 5 percent	‡	(†)	22.0	(3.36)	4.5 !	(1.91)	2.7 !	(1.19)	‡	(†)	‡	(†)	3.6 !	(1.18)	1.5	(0.39)	0.4 !	(0.19)
5 percent to less than 20 percent	1.5	(0.33)	21.3	(1.66)	1.8 !	(0.58)	1.9	(0.46)	1.8	(0.48)	0.5 !	(0.16)	6.1	(1.22)	5.8	(0.80)	1.8 !	(0.75)
20 percent to less than 50 percent	3.2	(0.96)	22.3	(1.70)	2.6	(0.45)	2.6	(0.47)	4.5	(1.08)	1.1 !	(0.48)	9.6	(1.12)	16.9	(1.40)	1.4	(0.23)
50 percent or more	4.3	(0.95)	25.2	(2.35)	4.1 !	(1.25)	2.9 !	(0.87)	8.5	(1.17)	5.7	(0.94)	11.7	(1.22)	29.1	(1.88)	2.4	(0.64)
Percent of students eligible for free or reduced–price lunch																		
0–25	1.9	(0.40)	19.7	(1.99)	2.6	(0.74)	2.1	(0.55)	1.5	(0.28)	0.7 !	(0.21)	3.6	(0.60)	7.9	(0.91)	1.4	(0.39)
26–50	2.6 !	(0.85)	21.9	(1.58)	3.2	(0.80)	3.0	(0.67)	2.3	(0.52)	1.3 !	(0.43)	6.9	(0.91)	13.2	(1.33)	1.9 !	(0.68)
51–75	2.4 !	(0.83)	24.1	(2.24)	3.2 !	(0.98)	2.7 !	(0.86)	5.6	(0.95)	1.0 !	(0.37)	10.7	(1.42)	17.4	(1.46)	1.3 !	(0.57)
76–100	4.3	(1.16)	26.1	(3.07)	3.9 !	(1.47)	2.1 !	(0.87)	9.6	(1.64)	7.5	(1.38)	12.5	(1.49)	26.5	(2.19)	2.3 !	(0.87)
2013–14[5]																		
All schools	**1.4**	**(0.31)**	**15.7**	**(1.12)**	**1.4**	**(0.26)**	**0.8**	**(0.19)**	**5.1**	**(0.54)**	**2.3**	**(0.45)**	**8.6**	**(0.74)**	**—**	**(†)**	**—**	**(†)**
School level[4]																		
Primary	1.2 !	(0.47)	12.2	(1.64)	‡	(†)	‡	(†)	4.4	(0.83)	2.1 !	(0.64)	6.2	(1.11)	—	(†)	—	(†)
Middle	2.5 !	(0.84)	24.5	(2.11)	3.4	(0.84)	2.4 !	(0.81)	6.1	(1.08)	2.5 !	(0.87)	11.1	(1.58)	—	(†)	—	(†)
High school/combined	1.1 !	(0.37)	17.2	(1.84)	1.8 !	(0.54)	1.4 !	(0.54)	6.2	(1.10)	2.8	(0.76)	12.8	(1.68)	—	(†)	—	(†)
Enrollment size																		
Less than 300	‡	(†)	13.5	(2.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	5.1 !	(1.72)	—	(†)	—	(†)
300–499	‡	(†)	14.6	(2.10)	1.8 !	(0.69)	0.7 !	(0.34)	6.1	(1.41)	3.7 !	(1.20)	7.8	(1.53)	—	(†)	—	(†)
500–999	2.1 !	(0.73)	16.1	(1.54)	1.3	(0.36)	0.4 !	(0.22)	5.4	(0.94)	2.4	(0.71)	9.5	(1.23)	—	(†)	—	(†)
1,000 or more	3.7	(1.01)	22.1	(2.40)	3.8 !	(1.19)	2.0 !	(0.74)	8.4	(1.47)	2.6 !	(0.85)	15.6	(2.53)	—	(†)	—	(†)
Locale																		
City	3.1 !	(1.08)	14.8	(2.11)	2.5 !	(0.84)	‡	(†)	8.1	(1.52)	4.9	(1.38)	12.5	(1.72)	—	(†)	—	(†)
Suburban	2.0 !	(0.59)	12.9	(1.66)	1.5 !	(0.47)	1.0 !	(0.35)	6.2	(1.35)	2.4 !	(0.99)	9.0	(1.81)	—	(†)	—	(†)
Town	‡	(†)	24.0	(3.39)	‡	(†)	‡	(†)	3.9 !	(1.67)	‡	(†)	8.6	(2.08)	—	(†)	—	(†)
Rural	‡	(†)	15.4	(2.35)	‡	(†)	‡	(†)	2.5	(0.70)	1.2 !	(0.52)	5.4	(1.15)	—	(†)	—	(†)

See notes at end of table.

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2013–14—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week[1]												Happens at all[2]			
	Student racial/ethnic tensions[3]		Student bullying		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity		Student verbal abuse of teachers		Widespread disorder in classrooms		Student acts of disrespect for teachers other than verbal abuse		Gang activities		Cult or extremist group activities	
1	2		3		4		5		6		7		8		9		10	
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																		
Less than 5 percent	‡	(†)	14.6 !	(4.52)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)	—	(†)
5 percent to less than 20 percent	‡	(†)	11.9	(2.03)	‡	(†)	‡	(†)	1.6 !	(0.71)	‡	(†)	4.1	(1.00)	—	(†)	—	(†)
20 percent to less than 50 percent	1.5 !	(0.57)	18.1	(2.52)	2.2 !	(0.79)	‡	(†)	6.0	(1.36)	3.6 !	(1.13)	10.1	(1.72)	—	(†)	—	(†)
50 percent or more	2.5	(0.72)	16.8	(1.67)	1.5	(0.38)	1.1 !	(0.39)	7.8	(1.15)	3.4	(0.86)	11.6	(1.51)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch[6]																		
0–25	‡	(†)	8.2	(2.15)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	2.0	(0.59)	—	(†)	—	(†)
26–50	1.4 !	(0.56)	14.2	(2.02)	1.2 !	(0.42)	1.0 !	(0.45)	3.0 !	(0.94)	1.6 !	(0.76)	6.7	(1.28)	—	(†)	—	(†)
51–75	‡	(†)	18.3	(2.26)	2.2 !	(0.69)	‡	(†)	6.2	(1.19)	1.9 !	(0.70)	11.1	(1.75)	—	(†)	—	(†)
76–100	3.4 !	(1.18)	20.2	(2.36)	1.4 !	(0.67)	‡	(†)	8.2	(1.80)	5.1	(1.39)	12.4	(1.72)	—	(†)	—	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes schools that reported the activity happens either at least once a week or daily.
[2]Includes schools that reported the activity happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities.
[3]Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."
[4]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.
[5]Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[6]Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include 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 respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 7.2. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2009–10

[Standard errors appear in parentheses]

School characteristic	Cyber-bullying among students		School environment is affected by cyber-bullying		Staff resources are used to deal with cyber-bullying	
1	2		3		4	
All public schools	**7.9**	**(0.49)**	**4.4**	**(0.34)**	**3.8**	**(0.39)**
School level[1]						
Primary	1.5	(0.43)	0.9 !	(0.38)	0.9 !	(0.34)
Middle	18.6	(1.48)	9.8	(1.07)	8.5	(1.01)
High school	17.6	(1.11)	9.9	(0.85)	8.6	(0.81)
Combined	12.6	(3.34)	7.4 !	(2.64)	‡	(†)
Enrollment size						
Less than 300	4.8	(1.21)	3.2 !	(1.05)	2.9 !	(0.89)
300–499	4.6	(0.74)	2.8	(0.57)	2.7	(0.64)
500–999	9.3	(0.63)	4.6	(0.57)	3.7	(0.58)
1,000 or more	19.2	(1.42)	10.7	(1.26)	9.4	(0.96)
Locale						
City	5.7	(0.62)	3.8	(0.57)	3.6	(0.70)
Suburban	8.5	(0.85)	4.0	(0.48)	3.7	(0.46)
Town	9.6	(1.45)	5.8	(1.15)	4.1	(1.06)
Rural	8.4	(1.07)	4.5	(0.89)	4.0	(0.82)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students						
Less than 5 percent	12.8	(2.05)	7.7	(1.66)	4.7	(1.32)
5 percent to less than 20 percent	10.1	(0.90)	5.1	(0.59)	4.7	(0.72)
20 percent to less than 50 percent	6.7	(0.77)	3.6	(0.67)	3.9	(0.74)
50 percent or more	5.3	(0.60)	3.1	(0.41)	2.8	(0.54)
Percent of students eligible for free or reduced-price lunch						
0–25	10.8	(1.08)	5.0	(0.62)	4.9	(0.72)
26–50	9.7	(1.14)	4.3	(0.55)	3.4	(0.48)
51–75	6.8	(0.83)	4.9	(0.78)	4.1	(0.78)
76–100	4.5	(0.96)	3.3	(0.91)	3.0	(0.73)
Student/teacher ratio[2]						
Less than 12	6.8	(1.36)	4.1	(1.20)	3.5	(1.02)
12–16	7.4	(0.71)	4.0	(0.48)	3.8	(0.66)
More than 16	8.7	(0.75)	4.8	(0.60)	3.9	(0.56)
Prevalence of violent incidents[3]						
No violent incidents	2.4 !	(0.90)	‡	(†)	‡	(†)
Any violent incidents	9.9	(0.53)	5.6	(0.40)	5.1	(0.53)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[3]"Violent incidents" include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. "At school" was defined for respondents to include 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 respond only for those times that were during normal school hours or when school activities and events were in session.
NOTE: Includes schools reporting that cyber-bullying happens either "daily" or "at least once a week." "Cyber-bullying" was defined for respondents as occurring "when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyber-bullying "problems that can occur anywhere (both at your school and away from school)."
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by selected student and school characteristics and urbanicity: Selected years, 2001 through 2013

Year and urbanicity	Total	Sex		Race/ethnicity[1]					Grade							Control of school	
		Male	Female	White	Black	Hispanic	Asian	Other	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2001																	
Total	**20.1 (0.71)**	**21.4 (0.86)**	**18.8 (0.90)**	**15.5 (0.72)**	**28.6 (1.90)**	**32.0 (1.82)**	**— (†)**	**21.4 (2.18)**	**11.2 (1.28)**	**15.7 (1.09)**	**17.3 (1.22)**	**24.3 (1.27)**	**23.6 (1.48)**	**24.2 (1.56)**	**21.1 (1.54)**	**21.6 (0.77)**	**4.9 (1.05)**
Urban	28.9 (1.23)	31.9 (1.62)	25.9 (1.52)	20.5 (1.28)	32.4 (2.79)	40.3 (2.45)	— (†)	27.0 (4.41)	14.9 (2.45)	23.7 (2.54)	24.0 (2.66)	35.3 (2.77)	33.1 (3.08)	34.2 (3.18)	34.1 (3.21)	31.9 (1.35)	5.0 (1.38)
Suburban	18.3 (0.72)	18.9 (0.92)	17.5 (1.08)	15.4 (0.75)	25.4 (2.79)	27.1 (2.25)	— (†)	20.0 (2.95)	9.0 (1.52)	13.7 (1.16)	16.6 (1.50)	20.8 (1.48)	22.3 (1.58)	22.7 (1.71)	18.6 (1.81)	19.5 (0.80)	4.3 ! (1.45)
Rural	13.3 (1.71)	14.0 (2.08)	12.5 (1.84)	12.1 (1.70)	22.5 (5.78)	16.8 ! (7.49)	— (†)	‡ (†)	11.0 (2.78)	8.9 (1.87)	10.1 (2.24)	18.9 (3.03)	14.4 (3.05)	15.8 (3.85)	11.5 ! (4.51)	13.7 (1.80)	‡ (†)
2003																	
Total	**20.9 (0.70)**	**22.3 (0.95)**	**19.5 (0.79)**	**14.2 (0.59)**	**29.5 (2.14)**	**37.2 (1.76)**	**— (†)**	**22.0 (2.54)**	**10.9 (1.28)**	**16.3 (1.14)**	**17.9 (1.29)**	**26.1 (1.44)**	**26.3 (1.37)**	**23.4 (1.64)**	**22.2 (1.50)**	**22.5 (0.78)**	**3.9 (0.82)**
Urban	30.9 (1.33)	32.1 (1.71)	29.7 (1.84)	19.8 (1.71)	32.8 (2.43)	42.6 (2.17)	— (†)	30.6 (4.09)	21.6 (3.42)	25.5 (2.32)	25.2 (2.63)	38.2 (3.25)	35.3 (2.82)	34.6 (2.81)	34.8 (2.75)	33.7 (1.50)	6.0 (1.62)
Suburban	18.4 (0.84)	20.5 (1.07)	16.3 (0.92)	13.8 (0.67)	28.3 (3.93)	34.6 (2.14)	— (†)	18.2 (2.96)	7.5 (1.25)	13.2 (1.28)	16.2 (1.65)	24.3 (1.58)	24.1 (1.72)	20.4 (2.34)	19.3 (1.91)	19.9 (0.91)	2.4 ! (0.78)
Rural	12.3 (1.81)	12.2 (2.00)	12.4 (2.34)	10.7 (1.42)	21.8 ! (7.17)	12.7 ! (4.11)	— (†)	‡ (†)	‡ (†)	9.4 (2.56)	10.9 ! (3.26)	13.8 (3.00)	18.0 (3.50)	15.0 (3.30)	13.3 (3.60)	12.8 (2.02)	‡ (†)
2005																	
Total	**24.2 (0.93)**	**25.3 (1.07)**	**22.9 (1.09)**	**16.8 (0.83)**	**37.6 (2.41)**	**38.9 (2.69)**	**20.2 (2.59)**	**27.7 (4.62)**	**12.1 (1.41)**	**17.3 (1.21)**	**19.1 (1.79)**	**28.3 (1.59)**	**32.6 (1.89)**	**28.0 (1.89)**	**27.9 (2.16)**	**25.8 (1.01)**	**4.2 (0.94)**
Urban	36.2 (2.00)	37.4 (2.31)	35.0 (2.42)	23.7 (1.87)	41.8 (2.93)	48.9 (4.44)	25.0 (5.16)	33.9 (8.68)	19.9 (3.11)	24.2 (2.64)	30.5 (3.81)	40.3 (3.70)	50.6 (3.79)	44.3 (3.89)	39.5 (3.73)	39.1 (2.12)	7.7 (2.26)
Suburban	20.8 (0.93)	22.4 (1.14)	19.1 (1.15)	16.0 (0.87)	36.2 (4.41)	32.1 (2.52)	18.1 (2.87)	29.0 (6.12)	8.9 (1.52)	14.9 (1.46)	14.6 (2.01)	24.8 (1.92)	27.9 (2.37)	25.5 (2.21)	25.1 (2.60)	22.3 (1.01)	3.0 ! (1.02)
Rural	16.4 (2.53)	16.1 (3.20)	16.7 (2.79)	14.1 (2.46)	24.4 (6.75)	26.2 (6.51)	19.0 ! (9.22)	‡ (†)	8.3 (3.29)	15.2 (3.46)	14.7 (4.22)	21.0 (4.00)	22.0 (3.61)	13.3 ! (4.36)	15.8 ! (5.82)	17.2 (2.67)	‡ (†)
2007[2]																	
Total	**23.2 (0.80)**	**25.1 (1.07)**	**21.3 (0.87)**	**16.0 (0.70)**	**37.6 (2.26)**	**36.1 (2.04)**	**17.4 (2.72)**	**26.4 (3.63)**	**15.3 (1.99)**	**17.4 (1.28)**	**20.6 (1.68)**	**28.0 (1.51)**	**28.1 (1.73)**	**25.9 (1.61)**	**24.4 (1.69)**	**24.9 (0.87)**	**5.2 (1.14)**
Urban	32.3 (1.49)	35.3 (2.01)	29.2 (1.62)	23.4 (1.98)	39.7 (3.07)	40.4 (2.90)	18.4 (4.30)	31.9 (6.10)	17.8 (3.45)	24.1 (2.96)	25.9 (2.90)	41.1 (3.40)	38.6 (3.36)	34.7 (3.05)	38.4 (4.01)	35.6 (1.61)	7.3 (2.07)
Suburban	21.0 (0.97)	23.1 (1.36)	18.9 (1.19)	15.9 (0.92)	35.5 (3.16)	33.3 (2.66)	16.3 (3.63)	29.0 (5.14)	14.0 (2.40)	15.4 (1.67)	19.6 (2.23)	23.1 (1.78)	26.6 (2.01)	23.6 (2.22)	22.4 (2.26)	22.7 (1.05)	2.8 ! (1.09)
Rural	15.5 (2.78)	14.9 (2.69)	16.1 (3.18)	10.9 (1.59)	36.8 (10.42)	27.5 ! (10.34)	‡ (†)	14.3 ! (6.01)	15.6 ! (6.21)	13.1 (2.79)	14.7 (4.26)	21.7 (4.43)	15.2 (3.39)	18.7 (3.98)	7.6 ! (2.90)	15.6 (2.91)	11.8 ! (5.84)
2009[2]																	
Total	**20.4 (0.85)**	**20.9 (1.12)**	**19.9 (1.03)**	**14.1 (0.79)**	**31.4 (2.62)**	**33.0 (2.20)**	**17.2 (3.21)**	**15.3 (4.07)**	**11.0 (1.76)**	**14.8 (1.70)**	**15.9 (1.60)**	**24.9 (2.01)**	**27.7 (1.75)**	**22.6 (1.53)**	**21.9 (2.02)**	**22.0 (0.89)**	**2.3 ! (0.82)**
Urban	30.7 (1.86)	32.8 (2.35)	28.6 (2.29)	19.4 (1.99)	40.0 (3.76)	38.9 (3.31)	18.9 (4.63)	23.2 ! (9.05)	14.5 (4.13)	21.0 (3.37)	24.4 (3.24)	34.2 (4.01)	44.8 (3.41)	34.9 (4.08)	36.0 (4.32)	33.7 (1.94)	4.1 ! (1.83)
Suburban	16.6 (0.80)	17.2 (1.10)	16.0 (1.17)	13.5 (0.91)	20.2 (2.75)	28.3 (2.64)	14.5 (3.95)	14.8 ! (6.41)	9.7 (1.90)	11.2 (1.89)	11.8 (1.73)	22.4 (2.10)	21.0 (2.07)	19.4 (1.88)	17.6 (2.29)	18.1 (0.85)	‡ (†)
Rural	16.0 (3.08)	13.7 (3.37)	18.1 (3.18)	11.8 (2.09)	35.4 (9.77)	27.3 ! (10.84)	‡ (†)	‡ (†)	8.3 ! (3.11)	16.5 (4.19)	14.2 ! (4.41)	18.8 (5.04)	19.6 (5.02)	13.4 (3.50)	17.3 ! (5.37)	16.2 (3.18)	‡ (†)
2011[2]																	
Total	**17.5 (0.71)**	**17.5 (0.95)**	**17.5 (0.88)**	**11.1 (0.67)**	**32.7 (2.23)**	**26.4 (1.55)**	**9.9 (2.24)**	**9.9 (2.12)**	**8.2 (1.20)**	**10.2 (1.08)**	**11.3 (1.02)**	**21.7 (1.47)**	**23.0 (1.63)**	**23.2 (1.74)**	**21.3 (1.82)**	**18.9 (0.77)**	**1.9 ! (0.69)**
Urban	22.8 (1.34)	23.0 (1.90)	22.6 (1.53)	13.9 (1.60)	31.6 (2.75)	31.0 (2.34)	7.6 ! (2.29)	12.3 (3.41)	5.4 ! (1.98)	11.7 (2.02)	16.2 (2.29)	27.5 (3.12)	31.1 (3.13)	28.1 (3.17)	32.9 (3.88)	25.7 (1.47)	‡ (†)
Suburban	16.1 (0.97)	16.5 (1.24)	15.6 (1.18)	11.3 (0.89)	33.5 (4.08)	23.2 (1.95)	12.0 ! (3.69)	10.4 ! (3.54)	8.6 (1.79)	9.3 (1.37)	9.0 (1.22)	18.9 (1.79)	21.5 (2.10)	23.7 (2.46)	18.5 (2.27)	17.1 (1.01)	2.9 ! (1.20)
Rural	12.1 (2.42)	10.2 (2.23)	14.1 (3.18)	7.7 (1.31)	34.5 (6.62)	22.1 ! (10.47)	‡ (†)	‡ (†)	11.1 (2.97)	10.1 (2.64)	9.6 ! (2.89)	19.3 (4.99)	13.9 (4.02)	10.6 (3.69)	9.2 ! (3.04)	12.5 (2.49)	‡ (†)
2013[2]																	
Total	**12.4 (0.62)**	**12.9 (0.85)**	**12.0 (0.73)**	**7.5 (0.63)**	**18.6 (1.72)**	**20.1 (1.34)**	**9.4 (1.85)**	**14.3 (2.68)**	**5.0 (1.15)**	**7.7 (0.96)**	**7.8 (0.96)**	**13.9 (1.43)**	**17.7 (1.46)**	**17.1 (1.65)**	**14.6 (1.58)**	**13.3 (0.67)**	**2.3 ! (0.94)**
Urban	18.3 (1.23)	18.6 (1.61)	18.0 (1.38)	14.3 (1.73)	20.6 (2.36)	22.6 (2.15)	10.4 (2.61)	17.9 ! (5.59)	9.6 (2.75)	12.0 (2.44)	13.2 (2.30)	19.6 (2.53)	24.8 (2.86)	26.7 (3.21)	18.2 (3.07)	19.9 (1.35)	4.6 ! (2.08)
Suburban	10.8 (0.76)	11.7 (1.09)	9.8 (0.92)	6.5 (0.76)	17.3 (3.02)	19.3 (1.69)	8.2 ! (2.59)	13.0 (3.29)	3.0 ! (1.25)	6.6 (1.14)	6.3 (1.19)	12.2 (1.95)	15.4 (1.91)	15.1 (2.00)	14.1 (2.06)	11.7 (0.82)	‡ (†)
Rural	6.8 (1.44)	5.7 (1.38)	7.9 (1.92)	4.1 (1.20)	16.1 (4.49)	9.4 ! (4.52)	‡ (†)	11.9 ! (5.43)	‡ (†)	4.2 ! (1.88)	‡ (†)	8.0 ! (3.19)	11.3 (3.37)	8.1 ! (3.32)	9.0 ! (3.56)	6.8 (1.47)	‡ (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[2]Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2001 through 2013. (This table was prepared August 2014.)

Table 9.1. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10		11		12	
Total	**24.0**	**(1.33)**	**32.1**	**(1.55)**	**31.7**	**(0.90)**	**30.2**	**(1.23)**	**28.5**	**(1.01)**	**28.7**	**(1.95)**	**25.4**	**(1.05)**	**22.3**	**(1.04)**	**22.7**	**(1.04)**	**25.6**	**(0.99)**	**22.1**	**(0.96)**
Sex																						
Male	28.5	(1.50)	38.8	(1.73)	37.4	(1.19)	34.7	(1.69)	34.6	(1.20)	31.9	(2.07)	28.8	(1.23)	25.7	(1.15)	25.9	(1.36)	29.2	(1.10)	24.5	(1.21)
Female	19.1	(1.31)	24.8	(1.43)	24.7	(1.22)	25.7	(1.26)	22.7	(1.03)	25.0	(1.92)	21.8	(1.03)	18.7	(1.16)	19.3	(1.01)	21.7	(1.17)	19.7	(0.89)
Race/ethnicity[1]																						
White	24.1	(1.69)	31.7	(2.24)	31.0	(1.36)	28.8	(1.50)	28.3	(1.31)	27.5	(2.68)	23.6	(1.32)	20.8	(1.23)	19.8	(1.13)	22.7	(0.96)	20.4	(1.11)
Black	17.5	(1.49)	28.5	(1.98)	25.4	(1.69)	25.3	(2.03)	21.9	(1.72)	23.1	(1.42)	23.9	(2.22)	19.2	(1.36)	22.2	(1.42)	22.8	(1.82)	18.6	(1.11)
Hispanic	34.1	(1.58)	40.7	(2.45)	41.1	(2.04)	36.9	(2.10)	34.2	(1.17)	36.5	(1.91)	33.5	(1.18)	29.1	(1.94)	31.2	(1.53)	33.2	(1.70)	27.4	(1.42)
Asian[2]	—	(†)	—	(†)	—	(†)	25.7	(2.65)	25.7	(2.92)	22.5	(3.71)	15.9	(2.68)	21.0	(2.78)	18.3	(2.03)	23.3	(2.46)	22.6	(2.57)
Pacific Islander[2]	—	(†)	—	(†)	—	(†)	46.9	(4.33)	50.2	(5.73)	34.7	(6.19)	41.3	(5.75)	38.5	(5.45)	27.6	(5.10)	38.9	(5.01)	27.7	(3.68)
American Indian/Alaska Native	20.9	(4.55)	22.8	(4.78)	30.1	(4.54)	30.6	(5.90)	34.5	(5.15)	31.3	(5.64)	24.4	(3.57)	25.1	(2.04)	34.0	(4.81)	40.5	(2.80)	25.5	(4.10)
Two or more races[2]	—	(†)	—	(†)	—	(†)	36.0	(2.72)	34.5	(3.22)	36.6	(3.99)	31.6	(3.13)	24.6	(3.55)	26.9	(2.62)	33.3	(2.79)	26.4	(2.67)
Grade																						
9th	21.8	(1.24)	31.1	(1.69)	31.4	(2.33)	27.6	(2.51)	29.0	(1.59)	29.5	(2.39)	24.0	(1.21)	21.2	(1.23)	22.0	(1.32)	23.7	(1.22)	22.4	(1.15)
10th	23.7	(1.86)	35.0	(1.54)	33.4	(1.71)	32.1	(1.94)	29.0	(1.39)	29.2	(2.02)	27.5	(1.68)	25.3	(1.29)	23.7	(1.11)	27.8	(1.21)	23.2	(1.54)
11th	27.5	(1.61)	32.8	(1.88)	33.2	(1.42)	31.1	(2.16)	28.7	(1.39)	29.9	(2.33)	24.9	(1.03)	22.8	(1.42)	24.3	(1.44)	27.0	(1.51)	23.2	(1.32)
12th	23.0	(1.82)	29.1	(2.63)	29.0	(1.80)	30.5	(1.11)	26.9	(1.30)	24.9	(2.24)	24.9	(1.40)	19.6	(1.26)	20.6	(1.21)	23.8	(1.13)	18.8	(1.11)
Urbanicity[3]																						
Urban	—	(†)	—	(†)	31.2	(1.11)	30.3	(1.50)	32.0	(1.36)	31.1	(2.12)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	34.2	(0.94)	29.7	(1.87)	26.6	(1.34)	28.4	(2.16)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	22.7	(1.91)	32.1	(5.76)	28.2	(3.10)	26.2	(5.08)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
[1]Race categories exclude persons of Hispanic ethnicity.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students were not given the option of choosing two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 9.2. Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7	
United States[1]	**28.7**	**(1.95)**	**25.4**	**(1.05)**	**22.3**	**(1.04)**	**22.7**	**(1.04)**	**25.6**	**(0.99)**	**22.1**	**(0.96)**
Alabama	26.0	(1.78)	26.2	(1.90)	—	(†)	27.6	(1.30)	20.3	(1.32)	25.3	(1.11)
Alaska	28.4	(1.24)	—	(†)	25.1	(1.36)	24.8	(1.25)	23.2	(0.98)	—	(†)
Arizona	28.6	(1.23)	38.7	(1.18)	37.1	(1.45)	34.6	(1.43)	34.6	(1.55)	31.3	(1.46)
Arkansas	—	(†)	29.2	(1.35)	28.1	(1.28)	31.4	(1.56)	26.1	(1.30)	27.4	(1.28)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	—	(†)	21.2	(1.81)	—	(†)	22.7	(1.52)	17.2	(1.28)	—	(†)
Connecticut	—	(†)	31.5	(0.90)	30.5	(1.52)	28.9	(1.25)	27.8	(1.43)	27.1	(0.85)
Delaware	27.9	(0.90)	26.1	(1.05)	22.9	(0.99)	20.9	(0.87)	23.1	(1.20)	19.1	(0.83)
District of Columbia	30.2	(1.46)	20.3	(1.18)	25.7	(1.20)	—	(†)	22.6	(1.53)	—	(†)
Florida	25.7	(0.81)	23.2	(0.85)	19.0	(0.80)	21.8	(0.72)	22.9	(0.84)	20.0	(0.64)
Georgia	33.3	(1.00)	30.7	(1.25)	32.0	(1.23)	32.9	(1.22)	32.1	(1.34)	26.5	(1.32)
Hawaii	—	(†)	32.7	(1.74)	36.2	(2.46)	36.1	(1.51)	31.7	(1.48)	31.2	(0.99)
Idaho	19.6	(1.26)	24.8	(1.52)	25.1	(1.63)	22.7	(1.39)	24.4	(1.56)	22.1	(1.31)
Illinois	—	(†)	—	(†)	21.2	(1.18)	27.5	(1.97)	27.3	(1.46)	27.2	(1.06)
Indiana	28.3	(1.55)	28.9	(1.33)	20.5	(1.02)	25.5	(1.24)	28.3	(1.33)	—	(†)
Iowa	—	(†)	15.5	(1.37)	10.1	(1.08)	—	(†)	11.9	(1.16)	—	(†)
Kansas	—	(†)	16.7	(1.27)	15.0	(1.24)	15.1	(0.78)	24.9	(1.19)	19.4	(1.06)
Kentucky	30.4	(1.51)	19.8	(1.23)	27.0	(1.11)	25.6	(1.49)	24.4	(1.40)	20.6	(1.15)
Louisiana	—	(†)	—	(†)	—	(†)	22.8	(1.66)	25.1	(1.82)	—	(†)
Maine	32.6	(1.73)	33.5	(1.89)	29.1	(1.67)	21.2	(0.51)	21.7	(0.80)	18.4	(0.87)
Maryland	—	(†)	28.9	(2.04)	27.4	(1.46)	29.3	(1.35)	30.4	(1.99)	29.1	(0.37)
Massachusetts	31.9	(1.08)	29.9	(1.09)	27.3	(1.06)	26.1	(1.34)	27.1	(1.04)	23.0	(0.90)
Michigan	31.3	(1.50)	28.8	(1.37)	29.1	(1.07)	29.5	(0.90)	25.4	(0.90)	23.8	(0.94)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	22.3	(1.31)	—	(†)	15.6	(1.53)	18.0	(1.07)	15.9	(0.89)	12.1	(1.00)
Missouri	21.6	(2.09)	18.2	(1.92)	17.8	(1.49)	17.3	(1.32)	—	(†)	—	(†)
Montana	26.9	(1.23)	25.3	(1.09)	24.9	(0.83)	20.7	(1.10)	25.2	(0.93)	22.8	(0.71)
Nebraska	23.3	(1.04)	22.0	(0.82)	—	(†)	—	(†)	20.3	(1.01)	19.2	(1.15)
Nevada	34.5	(1.30)	32.6	(1.53)	28.8	(1.39)	35.6	(1.30)	—	(†)	31.2	(1.90)
New Hampshire	28.2	(1.87)	26.9	(1.40)	22.5	(1.25)	22.1	(1.44)	23.2	(1.44)	20.1	(1.03)
New Jersey	—	(†)	32.6	(1.32)	—	(†)	32.2	(1.38)	27.3	(1.41)	30.7	(1.70)
New Mexico	—	(†)	33.5	(1.37)	31.3	(1.39)	30.9	(1.54)	34.5	(1.24)	32.8	(1.04)
New York	23.0	(0.97)	23.7	(0.76)	26.6	(1.09)	24.0	(1.05)	—	(†)	—	(†)
North Carolina	31.9	(1.74)	27.4	(1.66)	28.5	(1.37)	30.2	(1.51)	29.8	(1.87)	23.6	(1.61)
North Dakota	21.3	(1.07)	19.6	(1.10)	18.7	(1.05)	19.5	(1.16)	20.8	(1.03)	14.1	(0.79)
Ohio[2]	31.1	(1.68)	30.9	(1.88)	26.7	(1.26)	—	(†)	24.3	(1.70)	19.9	(1.41)
Oklahoma	22.2	(1.23)	18.4	(1.49)	19.1	(1.12)	16.8	(1.50)	17.2	(1.36)	14.0	(1.07)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	16.1	(1.07)	—	(†)	—	(†)
Rhode Island	26.0	(1.26)	24.1	(1.11)	25.3	(1.33)	25.2	(1.52)	22.4	(0.95)	22.6	(1.16)
South Carolina	—	(†)	29.1	(1.45)	26.6	(1.58)	27.6	(1.74)	29.3	(1.83)	24.5	(1.43)
South Dakota[2]	22.1	(1.25)	20.9	(2.30)	21.1	(1.98)	17.7	(0.64)	16.0	(1.81)	15.4	(1.70)
Tennessee	24.3	(2.25)	26.6	(1.21)	21.6	(1.35)	18.8	(1.06)	16.6	(0.88)	24.8	(1.57)
Texas	—	(†)	30.7	(1.73)	26.5	(0.83)	25.9	(1.25)	29.4	(1.34)	26.4	(1.24)
Utah	24.7	(2.04)	20.6	(1.36)	23.2	(1.83)	19.7	(1.52)	21.4	(1.55)	20.0	(1.57)
Vermont	29.4	(1.67)	23.1	(1.59)	22.0	(0.99)	21.1	(1.21)	17.6	(1.51)	—	(†)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	24.0	(1.67)	—	(†)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	26.5	(2.06)	24.8	(1.36)	28.6	(2.76)	28.0	(1.27)	17.3	(1.04)	17.1	(1.16)
Wisconsin	26.3	(1.18)	21.7	(1.18)	22.7	(1.34)	20.5	(1.03)	20.9	(1.29)	18.3	(1.01)
Wyoming	18.1	(0.99)	22.7	(0.97)	24.7	(1.08)	23.7	(0.93)	25.2	(0.97)	20.2	(0.74)

— Not available.
†Not applicable.
[1]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[2]Data include both public and private schools.
NOTE: "On school property" was not defined for survey respondents. State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 9.3. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and rate of incidents per 100,000 students, by discipline reason and state: 2013–14

State	Number of discipline incidents					Rate of discipline incidents per 100,000 students				
	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession
1	2	3	4	5	6	7	8	9	10	11
United States	**1,308,568**	**24,015**	**197,171**	**1,020,894**	**66,488**	**2,615**	**48**	**394**	**2,040**	**133**
Alabama	41,991	560	5,931	33,808	1,692	5,627	75	795	4,531	227
Alaska	2,755	116	580	1,915	144	2,104	89	443	1,462	110
Arizona	30,463	816	3,774	25,050	823	2,763	74	342	2,272	75
Arkansas	20,890	410	1,894	17,743	843	4,263	84	387	3,621	172
California	285,039	—[2]	46,425[2]	224,727	13,887	4,515	—[2]	735[2]	3,560	220
Colorado	61,546	711	6,866	53,262	707	7,018	81	783	6,073	81
Connecticut	25,670	418	1,379	22,643	1,230	4,700	77	252	4,146	225
Delaware	597	56	315	63	163	453	43	239	48	124
District of Columbia	7,088	33	198	6,655	202	9,069	42	253	8,515	258
Florida	16,755	992	10,642	3,605	1,516	616	36	391	133	56
Georgia	67,772	725	10,145	53,974	2,928	3,931	42	588	3,131	170
Hawaii	1,956	155	610	946	245	1,047	83	327	506	131
Idaho	946	62	481	233	170	319	21	162	79	57
Illinois	16,502	1,106	6,043	4,795	4,558	798	54	292	232	221
Indiana	42,221	931	3,229	36,447	1,614	4,031	89	308	3,480	154
Iowa	12,410	301	2,000	9,336	773	2,467	60	398	1,856	154
Kansas	11,106	237	2,068	8,186	615	2,237	48	417	1,649	124
Kentucky	44,472	649	9,521	33,947	355	6,565	96	1,406	5,011	52
Louisiana	47,602	340	5,339	40,574	1,349	6,690	48	750	5,703	190
Maine	3,257	110	595	2,381	171	1,770	60	323	1,294	93
Maryland	33,586	584	3,077	28,215	1,710	3,878	67	355	3,257	197
Massachusetts[3]	24,272	542	2,727	19,795	1,208	2,540	57	285	2,071	126
Michigan	11,677	245	1,450	9,101	881	754	16	94	588	57
Minnesota[3]	21,097	478	4,045	15,511	1,063	2,479	56	475	1,823	125
Mississippi	15,040	304	803	13,276	657	3,053	62	163	2,695	133
Missouri	19,993	917	6,732	10,904	1,440	2,177	100	733	1,187	157
Montana	4,768	162	1,030	3,334	242	3,308	112	715	2,313	168
Nebraska	8,229	169	1,307	6,305	448	2,675	55	425	2,049	146
Nevada	10,015	278	1,968	7,317	452	2,217	62	436	1,619	100
New Hampshire	5,022	124	701	3,855	342	2,696	67	376	2,069	184
New Jersey	12,026	371	2,320	8,541	794	878	27	169	623	58
New Mexico	13,878	303	3,619	9,117	839	4,091	89	1,067	2,687	247
New York	18,625	1,373	5,160	7,037	5,055	682	50	189	258	185
North Carolina	65,259	858	10,413	51,417	2,571	4,263	56	680	3,359	168
North Dakota	1,460	58	432	899	71	1,405	56	416	865	68
Ohio	76,271	1,047	8,175	64,108	2,941	4,424	61	474	3,718	171
Oklahoma	14,483	418	2,199	10,702	1,164	2,124	61	323	1,570	171
Oregon	15,104	379	2,850	11,332	543	2,547	64	481	1,911	92
Pennsylvania	39,744	698	2,793	33,741	2,512	2,264	40	159	1,922	143
Rhode Island	14,735	60	834	13,603	238	10,376	42	587	9,579	168
South Carolina	21,622	403	1,631	19,271	317	2,900	54	219	2,584	43
South Dakota[3]	3,297	100	827	2,154	216	2,519	76	632	1,646	165
Tennessee	36,335	2,643	525	33,075	92	3,657	266	53	3,329	9
Texas	2,468	37	1,422	517	492	48	1	28	10	10
Utah[3]	6,162	112	1,732	3,899	419	985	18	277	623	67
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	21,210	856	937	17,336	2,081	1,665	67	74	1,361	163
Washington	23,172	1,187	6,177	13,472	2,336	2,188	112	583	1,272	221
West Virginia	3,213	42	507	2,604	60	1,144	15	180	927	21
Wisconsin	24,116	535	2,735	19,797	1,049	2,758	61	313	2,264	120
Wyoming	651	4	8	369	270	702	4	9	398	291

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]Alcohol incidents were reported in the illicit drug category.
[3]This state did not report state-level counts of discipline incidents, but did report school-level counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted October 14, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2013–14. (This table was prepared October 2015.)

Table 10.1. Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2013

[Standard errors appear in parentheses]

Student or school characteristic	1999		2001		2003		2005		2007[1]		2009[1]		2011[1]		2013[1]	
1	2		3		4		5		6		7		8		9	
Hate-related words																
Total	**—**	**(†)**	**12.3**	**(0.46)**	**11.7**	**(0.47)**	**11.2**	**(0.50)**	**9.7**	**(0.43)**	**8.7**	**(0.52)**	**9.1**	**(0.48)**	**6.6**	**(0.40)**
Sex																
Male	—	(†)	12.8	(0.65)	12.0	(0.61)	11.7	(0.68)	9.9	(0.61)	8.5	(0.62)	9.0	(0.60)	6.6	(0.51)
Female	—	(†)	11.7	(0.52)	11.3	(0.64)	10.7	(0.64)	9.6	(0.57)	8.9	(0.72)	9.1	(0.68)	6.7	(0.53)
Race/ethnicity[2]																
White	—	(†)	12.1	(0.58)	10.9	(0.56)	10.3	(0.60)	8.9	(0.50)	7.2	(0.59)	8.3	(0.59)	5.3	(0.43)
Black	—	(†)	13.9	(1.08)	14.2	(1.35)	15.1	(1.48)	11.4	(1.35)	11.1	(1.35)	10.7	(1.30)	7.8	(1.20)
Hispanic	—	(†)	11.0	(1.15)	11.4	(0.96)	10.5	(1.15)	10.6	(1.18)	11.2	(1.13)	9.8	(0.98)	7.4	(0.84)
Asian	—	(†)	—	(†)	—	(†)	10.9	(2.56)	11.1	(1.97)	10.7	(2.81)	9.0	(2.00)	10.3	(2.19)
Other	—	(†)	13.6	(2.05)	14.1	(2.03)	14.2	(3.27)	10.6	(2.71)	10.0	(2.37)	10.4	(2.61)	11.2	(2.47)
Grade																
6th	—	(†)	12.1	(1.26)	11.9	(1.31)	11.1	(1.58)	12.1	(1.54)	8.3	(1.39)	9.0	(1.43)	6.7	(1.33)
7th	—	(†)	14.1	(1.13)	12.5	(1.04)	13.1	(1.16)	10.7	(1.02)	9.6	(1.22)	9.9	(1.02)	7.5	(0.89)
8th	—	(†)	13.0	(1.07)	12.8	(0.92)	11.2	(1.04)	11.0	(1.19)	10.9	(1.22)	8.4	(0.94)	7.4	(1.01)
9th	—	(†)	12.1	(1.00)	13.5	(1.23)	12.8	(1.12)	10.9	(1.08)	8.0	(1.09)	10.2	(1.10)	6.6	(0.94)
10th	—	(†)	13.1	(0.95)	11.6	(1.12)	10.9	(1.04)	9.0	(0.99)	9.7	(1.18)	9.6	(1.14)	6.4	(0.97)
11th	—	(†)	12.7	(1.13)	8.3	(0.97)	9.0	(1.17)	8.6	(1.01)	8.4	(1.14)	8.7	(1.01)	7.5	(1.01)
12th	—	(†)	7.9	(0.87)	10.8	(1.25)	9.7	(1.35)	6.0	(0.98)	5.8	(0.96)	7.5	(1.01)	4.1	(0.78)
Urbanicity[3]																
Urban	—	(†)	11.9	(0.73)	13.2	(0.83)	12.2	(0.86)	9.7	(0.83)	9.9	(0.93)	8.0	(0.77)	7.2	(0.76)
Suburban	—	(†)	12.4	(0.63)	10.7	(0.58)	9.4	(0.52)	9.3	(0.62)	8.3	(0.64)	9.8	(0.71)	6.6	(0.50)
Rural	—	(†)	12.4	(1.11)	12.2	(1.35)	15.5	(1.74)	11.0	(1.07)	8.1	(1.37)	8.5	(1.00)	5.7	(0.80)
Control of school																
Public	—	(†)	12.7	(0.51)	11.9	(0.49)	11.6	(0.53)	10.1	(0.46)	8.9	(0.54)	9.3	(0.50)	6.6	(0.41)
Private	—	(†)	8.2	(1.13)	9.7	(1.11)	6.8	(1.18)	6.1	(1.25)	6.6	(1.62)	6.9	(1.29)	6.7	(1.41)
Hate-related graffiti																
Total	**36.3**	**(0.94)**	**35.5**	**(0.75)**	**36.3**	**(0.84)**	**38.4**	**(0.83)**	**34.9**	**(0.89)**	**29.2**	**(0.96)**	**28.4**	**(0.88)**	**24.6**	**(0.88)**
Sex																
Male	33.8	(1.06)	34.9	(0.89)	35.0	(0.97)	37.7	(1.10)	34.4	(1.12)	29.0	(1.26)	28.6	(1.11)	24.1	(1.11)
Female	38.9	(1.14)	36.1	(0.92)	37.6	(1.06)	39.1	(0.93)	35.4	(1.12)	29.3	(1.09)	28.1	(1.07)	25.1	(1.05)
Race/ethnicity[2]																
White	36.4	(1.20)	36.2	(0.95)	35.2	(0.86)	38.5	(0.96)	35.5	(1.05)	28.3	(1.10)	28.2	(1.19)	23.7	(1.20)
Black	37.6	(1.71)	33.6	(1.52)	38.1	(1.95)	38.0	(2.29)	33.7	(2.37)	29.0	(2.44)	28.1	(1.90)	26.3	(2.10)
Hispanic	35.6	(1.46)	35.1	(1.87)	40.3	(2.24)	38.0	(1.78)	34.8	(1.76)	32.2	(1.61)	29.1	(1.33)	25.6	(1.52)
Asian	—	(†)	—	(†)	—	(†)	34.5	(3.76)	28.2	(3.01)	31.2	(3.59)	29.9	(4.56)	20.8	(3.22)
Other	32.2	(2.53)	32.1	(2.82)	31.4	(2.83)	46.9	(4.68)	38.7	(3.44)	25.8	(4.20)	25.9	(3.79)	28.4	(3.52)
Grade																
6th	30.3	(1.82)	34.9	(1.88)	35.7	(1.83)	34.0	(2.24)	35.5	(2.30)	28.1	(2.26)	25.9	(2.13)	21.9	(1.77)
7th	34.9	(1.43)	34.9	(1.36)	37.2	(1.41)	37.0	(1.63)	32.3	(1.52)	27.9	(1.88)	26.0	(1.70)	21.7	(1.49)
8th	35.6	(1.51)	36.7	(1.40)	34.2	(1.53)	35.7	(1.61)	33.5	(1.81)	30.8	(1.80)	25.9	(1.55)	24.0	(1.80)
9th	39.2	(1.55)	35.7	(1.55)	37.0	(1.48)	41.6	(1.64)	34.5	(1.77)	28.1	(1.83)	28.7	(1.69)	27.2	(1.74)
10th	38.9	(1.77)	36.2	(1.49)	40.7	(1.67)	40.7	(1.83)	36.4	(1.69)	31.0	(2.03)	33.3	(1.78)	26.0	(1.58)
11th	37.0	(1.74)	36.1	(1.76)	36.6	(1.74)	40.2	(1.70)	35.3	(1.81)	27.4	(2.01)	32.1	(1.70)	25.8	(2.03)
12th	35.6	(2.04)	33.0	(1.79)	32.2	(1.78)	37.8	(2.34)	37.7	(2.03)	30.4	(2.00)	25.7	(1.51)	24.2	(1.91)
Urbanicity[3]																
Urban	37.0	(1.18)	35.7	(1.21)	38.6	(1.27)	40.9	(1.43)	34.4	(1.36)	31.1	(1.56)	27.5	(1.49)	27.8	(1.48)
Suburban	37.3	(1.12)	36.0	(0.87)	35.9	(1.16)	38.0	(1.02)	34.2	(1.03)	28.6	(1.15)	29.9	(1.08)	23.7	(1.11)
Rural	32.7	(2.60)	33.8	(2.56)	33.9	(1.97)	35.8	(2.40)	37.8	(3.06)	27.7	(2.43)	24.9	(2.25)	21.6	(2.71)
Control of school																
Public	38.0	(0.97)	37.3	(0.80)	37.9	(0.90)	40.0	(0.87)	36.4	(0.93)	30.7	(1.01)	29.7	(0.95)	25.6	(0.94)
Private	20.7	(1.85)	16.8	(1.34)	19.5	(1.75)	18.6	(1.97)	18.5	(2.07)	11.8	(1.93)	13.4	(1.56)	12.6	(1.74)

—Not available.
†Not applicable.
[1]Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1999 through 2013. (This table was prepared August 2014.)

Table 10.2. Percentage of students ages 12–18 who reported being the target of hate-related words at school, by type of hate-related word and selected student and school characteristics: 2013

[Standard errors appear in parentheses]

Student or school characteristic	Total[1]		Hate-related words related to student's characteristic											
			Race		Ethnicity		Religion		Disability		Gender		Sexual orientation	
1	2		3		4		5		6		7		8	
Total	**6.6**	**(0.40)**	**3.3**	**(0.31)**	**1.9**	**(0.21)**	**1.2**	**(0.15)**	**0.8**	**(0.14)**	**1.0**	**(0.14)**	**1.1**	**(0.13)**
Sex														
Male	6.6	(0.51)	3.5	(0.41)	1.9	(0.27)	1.0	(0.19)	0.7	(0.16)	0.3	(0.09)	0.9	(0.16)
Female	6.7	(0.53)	3.1	(0.40)	1.9	(0.30)	1.4	(0.22)	0.9	(0.21)	1.7	(0.29)	1.3	(0.22)
Race/ethnicity[2]														
White	5.3	(0.43)	1.6	(0.25)	0.8	(0.18)	1.2	(0.22)	1.2	(0.22)	1.1	(0.20)	1.3	(0.22)
Black	7.8	(1.20)	5.8	(1.03)	1.9	(0.48)	1.0 !	(0.39)	‡	(†)	1.0 !	(0.41)	1.1 !	(0.43)
Hispanic	7.4	(0.84)	3.9	(0.64)	3.7	(0.62)	1.0	(0.27)	‡	(†)	0.9	(0.25)	0.8 !	(0.27)
Asian	10.3	(2.19)	8.5	(2.05)	7.1	(2.00)	2.1 !	(0.87)	‡	(†)	‡	(†)	‡	(†)
Other	11.2	(2.47)	8.3	(2.10)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade														
6th	6.7	(1.33)	3.5	(0.98)	1.9 !	(0.67)	1.1 !	(0.52)	‡	(†)	‡	(†)	‡	(†)
7th	7.5	(0.89)	3.6	(0.64)	2.0	(0.46)	0.8 !	(0.32)	1.1 !	(0.35)	1.1 !	(0.36)	0.9 !	(0.35)
8th	7.4	(1.01)	3.3	(0.72)	1.8 !	(0.54)	1.7	(0.48)	1.0 !	(0.33)	1.4	(0.40)	1.4 !	(0.43)
9th	6.6	(0.94)	3.0	(0.68)	2.0	(0.58)	2.1	(0.56)	0.9 !	(0.36)	0.9 !	(0.33)	0.8 !	(0.31)
10th	6.4	(0.97)	3.9	(0.76)	2.0	(0.50)	1.2 !	(0.39)	0.9 !	(0.32)	0.7 !	(0.28)	0.8 !	(0.32)
11th	7.5	(1.01)	3.9	(0.74)	1.9	(0.53)	1.1 !	(0.40)	‡	(†)	1.4 !	(0.45)	2.3	(0.48)
12th	4.1	(0.78)	1.8	(0.55)	1.9	(0.53)	‡	(†)	‡	(†)	0.6 !	(0.32)	0.8 !	(0.36)
Urbanicity[3]														
Urban	7.2	(0.76)	4.2	(0.65)	2.2	(0.37)	0.9	(0.21)	0.6 !	(0.23)	0.8	(0.23)	1.2	(0.25)
Suburban	6.6	(0.50)	3.1	(0.39)	1.9	(0.29)	1.3	(0.21)	0.8	(0.19)	1.0	(0.18)	0.9	(0.18)
Rural	5.7	(0.80)	2.3	(0.56)	1.5 !	(0.49)	1.5 !	(0.45)	1.2 !	(0.44)	1.4 !	(0.46)	1.4	(0.39)
Control of school														
Public	6.6	(0.41)	3.3	(0.30)	1.9	(0.21)	1.2	(0.15)	0.8	(0.14)	1.0	(0.15)	1.1	(0.13)
Private	6.7	(1.41)	3.7	(1.08)	1.9 !	(0.79)	‡	(†)	‡	(†)	1.2 !	(0.55)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Students who indicated that they had been called a hate-related word were asked to choose the specific characteristics that the hate-related word or words targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted only once in the total percentage of students who reported being called a hate-related word; therefore, the total is less than the sum of the students' individual characteristics.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," "and not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, or going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Detail may not sum to totals because of rounding and because students may have reported being targets of hate-related words related to more than one student characteristic.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, by type of bullying at school, reports of injury, and selected student and school characteristics: 2013

[Standard errors appear in parentheses]

Student or school characteristic	Bullied at school or cyber-bullied anywhere						Type of bullying at school														Of students who were pushed, shoved, tripped, or spit on, percent reporting injury[1]	
	Total bullied at school or cyber-bullied anywhere[2]		Total cyber-bullied anywhere[3]		Total bullied at school[4]		Made fun of, called names, or insulted		Subject of rumors		Threatened with harm		Tried to make do things did not want to do		Excluded from activities on purpose		Property destroyed on purpose		Pushed, shoved, tripped, or spit on			
1	2		3		4		5		6		7		8		9		10		11		12	
Total	**23.1**	**(0.67)**	**6.9**	**(0.42)**	**21.5**	**(0.66)**	**13.6**	**(0.51)**	**13.2**	**(0.50)**	**3.9**	**(0.27)**	**2.2**	**(0.21)**	**4.5**	**(0.30)**	**1.6**	**(0.20)**	**6.0**	**(0.39)**	**20.8**	**(2.48)**
Sex																						
Male	21.1	(0.84)	5.2	(0.43)	19.5	(0.81)	12.6	(0.70)	9.6	(0.60)	4.1	(0.38)	2.4	(0.30)	3.5	(0.34)	1.8	(0.28)	7.4	(0.59)	20.6	(3.21)
Female	25.2	(0.99)	8.6	(0.63)	23.7	(0.98)	14.7	(0.75)	17.0	(0.80)	3.7	(0.37)	1.9	(0.27)	5.5	(0.47)	1.3	(0.25)	4.6	(0.42)	21.1	(3.63)
Race/ethnicity[5]																						
White	25.3	(0.94)	7.6	(0.57)	23.7	(0.93)	15.6	(0.74)	14.6	(0.76)	4.4	(0.40)	2.0	(0.28)	5.4	(0.46)	1.5	(0.24)	6.1	(0.49)	22.3	(3.39)
Black	21.2	(1.85)	4.5	(0.94)	20.3	(1.81)	10.5	(1.22)	12.7	(1.40)	3.2	(0.68)	2.7	(0.59)	2.7	(0.71)	2.0	(0.54)	6.0	(0.97)	15.6 !	(6.04)
Hispanic	20.5	(1.32)	5.8	(0.78)	19.2	(1.30)	12.1	(1.13)	11.5	(1.02)	4.0	(0.58)	1.6	(0.32)	3.5	(0.53)	1.4	(0.38)	6.3	(0.79)	18.3	(4.15)
Asian	11.8	(2.02)	5.8	(1.67)	9.2	(1.67)	7.5	(1.63)	3.7	(0.95)	‡	(†)	3.8 !	(1.32)	2.2 !	(0.71)	1.6 !	(0.78)	2.0 !	(0.85)	‡	(†)
Other	29.7	(3.83)	13.4	(2.43)	25.2	(3.60)	16.5	(2.99)	17.3	(3.05)	4.3 !	(1.56)	4.0 !	(1.38)	6.5	(1.85)	2.1 !	(1.00)	8.5	(1.90)	‡	(†)
Grade																						
6th	29.9	(2.31)	5.9	(1.20)	27.8	(2.31)	21.3	(2.15)	16.1	(1.61)	5.9	(1.13)	3.4	(0.88)	6.5	(1.20)	3.1	(0.77)	11.0	(1.46)	26.8	(6.90)
7th	27.3	(1.65)	7.0	(0.91)	26.4	(1.65)	17.9	(1.35)	15.5	(1.35)	6.1	(0.88)	3.0	(0.52)	6.3	(0.86)	2.2	(0.52)	11.6	(1.12)	24.0	(4.11)
8th	22.7	(1.43)	6.4	(0.86)	21.7	(1.42)	14.5	(1.23)	12.7	(1.11)	3.9	(0.68)	2.3	(0.54)	5.2	(0.80)	1.5 !	(0.45)	6.5	(0.85)	20.8	(5.92)
9th	24.4	(1.46)	6.7	(0.97)	23.0	(1.42)	13.7	(1.16)	13.8	(1.22)	3.6	(0.61)	2.6	(0.58)	4.3	(0.70)	1.2 !	(0.40)	4.9	(0.83)	18.2 !	(7.32)
10th	21.4	(1.52)	8.6	(1.16)	19.5	(1.48)	12.9	(1.21)	12.9	(1.28)	4.3	(0.73)	1.7	(0.47)	4.6	(0.72)	1.3	(0.37)	3.7	(0.68)	21.2 !	(7.78)
11th	22.4	(1.50)	6.8	(0.87)	20.0	(1.50)	11.2	(1.20)	12.5	(1.31)	3.0	(0.60)	1.5	(0.45)	2.4	(0.61)	1.6 !	(0.50)	3.4	(0.72)	‡	(†)
12th	15.4	(1.45)	5.9	(0.93)	14.1	(1.51)	6.4	(1.04)	9.7	(1.15)	1.0 !	(0.43)	1.3 !	(0.48)	2.5	(0.67)	0.7 !	(0.31)	3.0	(0.71)	‡	(†)
Urbanicity[6]																						
Urban	22.6	(1.10)	7.1	(0.73)	20.7	(1.10)	12.8	(0.80)	12.7	(0.87)	3.9	(0.47)	2.7	(0.45)	4.1	(0.51)	1.4	(0.27)	5.6	(0.60)	20.9	(4.99)
Suburban	23.5	(0.93)	7.0	(0.61)	22.0	(0.90)	14.2	(0.69)	13.4	(0.71)	3.9	(0.39)	2.0	(0.28)	4.7	(0.43)	1.3	(0.24)	6.4	(0.52)	21.8	(3.31)
Rural	22.7	(1.87)	5.9	(1.02)	21.4	(1.86)	13.2	(1.49)	13.3	(1.45)	4.1	(0.67)	1.7	(0.42)	4.2	(0.73)	2.8	(0.66)	5.8	(0.88)	16.7 !	(5.31)
Control of school																						
Public	23.0	(0.69)	6.9	(0.45)	21.5	(0.67)	13.5	(0.53)	13.2	(0.52)	3.9	(0.28)	2.2	(0.22)	4.3	(0.31)	1.6	(0.19)	6.1	(0.41)	20.3	(2.57)
Private	23.8	(2.79)	6.4	(1.44)	22.4	(2.71)	15.3	(2.01)	13.4	(2.20)	3.9	(1.14)	2.7 !	(0.82)	6.7	(1.31)	1.3 !	(0.60)	5.2	(1.24)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Only students who reported that they were pushed, shoved, tripped, or spit on were asked if they suffered injuries as a result of the incident.
[2]Students who reported that they were both bullied at school and cyber-bullied anywhere were counted only once in the total for students bullied at school or cyber-bullied anywhere.
[3]Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online. Students who reported more than one of these types of cyber-bullying were counted only once in the total for students cyber-bullied anywhere.
[4]Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.
[5]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[6]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to totals because students could have experienced more than one type of bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2013

[Standard errors appear in parentheses]

Student or school characteristic	Total		Among students who were bullied, percent by location[1]: Inside classroom		In hallway or stairwell		In bathroom or locker room		Cafeteria		Somewhere else in school building		Outside on school grounds		On school bus	
1	2		3		4		5		6		7		8		9	
Total	**21.5**	**(0.66)**	**33.6**	**(1.54)**	**45.6**	**(1.73)**	**9.1**	**(0.84)**	**18.9**	**(1.17)**	**0.8 !**	**(0.30)**	**22.9**	**(1.44)**	**7.8**	**(0.86)**
Sex																
Male	19.5	(0.81)	31.1	(2.13)	45.8	(2.37)	11.6	(1.46)	17.9	(1.76)	‡	(†)	22.3	(1.85)	8.9	(1.41)
Female	23.7	(0.98)	35.8	(2.03)	45.3	(2.37)	7.0	(1.01)	19.7	(1.69)	1.2 !	(0.54)	23.4	(1.92)	6.9	(1.12)
Race/ethnicity[2]																
White	23.7	(0.93)	33.9	(2.08)	46.9	(2.09)	11.0	(1.24)	19.8	(1.53)	0.8 !	(0.34)	22.9	(1.89)	9.6	(1.18)
Black	20.3	(1.81)	28.7	(4.03)	39.5	(4.27)	5.1 !	(2.00)	19.2	(3.36)	‡	(†)	18.7	(3.10)	6.4 !	(2.15)
Hispanic	19.2	(1.30)	35.6	(3.02)	44.8	(3.47)	7.1	(1.66)	15.5	(2.45)	‡	(†)	26.4	(3.08)	2.3 !	(1.00)
Asian	9.2	(1.67)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	25.2	(3.60)	31.9	(5.92)	48.3	(7.19)	‡	(†)	14.3 !	(5.14)	‡	(†)	25.1	(5.03)	17.0 !	(5.47)
Grade																
6th	27.8	(2.31)	34.9	(4.23)	40.9	(4.91)	7.3 !	(2.57)	11.6	(2.98)	‡	(†)	36.4	(4.37)	17.1	(3.61)
7th	26.4	(1.65)	32.4	(2.88)	43.6	(3.35)	12.9	(2.25)	20.8	(2.63)	‡	(†)	26.8	(3.03)	10.2	(1.92)
8th	21.7	(1.42)	38.0	(4.12)	41.2	(4.00)	7.7	(2.06)	18.0	(2.97)	‡	(†)	26.1	(3.53)	8.7	(2.40)
9th	23.0	(1.42)	29.9	(3.44)	42.0	(3.61)	9.5	(2.01)	23.9	(3.22)	‡	(†)	19.0	(2.76)	5.7 !	(1.80)
10th	19.5	(1.48)	40.1	(4.32)	52.6	(4.63)	9.0	(2.24)	19.2	(3.15)	‡	(†)	20.0	(3.79)	7.9	(2.17)
11th	20.0	(1.50)	29.5	(3.66)	52.2	(4.05)	8.2	(2.43)	18.8	(3.35)	‡	(†)	16.6	(3.52)	‡	(†)
12th	14.1	(1.51)	30.1	(5.29)	47.4	(5.92)	6.2 !	(2.47)	14.9	(4.18)	‡	(†)	14.1	(3.80)	‡	(†)
Urbanicity[3]																
Urban	20.7	(1.10)	34.3	(3.05)	42.2	(3.07)	7.9	(1.59)	21.5	(2.35)	‡	(†)	26.2	(2.86)	4.8	(1.29)
Suburban	22.0	(0.90)	32.9	(2.01)	48.3	(2.18)	9.5	(1.12)	18.0	(1.61)	‡	(†)	22.3	(1.89)	9.0	(1.25)
Rural	21.4	(1.86)	35.1	(4.17)	41.9	(3.93)	10.2	(2.07)	17.0	(2.79)	‡	(†)	18.7	(3.57)	9.2	(1.84)
Control of school																
Public	21.5	(0.67)	33.3	(1.61)	46.1	(1.80)	9.3	(0.90)	18.7	(1.22)	0.8 !	(0.33)	22.3	(1.47)	8.2	(0.91)
Private	22.4	(2.71)	36.7	(5.32)	39.2	(5.26)	6.7 !	(2.64)	20.5	(4.47)	‡	(†)	30.1	(5.17)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes only students who indicated the location of bullying. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Location totals may sum to more than 100 percent because students could have been bullied in more than one location.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 11.3. Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and selected student and school characteristics: 2013

[Standard errors appear in parentheses]

Student or school characteristic	Total cyber-bullying[1]		Type of cyber-bullying: Hurtful information on Internet		Private information purposely shared on Internet		Subject of harassing instant messages		Subject of harassing text messages		Subject of harassing e-mails		Subject of harassment while gaming		Excluded online	
1	2		3		4		5		6		7		8		9	
Total	**6.9**	**(0.42)**	**2.8**	**(0.24)**	**0.9**	**(0.15)**	**2.1**	**(0.22)**	**3.2**	**(0.28)**	**0.9**	**(0.15)**	**1.5**	**(0.18)**	**0.9**	**(0.13)**
Sex																
Male	5.2	(0.43)	1.2	(0.22)	0.4	(0.12)	1.0	(0.19)	1.6	(0.25)	0.2 !	(0.09)	2.5	(0.31)	0.9	(0.18)
Female	8.6	(0.63)	4.5	(0.42)	1.5	(0.27)	3.4	(0.39)	4.9	(0.51)	1.7	(0.30)	0.4 !	(0.14)	0.9	(0.18)
Race/ethnicity[2]																
White	7.6	(0.57)	2.9	(0.35)	1.0	(0.22)	2.2	(0.27)	3.8	(0.42)	0.8	(0.19)	1.8	(0.26)	1.0	(0.18)
Black	4.5	(0.94)	2.2	(0.63)	‡	(†)	1.8 !	(0.57)	1.9	(0.49)	0.8 !	(0.35)	‡	(†)	‡	(†)
Hispanic	5.8	(0.78)	2.6	(0.52)	1.0 !	(0.34)	1.9	(0.41)	2.6	(0.52)	0.8 !	(0.28)	0.9 !	(0.30)	1.0	(0.29)
Asian	5.8	(1.67)	1.8 !	(0.85)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	3.1 !	(1.20)	‡	(†)
Other	13.4	(2.43)	6.9	(1.86)	1.9 !	(0.96)	4.9 !	(1.63)	6.2	(1.69)	4.7 !	(1.62)	3.2 !	(1.30)	‡	(†)
Grade																
6th	5.9	(1.20)	1.4 !	(0.58)	‡	(†)	1.2 !	(0.54)	2.3 !	(0.78)	‡	(†)	1.5 !	(0.61)	‡	(†)
7th	7.0	(0.91)	2.1	(0.53)	1.1 !	(0.36)	2.3	(0.51)	3.8	(0.74)	1.0 !	(0.35)	1.8	(0.44)	0.8 !	(0.30)
8th	6.4	(0.86)	3.1	(0.59)	0.9 !	(0.26)	2.3	(0.55)	3.2	(0.64)	1.5 !	(0.48)	1.7	(0.50)	1.5 !	(0.46)
9th	6.7	(0.97)	2.0	(0.49)	‡	(†)	2.9	(0.58)	2.8	(0.62)	‡	(†)	1.6	(0.48)	1.4 !	(0.43)
10th	8.6	(1.16)	4.1	(0.84)	1.2 !	(0.41)	2.8	(0.61)	4.5	(0.81)	1.4 !	(0.41)	1.0 !	(0.35)	1.0 !	(0.34)
11th	6.8	(0.87)	3.9	(0.71)	1.3 !	(0.41)	1.1 !	(0.43)	2.7	(0.55)	‡	(†)	1.3	(0.39)	‡	(†)
12th	5.9	(0.93)	2.6	(0.67)	‡	(†)	1.9	(0.55)	2.3	(0.59)	1.1 !	(0.40)	1.4 !	(0.51)	‡	(†)
Urbanicity[3]																
Urban	7.1	(0.73)	3.4	(0.50)	1.1	(0.32)	2.4	(0.45)	3.1	(0.50)	1.4	(0.34)	1.5	(0.25)	1.2	(0.33)
Suburban	7.0	(0.61)	2.7	(0.35)	0.9	(0.20)	2.0	(0.27)	3.3	(0.40)	0.8	(0.18)	1.6	(0.27)	0.9	(0.17)
Rural	5.9	(1.02)	2.2	(0.43)	0.8 !	(0.29)	2.0 !	(0.62)	2.9	(0.72)	0.7 !	(0.31)	1.0 !	(0.48)	‡	(†)
Control of school																
Public	6.9	(0.45)	2.9	(0.26)	0.9	(0.16)	2.2	(0.23)	3.2	(0.30)	0.9	(0.16)	1.5	(0.19)	0.9	(0.14)
Private	6.4	(1.44)	2.0 !	(0.76)	1.2 !	(0.54)	‡	(†)	2.9 !	(0.98)	‡	(†)	‡	(†)	‡	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Students who reported experiencing more than one type of cyber-bullying were counted only once in the total for students cyber-bullied.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Detail may not sum to totals because of rounding and because students could have experienced more than one type of cyber-bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 11.4. Among students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2013

[Standard errors appear in parentheses]

Student or school characteristic	Among students who reported being bullied at school										Among students who reported being cyber-bullied anywhere[1]									
	Frequency of bullying								Adult at school was notified[2]		Frequency of cyber-bullying								Adult at school was notified[2]	
	Once or twice in the school year		Once or twice a month		Once or twice a week		Almost every day				Once or twice in the school year		Once or twice a month		Once or twice a week		Almost every day			
1	2		3		4		5		6		7		8		9		10		11	
Total	**67.3**	**(1.53)**	**19.4**	**(1.32)**	**7.6**	**(0.78)**	**5.7**	**(0.71)**	**38.9**	**(1.45)**	**73.2**	**(2.72)**	**15.0**	**(2.08)**	**7.9**	**(1.46)**	**3.8**	**(1.05)**	**23.3**	**(2.55)**
Sex																				
Male	68.0	(2.19)	19.2	(1.98)	7.4	(1.09)	5.5	(1.01)	38.5	(2.01)	75.2	(3.80)	9.3	(2.62)	8.1	(2.24)	7.4 !	(2.23)	10.5	(2.53)
Female	66.6	(2.13)	19.6	(1.89)	7.8	(1.11)	6.0	(0.94)	39.3	(2.20)	71.9	(3.40)	18.8	(2.90)	7.9	(1.82)	‡	(†)	31.6	(3.54)
Race/ethnicity[3]																				
White	64.6	(2.04)	20.6	(1.70)	9.1	(1.20)	5.7	(0.87)	40.5	(2.04)	76.9	(3.27)	15.2	(2.80)	4.6 !	(1.53)	3.3 !	(1.23)	24.4	(3.08)
Black	70.2	(3.93)	18.0	(3.40)	5.6 !	(2.07)	6.2 !	(2.13)	40.0	(3.44)	68.2	(7.99)	18.9 !	(6.71)	‡	(†)	‡	(†)	24.5 !	(10.44)
Hispanic	73.8	(3.24)	17.9	(2.88)	4.4	(1.30)	4.0 !	(1.26)	37.5	(3.15)	73.5	(6.28)	8.9 !	(3.78)	12.5 !	(4.48)	‡	(†)	23.7	(4.92)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	66.9	(7.42)	15.2 !	(5.49)	‡	(†)	12.8 !	(5.30)	36.8	(6.34)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade																				
6th	62.4	(4.19)	22.7	(3.64)	6.5 !	(2.00)	8.4 !	(3.10)	58.3	(4.71)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
7th	63.8	(2.92)	17.3	(2.60)	11.4	(2.18)	7.5	(1.69)	52.3	(3.53)	65.5	(6.74)	24.9	(6.48)	‡	(†)	‡	(†)	28.0	(5.87)
8th	64.0	(3.74)	19.1	(3.05)	7.9	(2.12)	9.1	(2.30)	38.1	(3.82)	70.5	(6.04)	17.1 !	(5.69)	8.6 !	(3.16)	‡	(†)	30.4	(6.05)
9th	67.4	(3.49)	24.7	(3.48)	3.7 !	(1.41)	4.2 !	(1.59)	35.2	(3.89)	79.6	(5.43)	7.7 !	(3.68)	9.2 !	(3.89)	‡	(†)	12.4 !	(4.90)
10th	65.6	(4.11)	21.5	(3.56)	7.8	(2.29)	5.0 !	(1.79)	34.6	(3.84)	73.8	(5.76)	16.7 !	(5.09)	6.7 !	(3.30)	‡	(†)	23.9	(5.47)
11th	75.8	(3.60)	12.9	(2.83)	8.2	(2.09)	3.2 !	(1.41)	25.8	(3.37)	71.4	(7.36)	14.2 !	(5.62)	12.3 !	(5.36)	‡	(†)	26.7	(6.87)
12th	75.2	(5.35)	17.4	(4.42)	6.1 !	(2.63)	‡	(†)	22.4	(4.32)	74.6	(7.15)	13.3 !	(5.46)	‡	(†)	‡	(†)	21.0 !	(6.70)
Urbanicity[4]																				
Urban	71.8	(2.86)	14.9	(2.21)	7.0	(1.36)	6.3	(1.46)	36.6	(2.64)	68.4	(4.76)	15.1	(3.76)	11.9	(3.17)	4.6 !	(1.99)	21.7	(4.81)
Suburban	67.0	(1.94)	20.6	(1.64)	7.1	(1.09)	5.2	(0.85)	40.7	(2.01)	77.9	(3.29)	13.2	(2.67)	5.0 !	(1.59)	3.9 !	(1.48)	24.1	(3.25)
Rural	59.7	(4.96)	23.4	(3.83)	10.2	(2.51)	6.6	(1.66)	36.9	(4.03)	65.2	(8.87)	22.2	(5.79)	10.8 !	(4.91)	‡	(†)	24.1	(5.37)
Control of school																				
Public	67.2	(1.63)	19.7	(1.40)	7.4	(0.81)	5.7	(0.74)	38.9	(1.48)	72.0	(2.78)	16.1	(2.20)	7.8	(1.48)	4.1	(1.13)	22.5	(2.61)
Private	67.9	(5.01)	16.7	(3.74)	9.6 !	(2.96)	5.8 !	(2.09)	39.5	(5.50)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Total indicating adult at school notified,[2] by frequency of bullying	**36.9**	**(1.86)**	**38.3**	**(3.29)**	**55.0**	**(5.81)**	**50.0**	**(6.95)**	**†**	**(†)**	**20.2**	**(2.57)**	**21.6**	**(6.11)**	**‡**	**(†)**	**‡**	**(†)**	**†**	**(†)**
Males indicating adult notified	39.4	(2.55)	31.8	(4.54)	45.9	(9.12)	‡	(†)	†	(†)	8.6 !	(2.75)	‡	(†)	‡	(†)	‡	(†)	†	(†)
Females indicating adult notified	34.7	(2.64)	43.8	(4.83)	62.5	(7.39)	43.7	(8.65)	†	(†)	28.2	(4.02)	28.6	(7.67)	‡	(†)	‡	(†)	†	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.
[2]Teacher or other adult at school notified.
[3]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared September 2014.)

Table 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2013

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school		Type of bullying at school: Made fun of, called names, or insulted		Subject of rumors		Threatened with harm		Tried to make do things did not want to do		Excluded from activities on purpose		Property destroyed on purpose		Pushed, shoved, tripped, or spit on	
1	2		3		4		5		6		7		8		9	
2005																
Total	**28.1**	**(0.70)**	**18.7**	**(0.58)**	**14.7**	**(0.53)**	**4.8**	**(0.31)**	**3.5**	**(0.27)**	**4.6**	**(0.30)**	**3.4**	**(0.29)**	**9.0**	**(0.45)**
Sex																
Male	27.1	(0.90)	18.5	(0.73)	11.0	(0.64)	5.2	(0.51)	3.9	(0.39)	4.1	(0.40)	3.5	(0.41)	10.9	(0.70)
Female	29.2	(0.84)	19.0	(0.79)	18.5	(0.74)	4.4	(0.37)	3.1	(0.32)	5.2	(0.40)	3.3	(0.35)	7.1	(0.50)
Race/ethnicity[1]																
White	30.0	(0.84)	20.1	(0.72)	15.8	(0.66)	5.1	(0.47)	3.6	(0.35)	5.3	(0.36)	3.4	(0.35)	9.7	(0.62)
Black	28.5	(2.21)	18.5	(1.72)	14.2	(1.36)	4.9	(0.76)	4.7	(1.00)	4.5	(0.91)	4.6	(0.89)	8.9	(1.14)
Hispanic	22.3	(1.28)	14.7	(1.11)	12.4	(1.00)	4.6	(0.64)	2.6	(0.55)	3.0	(0.53)	2.7	(0.49)	7.6	(0.94)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Other	24.6	(2.06)	16.3	(1.82)	11.6	(1.71)	2.1	(0.59)	2.1 !	(0.74)	2.5 !	(0.79)	2.5 !	(0.77)	6.8	(1.19)
Grade																
6th	36.6	(1.99)	26.3	(2.05)	16.4	(1.60)	6.4	(1.18)	4.4	(0.92)	7.4	(1.19)	3.9	(0.91)	15.1	(1.75)
7th	35.0	(1.72)	25.2	(1.57)	18.9	(1.27)	6.3	(0.80)	4.7	(0.83)	7.1	(0.85)	4.6	(0.79)	15.4	(1.25)
8th	30.4	(1.50)	20.4	(1.30)	14.3	(1.10)	4.3	(0.64)	3.8	(0.71)	5.4	(0.68)	4.5	(0.75)	11.3	(1.23)
9th	28.1	(1.57)	18.9	(1.33)	13.8	(1.23)	5.3	(0.67)	3.2	(0.58)	3.8	(0.63)	2.7	(0.53)	8.2	(0.91)
10th	24.9	(1.43)	15.5	(1.14)	13.6	(1.19)	4.9	(0.82)	3.6	(0.64)	3.6	(0.63)	2.9	(0.64)	6.8	(0.78)
11th	23.0	(1.58)	14.7	(1.32)	13.4	(1.29)	3.2	(0.61)	2.8	(0.59)	3.3	(0.61)	2.6	(0.56)	4.2	(0.69)
12th	19.9	(1.75)	11.3	(1.52)	12.5	(1.54)	3.5	(0.71)	1.8	(0.51)	2.2 !	(0.72)	2.4	(0.63)	2.9	(0.66)
Urbanicity[2]																
Urban	26.0	(1.29)	17.7	(0.95)	13.3	(1.07)	5.5	(0.49)	4.1	(0.53)	4.9	(0.63)	3.9	(0.58)	8.5	(0.73)
Suburban	28.9	(0.81)	18.9	(0.75)	14.6	(0.64)	4.4	(0.42)	3.1	(0.33)	4.5	(0.37)	3.0	(0.32)	9.0	(0.56)
Rural	29.0	(1.96)	19.8	(1.76)	17.2	(1.32)	5.0	(1.10)	3.7	(0.74)	4.5	(0.88)	3.8	(0.87)	9.9	(1.23)
Control of school[3]																
Public	28.6	(0.74)	19.0	(0.61)	14.9	(0.55)	5.1	(0.33)	3.5	(0.27)	4.5	(0.30)	3.5	(0.31)	9.3	(0.48)
Private	22.7	(2.09)	15.3	(1.67)	12.4	(1.66)	0.9 !	(0.40)	3.0 !	(0.90)	6.2	(1.06)	2.0 !	(0.70)	5.5	(1.03)
2007																
Total	**31.7**	**(0.74)**	**21.0**	**(0.62)**	**18.1**	**(0.61)**	**5.8**	**(0.35)**	**4.1**	**(0.27)**	**5.2**	**(0.30)**	**4.2**	**(0.28)**	**11.0**	**(0.42)**
Sex																
Male	30.3	(0.96)	20.3	(0.83)	13.5	(0.73)	6.0	(0.50)	4.8	(0.43)	4.6	(0.40)	4.0	(0.35)	12.2	(0.58)
Female	33.2	(0.99)	21.7	(0.89)	22.8	(0.91)	5.6	(0.45)	3.4	(0.32)	5.8	(0.43)	4.4	(0.41)	9.7	(0.59)
Race/ethnicity[1]																
White	34.1	(0.97)	23.5	(0.84)	20.3	(0.84)	6.3	(0.47)	4.8	(0.36)	6.1	(0.44)	4.2	(0.35)	11.5	(0.56)
Black	30.4	(2.18)	19.5	(1.71)	15.7	(1.51)	5.8	(0.89)	3.2	(0.69)	3.7	(0.72)	5.6	(0.96)	11.3	(1.42)
Hispanic	27.3	(1.53)	16.1	(1.25)	14.4	(1.27)	4.9	(0.75)	3.0	(0.71)	4.0	(0.60)	3.6	(0.67)	9.9	(1.05)
Asian	18.1	(2.60)	10.6	(2.19)	8.2	(1.93)	‡	(†)	‡	(†)	‡	(†)	1.8 !	(0.89)	3.8 !	(1.25)
Other	34.1	(3.03)	20.1	(3.12)	20.8	(2.98)	7.7	(2.01)	3.1 !	(1.23)	7.7	(2.08)	3.4 !	(1.30)	14.4	(2.73)
Grade																
6th	42.7	(2.23)	31.2	(2.00)	21.3	(1.84)	7.0	(1.13)	5.4	(0.98)	7.4	(1.20)	5.2	(0.98)	17.6	(1.56)
7th	35.6	(1.78)	27.6	(1.58)	20.2	(1.33)	7.4	(0.92)	4.1	(0.64)	7.7	(0.92)	6.0	(0.81)	15.8	(1.28)
8th	36.9	(1.84)	25.1	(1.65)	19.7	(1.41)	6.9	(0.84)	3.6	(0.64)	5.4	(0.77)	4.6	(0.79)	14.2	(1.23)
9th	30.6	(1.72)	20.3	(1.39)	18.1	(1.45)	4.6	(0.77)	5.1	(0.67)	4.5	(0.69)	3.5	(0.63)	11.4	(1.13)
10th	27.7	(1.44)	17.7	(1.22)	15.0	(1.13)	5.8	(0.81)	4.6	(0.68)	4.6	(0.74)	3.4	(0.59)	8.6	(0.89)
11th	28.5	(1.48)	15.3	(1.25)	18.7	(1.40)	4.9	(0.80)	4.2	(0.73)	3.9	(0.68)	4.4	(0.78)	6.5	(0.92)
12th	23.0	(1.60)	12.1	(1.36)	14.1	(1.38)	4.3	(0.83)	2.1	(0.53)	3.5	(0.75)	2.4	(0.61)	4.1	(0.81)
Urbanicity[2]																
Urban	30.7	(1.36)	20.0	(1.09)	15.5	(1.02)	5.2	(0.54)	3.6	(0.46)	4.9	(0.57)	4.2	(0.59)	9.2	(0.76)
Suburban	31.2	(1.07)	21.1	(0.84)	17.4	(0.87)	5.7	(0.48)	4.1	(0.37)	5.0	(0.42)	4.0	(0.38)	11.2	(0.60)
Rural	35.2	(1.73)	22.1	(1.43)	24.1	(1.42)	7.0	(0.78)	5.1	(0.69)	6.3	(0.79)	4.9	(0.63)	13.1	(0.98)
Control of school[3]																
Public	32.0	(0.76)	21.1	(0.65)	18.3	(0.64)	6.2	(0.38)	4.2	(0.28)	5.2	(0.32)	4.1	(0.28)	11.4	(0.45)
Private	29.1	(2.10)	20.1	(1.79)	16.0	(1.76)	1.3 !	(0.50)	3.6	(0.92)	5.9	(1.11)	5.0	(1.11)	6.5	(1.14)
2009																
Total	**28.0**	**(0.83)**	**18.8**	**(0.65)**	**16.5**	**(0.66)**	**5.7**	**(0.34)**	**3.6**	**(0.28)**	**4.7**	**(0.34)**	**3.3**	**(0.28)**	**9.0**	**(0.48)**
Sex																
Male	26.6	(1.04)	18.4	(0.89)	12.8	(0.79)	5.6	(0.50)	4.0	(0.43)	3.8	(0.39)	3.4	(0.40)	10.1	(0.65)
Female	29.5	(1.08)	19.2	(0.95)	20.3	(0.92)	5.8	(0.50)	3.2	(0.37)	5.7	(0.52)	3.2	(0.39)	7.9	(0.64)
Race/ethnicity[1]																
White	29.3	(1.03)	20.5	(0.89)	17.4	(0.86)	5.4	(0.40)	3.7	(0.38)	5.2	(0.44)	3.3	(0.32)	9.1	(0.61)
Black	29.1	(2.29)	18.4	(1.78)	17.7	(1.60)	7.8	(1.20)	4.8	(0.92)	4.6	(0.97)	4.6	(0.99)	9.9	(1.55)
Hispanic	25.5	(1.71)	15.8	(1.34)	14.8	(1.44)	5.8	(0.87)	2.7	(0.59)	3.6	(0.68)	2.6	(0.55)	9.1	(0.97)
Asian	17.3	(3.01)	9.6	(2.38)	8.1	(2.11)	‡	(†)	‡	(†)	3.4 !	(1.41)	‡	(†)	5.5 !	(1.75)
Other	26.7	(4.61)	17.4	(3.83)	12.9	(3.21)	9.7 !	(3.01)	4.5 !	(1.97)	4.5 !	(1.85)	3.8 !	(1.67)	7.1 !	(2.39)
Grade																
6th	39.4	(2.60)	30.6	(2.32)	21.4	(2.20)	9.3	(1.34)	4.2 !	(1.27)	6.6	(1.31)	4.0	(1.00)	14.5	(1.89)
7th	33.1	(1.87)	23.6	(1.76)	17.3	(1.58)	5.7	(1.00)	4.6	(0.82)	5.6	(0.95)	4.6	(0.85)	13.1	(1.34)
8th	31.7	(1.85)	22.8	(1.64)	18.1	(1.50)	6.8	(0.94)	5.4	(0.91)	6.9	(1.04)	6.1	(0.92)	12.8	(1.29)
9th	28.0	(1.90)	19.2	(1.66)	16.6	(1.53)	7.1	(1.00)	4.0	(0.74)	4.5	(0.78)	2.9	(0.71)	9.7	(1.24)
10th	26.6	(1.71)	15.0	(1.41)	17.0	(1.32)	5.8	(0.91)	3.1	(0.63)	4.0	(0.76)	2.9	(0.63)	7.3	(1.03)
11th	21.1	(1.69)	13.9	(1.42)	13.9	(1.42)	4.8	(0.84)	2.5	(0.63)	3.6	(0.76)	1.5 !	(0.49)	4.4	(0.84)
12th	20.4	(1.63)	11.1	(1.20)	13.1	(1.32)	2.0	(0.57)	1.7 !	(0.52)	2.6	(0.64)	1.3 !	(0.46)	3.0	(0.65)
Urbanicity[2]																
Urban	27.4	(1.25)	17.0	(1.00)	16.5	(1.01)	6.6	(0.67)	4.2	(0.59)	4.0	(0.57)	4.2	(0.63)	9.0	(0.98)
Suburban	27.5	(1.06)	19.3	(0.87)	15.5	(0.97)	5.2	(0.44)	3.2	(0.33)	5.0	(0.46)	2.9	(0.34)	8.9	(0.56)
Rural	30.7	(1.99)	20.2	(1.60)	19.9	(1.56)	6.1	(0.79)	4.1	(0.80)	5.2	(0.85)	3.3	(0.64)	9.5	(1.27)
Control of school[3]																
Public	28.8	(0.88)	19.3	(0.68)	16.9	(0.69)	5.9	(0.37)	3.8	(0.30)	4.7	(0.36)	3.4	(0.29)	9.4	(0.52)
Private	18.9	(2.16)	13.3	(1.87)	11.6	(1.75)	4.4	(1.12)	1.9 !	(0.76)	4.9	(1.16)	1.8 !	(0.68)	4.5	(1.14)

See notes at end of table.

Table 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2013—Continued

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school		Type of bullying at school: Made fun of, called names, or insulted		Subject of rumors		Threatened with harm		Tried to make do things did not want to do		Excluded from activities on purpose		Property destroyed on purpose		Pushed, shoved, tripped, or spit on	
1	2		3		4		5		6		7		8		9	
2011																
Total	**27.8**	**(0.76)**	**17.6**	**(0.62)**	**18.3**	**(0.61)**	**5.0**	**(0.30)**	**3.3**	**(0.26)**	**5.6**	**(0.34)**	**2.8**	**(0.23)**	**7.9**	**(0.38)**
Sex																
Male	24.5	(0.91)	16.2	(0.73)	13.2	(0.66)	5.0	(0.44)	3.6	(0.34)	4.8	(0.41)	3.3	(0.34)	8.9	(0.57)
Female	31.4	(0.99)	19.1	(0.84)	23.8	(0.93)	5.1	(0.41)	3.0	(0.36)	6.4	(0.49)	2.3	(0.30)	6.8	(0.49)
Race/ethnicity[1]																
White	31.5	(1.07)	20.6	(0.89)	20.3	(0.81)	5.8	(0.44)	3.3	(0.35)	7.1	(0.51)	3.1	(0.33)	8.6	(0.55)
Black	27.2	(1.97)	16.4	(1.45)	18.6	(1.79)	5.5	(0.83)	4.3	(0.79)	4.7	(0.90)	3.3	(0.72)	9.3	(1.00)
Hispanic	21.9	(1.07)	12.7	(0.93)	15.1	(0.87)	3.3	(0.53)	2.9	(0.46)	2.8	(0.52)	2.4	(0.52)	6.2	(0.75)
Asian	14.9	(2.70)	9.0	(2.04)	7.7	(2.03)	‡	(†)	2.7 !	(1.10)	2.9 !	(1.13)	‡	(†)	2.1 !	(0.95)
Other	23.7	(3.38)	15.0	(2.47)	17.0	(2.94)	6.5	(1.73)	‡	(†)	5.0 !	(1.62)	‡	(†)	7.2	(1.81)
Grade																
6th	37.0	(2.17)	27.0	(2.03)	23.1	(1.90)	4.9	(0.94)	3.9	(0.85)	6.6	(1.19)	3.7	(0.87)	12.7	(1.56)
7th	30.3	(1.64)	22.4	(1.35)	18.3	(1.31)	6.9	(0.89)	4.5	(0.72)	7.8	(0.95)	4.0	(0.68)	12.6	(1.16)
8th	30.7	(1.68)	20.7	(1.51)	19.0	(1.40)	5.3	(0.75)	2.9	(0.56)	6.4	(0.80)	4.0	(0.73)	10.8	(1.07)
9th	26.5	(1.66)	16.4	(1.28)	16.3	(1.38)	5.4	(0.73)	3.3	(0.64)	4.1	(0.87)	2.5	(0.60)	7.3	(0.85)
10th	28.0	(1.56)	16.9	(1.26)	19.6	(1.24)	5.1	(0.75)	3.9	(0.65)	5.3	(0.71)	2.2	(0.48)	6.7	(0.82)
11th	23.8	(1.72)	12.7	(1.17)	17.1	(1.48)	4.0	(0.68)	2.4	(0.60)	4.7	(0.71)	1.8	(0.50)	3.9	(0.73)
12th	22.0	(1.34)	10.6	(1.12)	16.7	(1.23)	3.5	(0.65)	2.3	(0.55)	4.3	(0.75)	1.9	(0.51)	2.7	(0.59)
Urbanicity[2]																
Urban	24.8	(1.28)	15.9	(1.07)	16.1	(1.05)	4.4	(0.49)	3.1	(0.38)	4.6	(0.50)	2.5	(0.38)	7.6	(0.66)
Suburban	29.0	(1.07)	18.4	(0.85)	18.7	(0.86)	5.0	(0.47)	3.2	(0.33)	6.0	(0.46)	3.0	(0.35)	8.2	(0.56)
Rural	29.7	(1.82)	18.4	(1.33)	21.4	(1.47)	6.3	(0.69)	3.9	(0.80)	5.8	(0.89)	3.0	(0.54)	7.3	(0.78)
Control of school[3]																
Public	28.4	(0.82)	17.9	(0.66)	18.8	(0.65)	5.3	(0.33)	3.3	(0.28)	5.5	(0.37)	2.9	(0.24)	8.1	(0.42)
Private	21.5	(1.91)	13.9	(1.68)	12.6	(1.59)	1.6 !	(0.62)	2.9	(0.76)	5.6	(1.07)	2.1 !	(0.71)	4.7	(1.03)
2013																
Total	**21.5**	**(0.66)**	**13.6**	**(0.51)**	**13.2**	**(0.50)**	**3.9**	**(0.27)**	**2.2**	**(0.21)**	**4.5**	**(0.30)**	**1.6**	**(0.20)**	**6.0**	**(0.39)**
Sex																
Male	19.5	(0.81)	12.6	(0.70)	9.6	(0.60)	4.1	(0.38)	2.4	(0.30)	3.5	(0.34)	1.8	(0.28)	7.4	(0.59)
Female	23.7	(0.98)	14.7	(0.75)	17.0	(0.80)	3.7	(0.37)	1.9	(0.27)	5.5	(0.47)	1.3	(0.25)	4.6	(0.42)
Race/ethnicity[1]																
White	23.7	(0.93)	15.6	(0.74)	14.6	(0.76)	4.4	(0.40)	2.0	(0.28)	5.4	(0.46)	1.5	(0.24)	6.1	(0.49)
Black	20.3	(1.81)	10.5	(1.22)	12.7	(1.40)	3.2	(0.68)	2.7	(0.59)	2.7	(0.71)	2.0	(0.54)	6.0	(0.97)
Hispanic	19.2	(1.30)	12.1	(1.13)	11.5	(1.02)	4.0	(0.58)	1.6	(0.32)	3.5	(0.53)	1.4	(0.38)	6.3	(0.79)
Asian	9.2	(1.67)	7.5	(1.63)	3.7	(0.95)	‡	(†)	3.8 !	(1.32)	2.2 !	(0.71)	1.6 !	(0.78)	2.0 !	(0.85)
Other	25.2	(3.60)	16.5	(2.99)	17.3	(3.05)	4.3 !	(1.56)	4.0 !	(1.38)	6.5	(1.85)	2.1 !	(1.00)	8.5	(1.90)
Grade																
6th	27.8	(2.31)	21.3	(2.15)	16.1	(1.61)	5.9	(1.13)	3.4	(0.88)	6.5	(1.20)	3.1	(0.77)	11.0	(1.46)
7th	26.4	(1.65)	17.9	(1.35)	15.5	(1.35)	6.1	(0.88)	3.0	(0.52)	6.3	(0.86)	2.2	(0.52)	11.6	(1.12)
8th	21.7	(1.42)	14.5	(1.23)	12.7	(1.11)	3.9	(0.68)	2.3	(0.54)	5.2	(0.80)	1.5 !	(0.45)	6.5	(0.85)
9th	23.0	(1.42)	13.7	(1.16)	13.8	(1.22)	3.6	(0.61)	2.6	(0.58)	4.3	(0.70)	1.2 !	(0.40)	4.9	(0.83)
10th	19.5	(1.48)	12.9	(1.21)	12.9	(1.28)	4.3	(0.73)	1.7	(0.47)	4.6	(0.72)	1.3	(0.37)	3.7	(0.68)
11th	20.0	(1.50)	11.2	(1.20)	12.5	(1.31)	3.0	(0.60)	1.5	(0.45)	2.4	(0.61)	1.6 !	(0.50)	3.4	(0.72)
12th	14.1	(1.51)	6.4	(1.04)	9.7	(1.15)	1.0 !	(0.43)	1.3 !	(0.48)	2.5	(0.67)	0.7 !	(0.31)	3.0	(0.71)
Urbanicity[2]																
Urban	20.7	(1.10)	12.8	(0.80)	12.7	(0.87)	3.9	(0.47)	2.7	(0.45)	4.1	(0.51)	1.4	(0.27)	5.6	(0.60)
Suburban	22.0	(0.90)	14.2	(0.69)	13.4	(0.71)	3.9	(0.39)	2.0	(0.28)	4.7	(0.43)	1.3	(0.24)	6.4	(0.52)
Rural	21.4	(1.86)	13.2	(1.49)	13.3	(1.45)	4.1	(0.67)	1.7	(0.42)	4.2	(0.73)	2.8	(0.66)	5.8	(0.88)
Control of school[3]																
Public	21.5	(0.67)	13.5	(0.53)	13.2	(0.52)	3.9	(0.28)	2.2	(0.22)	4.3	(0.31)	1.6	(0.19)	6.1	(0.41)
Private	22.4	(2.71)	15.3	(2.01)	13.4	(2.20)	3.9	(1.14)	2.7 !	(0.82)	6.7	(1.31)	1.3 !	(0.60)	5.2	(1.24)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey,* which were based on the urban-centric measure of the location of the school that the child attended.
[3]Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey.*
NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to totals because students could have experienced more than one type of bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2013. (This table was prepared August 2014.)

Table 11.6. Percentage of public school students in grades 9–12 who reported having been bullied on school property or electronically bullied during the previous 12 months, by state: Selected years, 2009 through 2013

[Standard errors appear in parentheses]

State	Bullied on school property[1]						Electronically bullied[2]					
	2009		2011		2013		2009		2011		2013	
1	2		3		4		5		6		7	
United States[3]	**19.9**	**(0.58)**	**20.1**	**(0.68)**	**19.6**	**(0.55)**	**—**	**(†)**	**16.2**	**(0.45)**	**14.8**	**(0.54)**
Alabama	19.3	(1.45)	14.1	(1.22)	20.8	(1.28)	—	(†)	12.3	(1.64)	13.5	(0.95)
Alaska	20.7	(1.29)	23.0	(1.32)	20.7	(1.35)	—	(†)	15.3	(1.04)	14.7	(1.10)
Arizona	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Arkansas	—	(†)	21.9	(1.74)	25.0	(1.51)	—	(†)	16.7	(1.48)	17.6	(1.05)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	18.8	(1.60)	19.3	(1.33)	—	(†)	—	(†)	14.4	(1.09)	—	(†)
Connecticut	—	(†)	21.6	(1.09)	21.9	(0.96)	—	(†)	16.3	(0.81)	17.5	(1.23)
Delaware	15.9	(1.11)	16.5	(1.03)	18.5	(0.96)	—	(†)	—	(†)	13.4	(0.78)
District of Columbia	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Florida	13.4	(0.51)	14.0	(0.54)	15.7	(0.50)	—	(†)	12.4	(0.53)	12.3	(0.54)
Georgia	—	(†)	19.1	(1.66)	19.5	(1.36)	—	(†)	13.6	(1.09)	13.9	(0.93)
Hawaii	—	(†)	20.3	(1.29)	18.7	(1.00)	—	(†)	14.9	(0.80)	15.6	(0.98)
Idaho	22.3	(1.03)	22.8	(1.76)	25.4	(1.12)	—	(†)	17.0	(1.18)	18.8	(1.18)
Illinois	19.6	(1.46)	19.3	(1.31)	22.2	(1.00)	—	(†)	16.0	(1.38)	16.9	(0.77)
Indiana	22.8	(1.69)	25.0	(1.38)	—	(†)	—	(†)	18.7	(1.15)	—	(†)
Iowa	—	(†)	22.5	(1.47)	—	(†)	—	(†)	16.8	(0.97)	—	(†)
Kansas	18.5	(1.21)	20.5	(1.31)	22.1	(1.57)	—	(†)	15.5	(0.88)	16.9	(0.97)
Kentucky	20.8	(1.30)	18.9	(1.24)	21.4	(1.41)	—	(†)	17.4	(1.14)	13.2	(1.06)
Louisiana	15.9	(1.88)	19.2	(1.40)	24.2	(1.64)	—	(†)	18.0	(1.53)	16.9	(1.91)
Maine	22.4	(0.49)	22.4	(0.43)	24.2	(0.66)	—	(†)	19.7	(0.55)	20.6	(0.61)
Maryland	20.9	(0.96)	21.2	(1.28)	19.6	(0.25)	—	(†)	14.2	(0.78)	14.0	(0.22)
Massachusetts	19.4	(0.89)	18.1	(1.04)	16.6	(0.98)	—	(†)	—	(†)	13.8	(0.79)
Michigan	24.0	(1.77)	22.7	(1.40)	25.3	(1.47)	—	(†)	18.0	(0.91)	18.8	(1.20)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	16.0	(1.04)	15.6	(1.32)	19.2	(0.93)	—	(†)	12.5	(0.93)	11.9	(0.74)
Missouri	22.8	(1.74)	—	(†)	25.2	(1.72)	—	(†)	—	(†)	—	(†)
Montana	23.1	(1.32)	26.0	(1.06)	26.3	(0.68)	—	(†)	19.2	(0.92)	18.1	(0.62)
Nebraska	—	(†)	22.9	(0.85)	20.8	(1.10)	—	(†)	15.8	(0.81)	15.7	(0.91)
Nevada	—	(†)	—	(†)	19.7	(1.09)	—	(†)	—	(†)	15.0	(1.28)
New Hampshire	22.1	(1.53)	25.3	(1.21)	22.8	(1.05)	—	(†)	21.6	(1.27)	18.1	(1.02)
New Jersey	20.7	(1.44)	20.0	(1.57)	21.3	(1.12)	—	(†)	15.6	(1.65)	14.8	(1.25)
New Mexico	19.5	(0.80)	18.7	(0.72)	18.2	(0.95)	—	(†)	13.2	(0.66)	13.1	(0.67)
New York	18.2	(1.01)	17.7	(0.66)	19.7	(1.43)	—	(†)	16.2	(0.68)	15.3	(0.89)
North Carolina	16.6	(1.00)	20.5	(1.34)	19.2	(0.94)	—	(†)	15.7	(0.83)	12.5	(1.11)
North Dakota	21.1	(1.29)	24.9	(1.24)	25.4	(1.28)	—	(†)	17.4	(1.15)	17.1	(0.82)
Ohio[4]	—	(†)	22.7	(1.83)	20.8	(1.40)	—	(†)	14.7	(1.08)	15.1	(1.31)
Oklahoma	17.5	(1.25)	16.7	(1.27)	18.6	(1.08)	—	(†)	15.6	(1.21)	14.3	(1.33)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	19.2	(1.18)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rhode Island	16.3	(0.85)	19.1	(1.74)	18.1	(1.00)	—	(†)	15.3	(1.14)	14.3	(1.11)
South Carolina	15.1	(1.53)	18.3	(1.36)	20.2	(1.33)	—	(†)	15.6	(1.44)	13.8	(1.00)
South Dakota[4]	—	(†)	26.7	(1.25)	24.3	(2.05)	—	(†)	19.6	(0.94)	17.8	(1.05)
Tennessee	17.3	(1.24)	17.5	(0.88)	21.1	(1.22)	—	(†)	13.9	(0.69)	15.5	(0.94)
Texas	18.7	(1.06)	16.5	(0.73)	19.1	(1.06)	—	(†)	13.0	(0.66)	13.8	(1.04)
Utah	18.8	(1.05)	21.7	(0.97)	21.8	(0.99)	—	(†)	16.6	(1.12)	16.9	(0.87)
Vermont	—	(†)	—	(†)	—	(†)	—	(†)	15.2	(0.54)	18.0	(0.32)
Virginia	—	(†)	20.3	(1.37)	21.9	(0.87)	—	(†)	14.8	(1.49)	14.5	(0.61)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	23.5	(1.33)	18.6	(1.71)	22.1	(1.72)	—	(†)	15.5	(1.18)	17.2	(0.89)
Wisconsin	22.5	(1.28)	24.0	(1.35)	22.7	(1.23)	—	(†)	16.6	(0.74)	17.6	(0.86)
Wyoming	24.4	(0.93)	25.0	(0.98)	23.3	(0.82)	—	(†)	18.7	(0.80)	16.1	(0.71)

—Not available.
†Not applicable.
[1]Bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.
[2]Survey respondents were asked about being electronically bullied ("being bullied through e-mail, chat rooms, instant messaging, websites, or texting"). Data on electronic bullying were not collected in 2009.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[4]Data include both public and private schools.

NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2013. (This table was prepared September 2014.)

Table 12.1. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12

[Standard errors appear in parentheses]

Teacher or school characteristic	Student misbehavior interfered with teaching												Student tardiness and class cutting interfered with teaching											
	1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12		1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Total	**40.2**	**(0.33)**	**33.8**	**(0.31)**	**41.3**	**(0.34)**	**38.6**	**(0.39)**	**35.1**	**(0.58)**	**34.1**	**(0.50)**	**38.5**	**(0.61)**	**32.6**	**(0.28)**	**—**	**(†)**	**25.4**	**(0.28)**	**29.3**	**(0.30)**	**31.3**	**(0.44)**	**31.5**	**(0.60)**	**35.3**	**(0.46)**
Years of teaching experience																												
3 or fewer	42.1	(0.95)	35.5	(0.75)	44.8	(0.98)	41.5	(0.79)	39.2	(2.15)	37.3	(1.00)	43.2	(1.21)	34.6	(0.89)	—	(†)	27.8	(0.71)	32.3	(0.73)	34.0	(1.20)	34.3	(1.01)	38.5	(1.28)
4 to 9	40.1	(0.65)	33.6	(0.69)	41.9	(0.61)	40.5	(0.66)	36.2	(0.75)	35.1	(1.02)	39.8	(1.05)	31.4	(0.50)	—	(†)	25.5	(0.59)	30.1	(0.55)	32.0	(0.70)	32.6	(1.01)	36.0	(0.96)
10 to 19	39.5	(0.41)	33.0	(0.52)	40.7	(0.57)	36.4	(0.65)	34.0	(0.83)	33.6	(0.83)	38.0	(0.92)	31.7	(0.35)	—	(†)	24.3	(0.48)	26.7	(0.55)	30.7	(0.75)	30.9	(1.04)	35.3	(0.93)
20 or more	40.7	(0.73)	34.1	(0.70)	40.1	(0.53)	37.6	(0.57)	32.8	(0.68)	31.5	(0.82)	35.4	(0.97)	34.3	(0.61)	—	(†)	25.5	(0.35)	29.3	(0.51)	29.7	(0.67)	29.1	(0.90)	33.0	(0.95)
School level[1]																												
Elementary	39.2	(0.53)	34.1	(0.45)	40.9	(0.54)	39.1	(0.57)	33.8	(0.74)	32.6	(0.73)	38.6	(0.92)	22.6	(0.35)	—	(†)	17.2	(0.41)	24.2	(0.42)	26.5	(0.57)	25.6	(0.76)	31.0	(0.71)
Secondary	43.2	(0.43)	34.9	(0.43)	43.7	(0.35)	39.5	(0.42)	40.0	(0.60)	38.8	(0.74)	40.5	(0.80)	49.9	(0.45)	—	(†)	43.0	(0.37)	41.5	(0.46)	43.8	(0.65)	45.4	(0.81)	45.3	(0.69)
School control																												
Public[2]	42.3	(0.36)	35.7	(0.34)	44.1	(0.40)	40.8	(0.42)	37.2	(0.52)	36.0	(0.57)	40.7	(0.65)	34.7	(0.29)	—	(†)	27.9	(0.32)	31.5	(0.35)	33.4	(0.45)	33.4	(0.64)	37.6	(0.51)
Private	24.2	(0.95)	20.0	(0.63)	22.4	(0.43)	24.1	(0.61)	20.7	(2.47)	20.6	(0.72)	22.0	(1.05)	17.2	(0.73)	—	(†)	8.6	(0.42)	15.0	(0.43)	16.9	(1.11)	17.9	(0.72)	18.8	(1.06)
School enrollment																												
Under 200	31.9	(0.89)	25.0	(0.82)	31.1	(0.72)	32.5	(0.93)	29.4	(2.44)	29.9	(1.10)	33.9	(1.27)	24.5	(0.94)	—	(†)	14.7	(0.51)	21.7	(0.71)	24.9	(1.52)	26.1	(0.91)	29.4	(1.03)
200 to 499	36.6	(0.52)	30.6	(0.60)	36.9	(0.72)	36.4	(0.57)	30.7	(0.91)	32.9	(0.87)	37.3	(0.87)	23.9	(0.37)	—	(†)	16.9	(0.52)	25.0	(0.60)	26.2	(0.73)	27.4	(0.94)	32.1	(0.92)
500 to 749	41.2	(0.63)	34.9	(0.64)	41.9	(0.74)	40.0	(0.82)	34.0	(0.94)	34.4	(1.28)	37.4	(1.38)	29.0	(0.66)	—	(†)	21.2	(0.67)	27.1	(0.63)	28.2	(0.83)	28.4	(1.25)	32.5	(1.02)
750 to 999	44.6	(1.10)	39.3	(1.03)	47.6	(0.85)	39.8	(1.32)	37.2	(1.45)	32.4	(1.34)	41.9	(1.82)	35.6	(1.05)	—	(†)	30.2	(1.19)	27.7	(1.00)	31.0	(1.15)	29.6	(1.24)	36.7	(1.87)
1,000 or more	47.0	(0.75)	38.8	(0.76)	48.0	(0.69)	41.9	(0.65)	43.7	(0.85)	37.9	(1.01)	40.9	(0.97)	54.2	(0.72)	—	(†)	46.8	(0.70)	41.7	(0.77)	44.9	(0.97)	43.1	(1.13)	44.2	(0.92)
Locale[3]																												
City	—	(†)	—	(†)	—	(†)	—	(†)	41.8	(1.14)	39.9	(1.08)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	37.3	(0.89)	38.5	(0.95)	‡	(†)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	32.3	(0.77)	31.7	(0.78)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	28.5	(0.74)	28.8	(0.86)	‡	(†)
Town	—	(†)	—	(†)	—	(†)	—	(†)	34.7	(1.32)	34.7	(1.32)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	31.7	(1.12)	34.0	(1.68)	‡	(†)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	31.1	(1.31)	30.8	(0.97)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	27.9	(0.88)	26.4	(0.92)	‡	(†)

—Not available.
†Not applicable.
‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
[1]Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
[2]Includes traditional public and public charter schools.
[3]Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area as of 2003–04. Comparisons with earlier years are not possible.
NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior or student tardiness and class cutting interfered with their teaching. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 12.2. Percentage of public and private school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2011–12

[Standard errors appear in parentheses]

Teacher or school characteristic	Other teachers enforced school rules[1]												Principal enforced school rules[2]											
	1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12		1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Total	**65.1**	**(0.30)**	**73.4**	**(0.34)**	**63.8**	**(0.36)**	**64.4**	**(0.35)**	**72.4**	**(0.41)**	**71.8**	**(0.47)**	**68.8**	**(0.48)**	**83.7**	**(0.22)**	**87.4**	**(0.26)**	**81.8**	**(0.31)**	**83.0**	**(0.28)**	**87.8**	**(0.30)**	**88.5**	**(0.34)**	**84.4**	**(0.41)**
Years of teaching experience																												
3 or fewer	68.6	(0.93)	76.1	(0.88)	68.8	(0.92)	69.4	(0.71)	76.6	(0.91)	73.6	(1.07)	70.2	(1.27)	85.0	(0.52)	88.1	(0.49)	85.1	(0.59)	84.5	(0.52)	88.6	(0.66)	89.9	(0.68)	86.6	(1.15)
4 to 9	65.3	(0.71)	72.7	(0.69)	63.0	(0.78)	61.6	(0.62)	70.6	(0.70)	69.5	(0.88)	66.6	(0.88)	84.1	(0.45)	87.4	(0.55)	80.7	(0.63)	82.7	(0.49)	86.9	(0.57)	88.2	(0.61)	84.6	(0.72)
10 to 19	64.3	(0.49)	72.9	(0.48)	63.1	(0.55)	64.6	(0.65)	71.4	(0.76)	71.0	(0.73)	68.3	(0.86)	83.9	(0.35)	87.5	(0.43)	82.4	(0.41)	83.1	(0.49)	87.8	(0.53)	87.2	(0.62)	82.3	(0.74)
20 or more	64.9	(0.58)	73.5	(0.57)	63.1	(0.58)	63.6	(0.59)	72.5	(0.64)	73.8	(0.80)	71.1	(0.84)	82.8	(0.56)	86.9	(0.41)	80.6	(0.38)	82.4	(0.41)	88.3	(0.43)	89.4	(0.55)	85.9	(0.79)
School level[3]																												
Elementary	74.2	(0.41)	80.5	(0.52)	72.2	(0.48)	72.2	(0.49)	79.5	(0.54)	79.4	(0.61)	75.6	(0.71)	85.1	(0.36)	88.0	(0.41)	82.8	(0.45)	84.2	(0.41)	88.3	(0.45)	89.5	(0.44)	85.0	(0.60)
Secondary	49.9	(0.60)	60.2	(0.43)	47.0	(0.34)	47.2	(0.46)	55.7	(0.55)	56.1	(0.64)	54.4	(0.69)	81.5	(0.37)	85.8	(0.37)	79.0	(0.31)	80.0	(0.39)	86.2	(0.41)	86.3	(0.48)	82.5	(0.56)
School control																												
Public[4]	63.8	(0.31)	71.9	(0.36)	61.8	(0.42)	62.6	(0.39)	71.1	(0.46)	70.6	(0.55)	67.6	(0.51)	83.1	(0.22)	86.7	(0.29)	80.8	(0.35)	82.2	(0.33)	87.2	(0.34)	88.0	(0.37)	83.7	(0.43)
Private	75.4	(0.98)	84.3	(0.61)	77.6	(0.50)	75.9	(0.51)	81.0	(1.52)	80.1	(0.81)	77.4	(1.49)	88.6	(0.57)	92.0	(0.42)	88.4	(0.41)	88.3	(0.39)	92.2	(0.75)	92.2	(0.57)	89.4	(0.98)
School enrollment																												
Under 200	76.1	(0.90)	83.7	(0.60)	76.5	(0.84)	75.4	(0.81)	84.0	(1.54)	81.0	(0.85)	78.7	(0.91)	86.6	(0.54)	89.3	(0.54)	85.2	(0.61)	87.1	(0.48)	90.9	(0.86)	90.8	(0.60)	88.7	(0.84)
200 to 499	72.6	(0.42)	79.4	(0.55)	71.2	(0.65)	71.6	(0.58)	78.9	(0.62)	78.6	(0.71)	74.2	(1.00)	84.6	(0.38)	88.1	(0.42)	83.5	(0.47)	84.2	(0.46)	89.3	(0.48)	89.4	(0.60)	84.7	(0.87)
500 to 749	66.6	(0.74)	75.8	(0.74)	66.8	(0.81)	67.7	(0.66)	75.8	(0.68)	74.1	(1.04)	72.2	(1.06)	84.4	(0.55)	88.5	(0.53)	82.3	(0.76)	83.5	(0.55)	87.7	(0.66)	88.6	(0.68)	85.2	(0.75)
750 to 999	59.8	(1.00)	68.5	(1.01)	58.6	(1.10)	63.0	(0.97)	69.4	(1.32)	71.7	(1.50)	66.0	(1.33)	83.0	(0.80)	85.7	(0.81)	79.6	(0.87)	82.5	(0.83)	86.0	(1.14)	88.4	(0.89)	82.7	(1.30)
1,000 or more	48.1	(0.89)	57.5	(0.67)	45.8	(0.77)	47.3	(0.75)	56.3	(0.88)	57.1	(1.17)	55.4	(1.04)	80.7	(0.62)	84.9	(0.66)	78.0	(0.58)	79.4	(0.57)	85.8	(0.63)	86.5	(0.73)	82.3	(0.81)
Locale[5]																												
City	—	(†)	—	(†)	—	(†)	—	(†)	69.6	(0.86)	69.4	(0.98)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	85.5	(0.60)	86.5	(0.72)	‡	(†)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	73.5	(0.70)	72.6	(0.76)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	89.1	(0.47)	89.7	(0.53)	‡	(†)
Town	—	(†)	—	(†)	—	(†)	—	(†)	72.4	(1.03)	71.7	(1.32)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	88.9	(0.71)	87.5	(1.26)	‡	(†)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	74.3	(0.74)	73.6	(0.81)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	88.5	(0.61)	89.5	(0.58)	‡	(†)

—Not available.
†Not applicable.
‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
[1]Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2]Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
[3]Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
[4]Includes traditional public and public charter schools.
[5]Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area as of 2003–04. Comparisons with earlier years are not possible.
NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that rules were enforced by other teachers and the principal. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

Table 12.3. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that other teachers and the principal enforced school rules, by state: 2011–12

[Standard errors appear in parentheses]

State	Interfered with teaching				Enforced school rules			
	Student misbehavior		Student tardiness and class cutting		Other teachers[1]		Principal[2]	
1	2		3		4		5	
United States	**40.7**	**(0.65)**	**37.6**	**(0.51)**	**67.6**	**(0.51)**	**83.7**	**(0.43)**
Alabama	40.9	(3.36)	38.6	(2.82)	71.8	(2.84)	86.8	(2.26)
Alaska	35.8	(5.73)	56.8	(6.73)	72.2	(4.41)	83.2	(5.16)
Arizona	41.3	(2.56)	44.5	(2.67)	67.9	(2.72)	83.4	(2.06)
Arkansas	39.5	(3.56)	38.5	(3.80)	74.0	(2.60)	90.0	(2.16)
California	38.9	(2.47)	39.7	(2.36)	69.7	(1.83)	83.0	(1.63)
Colorado	45.5	(3.54)	47.6	(4.02)	61.7	(3.39)	80.6	(3.28)
Connecticut	37.2	(2.35)	28.6	(3.81)	61.7	(3.91)	80.7	(2.98)
Delaware	46.7	(4.47)	35.2	(4.58)	68.7	(3.58)	82.9	(3.32)
District of Columbia	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Georgia	38.2	(3.56)	32.1	(3.36)	71.9	(2.64)	85.5	(2.29)
Hawaii	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Idaho	34.6	(3.54)	36.1	(3.08)	74.7	(2.48)	87.9	(2.18)
Illinois	40.0	(2.96)	33.9	(3.07)	66.0	(3.18)	83.6	(2.31)
Indiana	38.8	(3.33)	41.0	(2.95)	68.4	(2.47)	81.8	(2.99)
Iowa	37.9	(3.12)	34.6	(3.18)	68.5	(2.77)	81.8	(2.40)
Kansas	32.0	(3.57)	24.9	(2.34)	70.9	(3.29)	91.8	(1.61)
Kentucky	42.8	(3.06)	32.8	(2.92)	67.4	(2.80)	86.9	(2.47)
Louisiana	55.1	(3.92)	36.1	(3.60)	62.5	(3.19)	82.1	(3.89)
Maine	39.1	(3.00)	39.2	(3.02)	62.9	(2.90)	83.2	(3.06)
Maryland	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Massachusetts	37.2	(3.07)	32.0	(2.74)	66.6	(3.04)	83.1	(2.80)
Michigan	46.6	(2.87)	40.9	(2.63)	67.6	(2.12)	84.4	(2.08)
Minnesota	43.7	(2.49)	37.3	(2.50)	68.7	(1.88)	84.5	(1.84)
Mississippi	37.4	(3.30)	35.6	(3.40)	72.4	(2.96)	84.5	(2.51)
Missouri	33.2	(2.10)	33.6	(2.87)	68.9	(2.17)	86.6	(1.76)
Montana	41.3	(3.43)	45.3	(4.08)	66.5	(3.65)	83.1	(2.97)
Nebraska	38.2	(3.01)	33.6	(2.81)	70.9	(2.73)	86.7	(1.66)
Nevada	45.5	(3.77)	42.3	(4.86)	65.5	(3.42)	79.3	(3.22)
New Hampshire	38.3	(4.36)	30.9	(3.11)	62.0	(3.93)	83.2	(2.66)
New Jersey	35.9	(2.36)	29.9	(2.29)	66.8	(2.06)	84.4	(1.70)
New Mexico	39.0	(4.55)	54.5	(5.87)	64.2	(3.80)	78.7	(4.23)
New York	40.3	(2.91)	45.3	(3.06)	65.9	(2.47)	80.7	(2.46)
North Carolina	41.9	(3.13)	37.0	(2.94)	69.0	(2.58)	84.0	(2.34)
North Dakota	34.6	(3.26)	33.5	(3.52)	70.4	(2.77)	86.7	(2.45)
Ohio	41.8	(1.95)	38.8	(1.96)	66.4	(1.73)	84.7	(1.55)
Oklahoma	40.1	(2.74)	40.8	(2.87)	72.5	(2.47)	86.5	(2.12)
Oregon	33.1	(3.24)	35.6	(3.73)	77.3	(2.90)	88.1	(1.77)
Pennsylvania	40.0	(2.64)	33.4	(2.55)	65.2	(2.18)	82.5	(1.88)
Rhode Island	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Carolina	40.9	(3.22)	33.7	(3.40)	71.8	(3.23)	86.8	(2.15)
South Dakota	40.1	(3.10)	37.2	(3.92)	73.2	(2.91)	84.8	(2.53)
Tennessee	41.5	(3.56)	40.0	(3.56)	71.4	(3.14)	88.7	(2.14)
Texas	45.6	(2.29)	35.1	(2.13)	65.8	(2.56)	81.8	(1.99)
Utah	39.7	(3.67)	45.1	(4.30)	75.8	(3.56)	89.9	(2.27)
Vermont	39.9	(2.61)	36.2	(2.62)	59.2	(2.59)	80.5	(2.28)
Virginia	40.8	(3.46)	35.6	(3.06)	64.9	(2.87)	82.5	(2.52)
Washington	39.2	(2.89)	39.5	(3.16)	73.1	(2.60)	85.6	(2.18)
West Virginia	43.9	(3.87)	42.4	(4.09)	73.4	(2.90)	90.4	(2.58)
Wisconsin	42.7	(2.70)	34.2	(3.07)	69.5	(2.87)	85.8	(1.70)
Wyoming	30.7	(4.76)	40.0	(4.78)	73.9	(3.55)	89.1	(3.41)

†Not applicable.
‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
[1]Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2]Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter school teachers. Includes both teachers who "strongly" agreed and those who "somewhat" agreed.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12. (This table was prepared July 2013.)

Table 13.1. 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 location and selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10		11		12	
Anywhere (including on school property)[1]																						
Total	**41.8**	**(0.99)**	**38.7**	**(1.14)**	**36.6**	**(1.01)**	**35.7**	**(1.17)**	**33.2**	**(0.71)**	**33.0**	**(0.99)**	**35.9**	**(0.77)**	**35.5**	**(0.77)**	**31.5**	**(0.70)**	**32.8**	**(0.65)**	**24.7**	**(0.74)**
Sex																						
Male	51.2	(1.05)	46.1	(1.09)	45.5	(1.07)	44.0	(1.27)	43.1	(0.84)	40.5	(1.32)	43.4	(1.01)	44.4	(0.89)	39.3	(1.20)	40.7	(0.74)	30.2	(1.10)
Female	31.7	(1.19)	30.6	(1.49)	26.0	(1.26)	27.3	(1.70)	23.9	(0.95)	25.1	(0.85)	28.1	(0.94)	26.5	(0.99)	22.9	(0.74)	24.4	(0.92)	19.2	(0.72)
Race/ethnicity[2]																						
White	40.3	(1.13)	36.0	(1.06)	33.7	(1.29)	33.1	(1.45)	32.2	(0.95)	30.5	(1.11)	33.1	(0.88)	31.7	(0.96)	27.8	(0.88)	29.4	(0.74)	20.9	(0.70)
Black	49.5	(1.82)	41.6	(1.99)	43.0	(1.92)	41.4	(3.12)	36.5	(1.60)	39.7	(1.23)	43.1	(1.74)	44.7	(1.33)	41.1	(1.71)	39.1	(1.52)	34.7	(1.67)
Hispanic	43.2	(1.58)	47.9	(2.69)	40.7	(1.68)	39.9	(1.65)	35.8	(0.91)	36.1	(0.98)	41.0	(1.64)	40.4	(1.25)	36.2	(0.95)	36.8	(1.44)	28.4	(1.15)
Asian[3]	—	(†)	—	(†)	—	(†)	22.7	(2.71)	22.3	(2.73)	25.9	(2.99)	21.6	(2.43)	24.3	(3.50)	18.9	(1.72)	18.4	(1.87)	16.1	(1.87)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	50.7	(3.42)	51.7	(6.25)	30.0	(5.21)	34.4	(5.58)	42.6	(7.74)	32.6	(3.50)	43.0	(5.14)	22.0	(4.95)
American Indian/Alaska Native	49.8	(4.79)	47.2	(6.44)	54.7	(5.75)	48.7	(6.78)	49.2	(6.58)	46.6	(6.53)	44.2	(3.40)	36.0	(1.49)	42.4	(5.23)	42.4	(2.12)	32.1	(7.39)
Two or more races[3]	—	(†)	—	(†)	—	(†)	40.2	(2.76)	39.6	(2.85)	38.2	(3.64)	46.9	(4.16)	47.8	(3.30)	34.2	(3.51)	45.0	(2.60)	28.5	(2.31)
Grade																						
9th	50.4	(1.54)	47.3	(2.22)	44.8	(1.98)	41.1	(1.96)	39.5	(1.27)	38.6	(1.38)	43.5	(1.15)	40.9	(1.16)	37.0	(1.21)	37.7	(1.11)	28.3	(1.17)
10th	42.2	(1.45)	40.4	(1.49)	40.2	(1.91)	37.7	(2.11)	34.7	(1.37)	33.5	(1.20)	36.6	(1.09)	36.2	(1.34)	33.5	(1.19)	35.3	(1.35)	26.4	(1.42)
11th	40.5	(1.52)	36.9	(1.48)	34.2	(1.72)	31.3	(1.55)	29.1	(1.10)	30.9	(1.38)	31.6	(1.44)	34.8	(1.36)	28.6	(0.93)	29.7	(1.14)	24.0	(1.04)
12th	34.8	(1.56)	31.0	(1.71)	28.8	(1.36)	30.4	(1.91)	26.5	(1.01)	26.5	(1.08)	29.1	(1.26)	28.0	(1.42)	24.9	(0.99)	26.9	(0.95)	18.8	(1.19)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	38.2	(2.00)	37.0	(2.66)	36.8	(1.53)	35.5	(2.17)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	36.7	(1.59)	35.0	(1.56)	31.3	(0.80)	33.1	(1.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	32.9	(2.91)	36.6	(2.14)	33.8	(2.58)	29.7	(1.61)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																						
Total	**16.2**	**(0.59)**	**15.5**	**(0.79)**	**14.8**	**(0.64)**	**14.2**	**(0.62)**	**12.5**	**(0.49)**	**12.8**	**(0.76)**	**13.6**	**(0.56)**	**12.4**	**(0.48)**	**11.1**	**(0.54)**	**12.0**	**(0.39)**	**8.1**	**(0.35)**
Sex																						
Male	23.5	(0.71)	21.0	(0.90)	20.0	(1.04)	18.5	(0.66)	18.0	(0.74)	17.1	(0.92)	18.2	(0.93)	16.3	(0.60)	15.1	(1.05)	16.0	(0.58)	10.7	(0.55)
Female	8.6	(0.73)	9.5	(1.03)	8.6	(0.78)	9.8	(0.95)	7.2	(0.47)	8.0	(0.70)	8.8	(0.52)	8.5	(0.62)	6.7	(0.42)	7.8	(0.43)	5.6	(0.38)
Race/ethnicity[2]																						
White	15.0	(0.68)	12.9	(0.62)	13.3	(0.84)	12.3	(0.86)	11.2	(0.60)	10.0	(0.73)	11.6	(0.66)	10.2	(0.56)	8.6	(0.58)	9.9	(0.51)	6.4	(0.45)
Black	22.0	(1.39)	20.3	(1.25)	20.7	(1.20)	18.7	(1.51)	16.8	(1.26)	17.1	(1.30)	16.9	(1.39)	17.6	(1.10)	17.4	(0.99)	16.4	(0.89)	12.8	(0.84)
Hispanic	17.9	(1.75)	21.1	(1.68)	19.0	(1.50)	15.7	(0.91)	14.1	(0.89)	16.7	(1.14)	18.3	(1.62)	15.5	(0.81)	13.5	(0.82)	14.4	(0.79)	9.4	(0.44)
Asian[3]	—	(†)	—	(†)	—	(†)	10.4	(0.95)	10.8	(1.92)	13.1	(2.26)	5.9	(1.53)	8.5	(1.99)	7.7	(1.09)	6.2	(1.06)	5.5	(1.39)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	25.3	(4.60)	29.1	(7.63)	22.2	(4.82)	24.5	(5.60)	9.6 !	(3.47)	14.8	(2.37)	20.9	(4.41)	7.1 !	(2.58)
American Indian/Alaska Native	18.6	(2.74)	31.4	(5.58)	18.9	(5.55)	16.2 !	(5.23)	18.2	(4.41)	24.2	(5.03)	22.0	(3.16)	15.0	(1.12)	20.7	(3.73)	12.0	(1.77)	10.7	(3.13)
Two or more races[3]	—	(†)	—	(†)	—	(†)	16.9	(2.40)	14.7	(1.97)	20.2	(3.83)	15.8	(2.61)	19.6	(2.39)	12.4	(2.19)	16.6	(1.41)	10.0	(1.04)
Grade																						
9th	23.1	(1.55)	21.6	(1.79)	21.3	(1.29)	18.6	(1.02)	17.3	(0.77)	18.0	(1.24)	18.9	(0.93)	17.0	(0.67)	14.9	(0.98)	16.2	(0.77)	10.9	(0.78)
10th	17.2	(1.07)	16.5	(1.57)	17.0	(1.67)	17.2	(1.23)	13.5	(0.88)	12.8	(0.89)	14.4	(1.08)	11.7	(0.86)	12.1	(0.83)	12.8	(0.86)	8.3	(0.61)
11th	13.8	(1.27)	13.6	(1.00)	12.5	(0.87)	10.8	(1.01)	9.4	(0.71)	10.4	(0.89)	10.4	(0.75)	11.0	(0.73)	9.5	(0.63)	9.2	(0.55)	7.5	(0.53)
12th	11.4	(0.66)	10.6	(0.73)	9.5	(0.73)	8.1	(1.00)	7.5	(0.56)	7.3	(0.70)	8.5	(0.70)	8.6	(0.62)	6.6	(0.59)	8.8	(0.69)	4.9	(0.63)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	15.8	(1.50)	14.4	(1.08)	14.8	(0.90)	14.8	(1.31)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	14.2	(0.95)	13.7	(0.86)	11.0	(0.75)	12.8	(1.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	14.7	(2.09)	16.3	(2.33)	13.8	(1.10)	10.0	(1.36)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]Race categories exclude persons of Hispanic ethnicity.
[3]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 13.2. Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2013

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 times		1 to 3 times		4 to 11 times		12 or more times		0 times		1 to 3 times		4 to 11 times		12 or more times	
1	2		3		4		5		6		7		8		9	
Total	**75.3**	**(0.74)**	**18.8**	**(0.59)**	**4.0**	**(0.26)**	**1.9**	**(0.18)**	**91.9**	**(0.35)**	**7.1**	**(0.34)**	**0.6**	**(0.08)**	**0.5**	**(0.07)**
Sex																
Male	69.8	(1.10)	22.1	(0.82)	5.4	(0.43)	2.7	(0.30)	89.3	(0.55)	9.1	(0.48)	0.8	(0.15)	0.7	(0.12)
Female	80.8	(0.72)	15.6	(0.64)	2.6	(0.21)	1.0	(0.17)	94.4	(0.38)	5.1	(0.38)	0.3 !	(0.09)	0.3	(0.07)
Race/ethnicity[3]																
White	79.1	(0.70)	16.5	(0.61)	3.2	(0.30)	1.2	(0.18)	93.6	(0.45)	5.7	(0.44)	0.4	(0.11)	0.3	(0.08)
Black	65.3	(1.67)	26.3	(1.49)	5.9	(0.66)	2.5	(0.31)	87.2	(0.84)	11.1	(0.90)	1.2	(0.30)	0.5	(0.13)
Hispanic	71.6	(1.15)	20.4	(1.30)	5.2	(0.55)	2.8	(0.44)	90.6	(0.44)	7.9	(0.41)	0.7	(0.17)	0.7	(0.14)
Asian	83.9	(1.87)	10.4	(1.55)	2.1 !	(0.80)	3.7 !	(1.28)	94.5	(1.39)	3.1 !	(0.94)	‡	(†)	‡	(†)
Pacific Islander	78.0	(4.95)	19.9	(3.98)	‡	(†)	‡	(†)	92.9	(2.58)	7.1 !	(2.58)	‡	(†)	‡	(†)
American Indian/Alaska Native	67.9	(7.39)	23.0	(5.74)	‡	(†)	‡	(†)	89.3	(3.13)	9.1 !	(3.14)	‡	(†)	‡	(†)
Two or more races	71.5	(2.31)	22.3	(2.03)	3.7	(0.83)	2.6 !	(0.81)	90.0	(1.04)	9.1	(1.03)	‡	(†)	‡	(†)
Grade																
9th	71.7	(1.17)	20.8	(1.02)	5.1	(0.38)	2.4	(0.35)	89.1	(0.78)	9.5	(0.77)	0.9	(0.24)	0.5	(0.12)
10th	73.6	(1.42)	20.8	(1.21)	3.8	(0.46)	1.8	(0.31)	91.7	(0.61)	7.4	(0.59)	0.4	(0.10)	0.5	(0.14)
11th	76.0	(1.04)	18.7	(0.82)	3.4	(0.46)	1.9	(0.31)	92.5	(0.53)	6.4	(0.52)	0.4 !	(0.15)	0.6	(0.17)
12th	81.2	(1.19)	14.5	(0.91)	3.1	(0.45)	1.1	(0.19)	95.1	(0.63)	4.1	(0.54)	0.5 !	(0.14)	0.4	(0.10)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]In the question asking students about physical fights at school, "on school property" was not defined for respondents.
[3]Race categories exclude persons of Hispanic ethnicity.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. (This table was prepared June 2014.)

Table 13.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2003	2005	2007	2009	2011	2013	2003	2005	2007	2009	2011	2013
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**33.0 (0.99)**	**35.9 (0.77)**	**35.5 (0.77)**	**31.5 (0.70)**	**32.8 (0.65)**	**24.7 (0.74)**	**12.8 (0.76)**	**13.6 (0.56)**	**12.4 (0.48)**	**11.1 (0.54)**	**12.0 (0.39)**	**8.1 (0.35)**
Alabama	30.0 (1.78)	31.7 (1.84)	— (†)	31.7 (2.44)	28.4 (1.79)	29.2 (2.32)	12.9 (1.21)	14.6 (1.29)	— (†)	13.1 (1.41)	11.8 (1.30)	10.9 (0.93)
Alaska	27.1 (1.55)	— (†)	29.2 (1.77)	27.8 (1.52)	23.7 (1.17)	22.7 (1.64)	8.6 (0.92)	— (†)	10.4 (1.17)	9.8 (1.04)	7.7 (0.90)	— (†)
Arizona	32.4 (1.79)	32.4 (1.43)	31.3 (1.54)	35.9 (1.83)	27.7 (1.41)	23.9 (1.48)	11.4 (0.86)	11.7 (0.87)	11.3 (0.72)	12.0 (0.82)	10.8 (0.78)	8.8 (0.94)
Arkansas	— (†)	32.1 (1.67)	32.8 (1.79)	34.7 (2.08)	29.1 (1.76)	27.0 (1.30)	— (†)	13.9 (1.33)	13.0 (1.03)	14.8 (1.30)	11.0 (1.36)	11.4 (0.89)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	— (†)	32.2 (1.54)	— (†)	32.0 (1.51)	24.9 (1.69)	— (†)	— (†)	12.1 (0.89)	— (†)	10.7 (0.83)	— (†)	— (†)
Connecticut	— (†)	32.7 (1.45)	31.4 (1.39)	28.3 (1.26)	25.1 (1.53)	22.4 (1.23)	— (†)	10.5 (0.72)	10.5 (0.83)	9.6 (0.79)	8.7 (0.84)	— (†)
Delaware	34.9 (1.15)	30.3 (1.38)	33.0 (1.31)	30.4 (1.22)	28.0 (1.59)	25.1 (1.24)	11.4 (0.70)	9.8 (0.82)	10.5 (0.72)	8.6 (0.72)	8.8 (1.02)	9.3 (0.82)
District of Columbia	38.0 (1.61)	36.3 (1.26)	43.0 (1.45)	— (†)	37.9 (1.71)	— (†)	15.2 (1.07)	16.4 (0.88)	19.8 (1.21)	— (†)	15.8 (1.55)	— (†)
Florida	32.1 (0.74)	30.0 (0.94)	32.3 (1.24)	29.8 (0.83)	28.0 (0.72)	22.0 (0.77)	13.3 (0.65)	11.5 (0.77)	12.5 (0.84)	10.5 (0.47)	10.2 (0.44)	8.1 (0.52)
Georgia	31.4 (1.20)	33.8 (1.40)	34.0 (1.26)	32.3 (1.76)	33.1 (1.65)	21.4 (1.24)	11.1 (0.74)	12.1 (1.01)	13.1 (1.07)	11.7 (1.21)	11.9 (1.07)	10.3 (1.37)
Hawaii	— (†)	27.0 (1.37)	28.6 (2.20)	29.5 (1.92)	22.3 (1.11)	16.7 (0.87)	— (†)	10.0 (1.01)	7.0 (0.78)	10.2 (0.99)	8.2 (0.75)	— (†)
Idaho	28.3 (2.00)	32.3 (1.38)	30.0 (1.39)	29.0 (1.08)	26.4 (1.45)	21.6 (1.18)	11.7 (1.20)	12.1 (1.14)	12.3 (0.98)	10.2 (0.79)	9.4 (0.81)	7.3 (0.75)
Illinois	— (†)	— (†)	33.9 (1.91)	33.0 (1.38)	29.5 (1.41)	24.6 (1.67)	— (†)	— (†)	11.3 (1.11)	11.5 (0.82)	9.8 (0.69)	8.2 (0.66)
Indiana	30.6 (2.01)	29.3 (1.51)	29.5 (1.35)	29.1 (1.51)	29.0 (1.34)	— (†)	10.9 (1.14)	11.2 (0.98)	11.5 (0.92)	9.5 (1.18)	8.9 (0.80)	— (†)
Iowa	— (†)	28.3 (1.61)	24.0 (1.39)	— (†)	24.4 (1.87)	— (†)	— (†)	11.3 (1.12)	9.1 (0.96)	— (†)	9.6 (0.89)	— (†)
Kansas	— (†)	27.9 (1.51)	30.3 (1.62)	27.8 (1.37)	22.4 (1.40)	20.4 (1.21)	— (†)	10.1 (0.92)	10.6 (1.04)	9.0 (0.81)	7.8 (0.84)	7.2 (0.72)
Kentucky	26.4 (1.66)	29.6 (1.17)	27.0 (0.98)	28.7 (1.66)	28.7 (1.65)	21.2 (1.20)	10.1 (1.05)	12.7 (0.81)	10.6 (0.65)	9.5 (0.93)	11.4 (0.93)	6.0 (0.94)
Louisiana	— (†)	— (†)	— (†)	36.1 (1.60)	36.0 (2.72)	30.8 (2.59)	— (†)	— (†)	— (†)	13.7 (1.28)	15.8 (2.17)	12.0 (1.68)
Maine	26.5 (1.39)	28.2 (1.11)	26.5 (1.93)	22.8 (0.55)	19.5 (0.46)	17.0 (0.40)	9.1 (1.01)	10.0 (1.03)	10.1 (1.09)	9.1 (0.33)	7.9 (0.27)	5.7 (0.29)
Maryland	— (†)	36.6 (1.83)	35.7 (2.62)	32.5 (2.23)	29.1 (1.80)	— (†)	— (†)	14.9 (1.33)	12.4 (1.69)	11.2 (1.30)	11.1 (1.24)	14.3 (0.32)
Massachusetts	30.7 (1.05)	28.6 (1.33)	27.5 (1.34)	29.2 (1.24)	25.4 (0.92)	20.3 (0.91)	10.2 (0.67)	10.2 (0.67)	9.1 (0.81)	8.7 (0.68)	7.1 (0.65)	4.6 (0.49)
Michigan	30.8 (1.51)	30.1 (2.02)	30.7 (1.89)	31.6 (1.72)	27.4 (1.32)	21.6 (0.88)	12.2 (1.02)	11.4 (1.11)	11.4 (0.89)	11.3 (1.02)	9.1 (0.68)	6.9 (0.55)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	30.6 (1.66)	— (†)	30.6 (1.43)	34.1 (1.73)	29.3 (1.72)	31.0 (1.84)	10.2 (1.26)	— (†)	11.9 (0.96)	12.6 (1.02)	12.3 (1.06)	13.6 (1.40)
Missouri	28.2 (2.07)	29.8 (2.12)	30.9 (2.18)	28.7 (1.34)	— (†)	— (†)	9.8 (0.95)	10.2 (1.31)	10.7 (1.21)	9.0 (0.97)	— (†)	— (†)
Montana	28.6 (1.16)	30.5 (1.19)	32.8 (1.08)	31.7 (2.25)	25.4 (0.73)	22.8 (0.90)	10.3 (0.68)	10.9 (0.67)	12.0 (0.75)	10.8 (1.33)	9.1 (0.51)	7.3 (0.37)
Nebraska	29.6 (1.14)	28.5 (1.02)	— (†)	— (†)	26.7 (1.09)	20.1 (1.22)	10.6 (0.81)	9.3 (0.60)	— (†)	— (†)	7.4 (0.68)	5.7 (0.70)
Nevada	35.0 (1.56)	34.5 (1.78)	31.6 (1.53)	35.0 (1.45)	— (†)	23.6 (1.93)	12.6 (1.01)	14.2 (1.32)	11.3 (1.10)	10.0 (0.82)	— (†)	6.8 (1.12)
New Hampshire	30.5 (1.84)	26.4 (1.84)	27.0 (1.40)	25.9 (1.59)	23.8 (1.27)	— (†)	11.6 (1.20)	10.7 (1.06)	11.3 (0.70)	9.1 (0.87)	9.9 (0.89)	6.9 (0.81)
New Jersey	— (†)	30.7 (2.18)	— (†)	27.5 (1.46)	23.9 (1.56)	21.8 (1.34)	— (†)	10.1 (1.31)	— (†)	— (†)	— (†)	— (†)
New Mexico	— (†)	36.7 (1.47)	37.1 (1.06)	37.3 (1.07)	31.5 (1.02)	27.2 (1.27)	— (†)	15.6 (1.19)	16.9 (0.70)	15.0 (0.85)	11.3 (0.78)	9.7 (0.61)
New York	32.1 (0.82)	32.1 (1.07)	31.7 (1.08)	29.6 (1.23)	27.0 (1.25)	22.8 (1.10)	14.6 (0.73)	12.5 (0.74)	12.2 (0.91)	11.4 (0.91)	— (†)	— (†)
North Carolina	30.9 (1.41)	29.9 (1.41)	30.1 (1.54)	28.6 (0.96)	27.6 (1.37)	24.1 (1.49)	10.7 (1.00)	11.6 (0.85)	10.4 (0.84)	9.4 (0.43)	10.6 (1.01)	7.6 (0.94)
North Dakota	27.2 (1.60)	— (†)	— (†)	— (†)	— (†)	— (†)	8.6 (0.96)	10.7 (1.13)	9.6 (0.79)	7.4 (0.78)	8.2 (0.73)	8.8 (0.75)
Ohio[4]	31.5 (2.83)	30.2 (1.95)	30.4 (1.57)	— (†)	31.2 (1.58)	19.8 (1.49)	11.3 (1.67)	10.2 (1.17)	9.4 (0.82)	— (†)	8.8 (0.68)	6.2 (0.88)
Oklahoma	28.4 (2.61)	31.1 (1.63)	29.2 (1.37)	30.8 (2.10)	28.5 (1.96)	25.1 (1.79)	11.4 (1.15)	12.1 (1.13)	10.6 (0.81)	12.8 (1.43)	9.4 (1.25)	7.2 (1.05)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	29.6 (1.76)	— (†)	— (†)	— (†)	— (†)	— (†)	9.9 (1.01)	— (†)	— (†)
Rhode Island	27.6 (1.59)	28.4 (1.34)	26.3 (1.61)	25.1 (0.83)	23.5 (0.81)	18.8 (1.12)	11.4 (1.18)	11.2 (0.80)	9.6 (0.93)	9.1 (0.73)	7.8 (0.52)	6.4 (0.52)
South Carolina	— (†)	31.3 (1.68)	29.1 (1.37)	36.4 (2.06)	32.6 (2.04)	26.7 (1.42)	— (†)	12.7 (1.18)	10.8 (0.86)	12.1 (1.43)	12.2 (1.48)	9.6 (1.17)
South Dakota[4]	27.0 (2.72)	26.5 (2.86)	29.8 (2.00)	27.1 (1.36)	24.5 (2.22)	24.2 (2.04)	9.0 (1.12)	8.4 (1.56)	9.3 (1.32)	8.3 (0.52)	8.2 (0.92)	6.6 (0.52)
Tennessee	28.3 (1.94)	30.9 (1.66)	31.8 (1.55)	32.3 (1.31)	30.8 (1.24)	25.7 (1.69)	12.2 (1.33)	10.9 (1.00)	12.4 (1.13)	11.3 (0.96)	10.5 (0.83)	10.4 (1.02)
Texas	— (†)	34.2 (1.57)	34.9 (1.17)	33.3 (1.05)	34.1 (0.92)	25.4 (1.33)	— (†)	14.5 (0.94)	13.9 (0.90)	13.2 (0.67)	12.5 (0.65)	9.1 (0.79)
Utah	28.7 (2.74)	25.9 (1.84)	30.1 (2.01)	28.2 (1.61)	23.9 (1.88)	21.3 (1.16)	11.9 (1.80)	10.4 (1.57)	11.6 (1.36)	10.6 (0.84)	8.1 (1.18)	6.9 (0.65)
Vermont	26.9 (0.92)	24.3 (1.36)	26.0 (1.44)	25.6 (0.71)	23.1 (1.42)	— (†)	12.2 (0.71)	12.2 (0.98)	11.5 (0.88)	11.0 (0.36)	8.8 (0.72)	9.4 (0.50)
Virginia	— (†)	— (†)	— (†)	— (†)	24.9 (1.71)	23.5 (0.90)	— (†)	— (†)	— (†)	— (†)	7.9 (0.93)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	26.5 (1.62)	29.1 (1.88)	29.9 (2.39)	31.7 (1.96)	25.7 (1.66)	25.2 (1.84)	10.3 (1.39)	12.1 (1.41)	12.9 (1.70)	11.3 (1.07)	10.3 (1.02)	9.1 (1.08)
Wisconsin	31.4 (1.68)	32.6 (1.51)	31.2 (1.46)	25.8 (1.52)	25.3 (1.72)	22.4 (1.46)	11.6 (0.92)	12.2 (1.03)	11.4 (0.97)	9.6 (0.87)	9.1 (0.95)	6.8 (0.69)
Wyoming	31.2 (1.23)	30.4 (1.08)	27.9 (1.12)	30.9 (1.17)	26.5 (1.08)	24.3 (1.11)	12.7 (0.93)	12.2 (0.72)	11.6 (0.83)	12.6 (0.73)	11.3 (0.65)	8.9 (0.60)

—Not available.
†Not applicable.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[4]Data include both public and private schools.

NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10		11		12	
Anywhere (including on school property)[1]																						
Total	**22.1**	**(1.18)**	**20.0**	**(0.66)**	**18.3**	**(0.91)**	**17.3**	**(0.97)**	**17.4**	**(0.99)**	**17.1**	**(0.90)**	**18.5**	**(0.80)**	**18.0**	**(0.87)**	**17.5**	**(0.73)**	**16.6**	**(0.65)**	**17.9**	**(0.73)**
Sex																						
Male	34.3	(1.68)	31.1	(1.03)	27.7	(1.57)	28.6	(1.71)	29.3	(1.67)	26.9	(1.31)	29.8	(1.35)	28.5	(1.41)	27.1	(1.45)	25.9	(1.07)	28.1	(1.31)
Female	9.2	(0.85)	8.3	(0.72)	7.0	(0.54)	6.0	(0.56)	6.2	(0.41)	6.7	(0.60)	7.1	(0.43)	7.5	(0.66)	7.1	(0.38)	6.8	(0.41)	7.9	(0.56)
Race/ethnicity[2]																						
White	20.6	(1.43)	18.9	(0.93)	17.0	(1.29)	16.4	(1.36)	17.9	(1.30)	16.7	(0.95)	18.7	(1.13)	18.2	(1.28)	18.6	(1.16)	17.0	(1.05)	20.8	(0.90)
Black	28.5	(1.24)	21.8	(2.03)	21.7	(1.99)	17.2	(2.68)	15.2	(1.23)	17.3	(1.77)	16.4	(0.81)	17.2	(1.05)	14.4	(1.33)	14.2	(0.85)	12.5	(0.96)
Hispanic	24.4	(1.35)	24.7	(1.87)	23.3	(1.44)	18.7	(1.35)	16.5	(0.78)	16.5	(1.31)	19.0	(1.10)	18.5	(1.21)	17.2	(0.94)	16.2	(0.82)	15.5	(0.95)
Asian[3]	—	(†)	—	(†)	—	(†)	13.0	(2.01)	10.6	(2.10)	11.6	(2.67)	7.0	(1.70)	7.8	(1.41)	8.4	(1.28)	9.1	(1.57)	8.7	(1.79)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	25.3	(5.02)	17.4	(4.35)	16.3 !	(6.37)	20.0 !	(6.52)	25.5	(4.35)	20.3	(3.40)	20.7	(5.00)	12.6 !	(3.98)
American Indian/Alaska Native	34.2	(8.08)	32.0	(5.69)	26.2	(3.65)	21.8	(5.68)	31.2	(5.52)	29.3	(4.58)	25.6	(3.79)	20.6	(3.02)	20.7	(3.40)	27.6	(2.41)	17.8	(4.01)
Two or more races[3]	—	(†)	—	(†)	—	(†)	22.2	(3.34)	25.2	(3.41)	29.8	(5.03)	26.7	(3.11)	19.0	(2.46)	17.9	(1.61)	23.7	(2.58)	18.8	(2.09)
Grade																						
9th	25.5	(1.42)	22.6	(1.24)	22.6	(1.34)	17.6	(1.58)	19.8	(1.44)	18.0	(1.81)	19.9	(1.21)	20.1	(1.41)	18.0	(0.87)	17.3	(1.07)	17.5	(0.99)
10th	21.4	(1.11)	21.1	(0.94)	17.4	(1.33)	18.7	(1.31)	16.7	(1.11)	15.9	(1.14)	19.4	(1.19)	18.8	(1.21)	18.4	(1.51)	16.6	(0.89)	17.8	(1.09)
11th	21.5	(1.66)	20.3	(1.40)	18.2	(1.69)	16.1	(1.31)	16.8	(1.26)	18.2	(1.21)	17.1	(1.13)	16.7	(1.08)	16.2	(0.93)	16.2	(0.84)	17.9	(1.43)
12th	19.9	(1.46)	16.1	(0.93)	15.4	(1.65)	15.9	(1.44)	15.1	(1.28)	15.5	(1.06)	16.9	(0.95)	15.5	(1.28)	16.6	(0.85)	15.8	(0.90)	18.3	(1.17)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	18.7	(1.34)	15.8	(0.85)	15.3	(0.99)	17.0	(1.32)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	16.8	(1.02)	17.0	(1.34)	17.4	(1.39)	16.5	(1.36)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	22.3	(2.12)	22.3	(2.19)	23.0	(1.86)	18.9	(1.91)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																						
Total	**11.8**	**(0.73)**	**9.8**	**(0.45)**	**8.5**	**(0.79)**	**6.9**	**(0.60)**	**6.4**	**(0.52)**	**6.1**	**(0.57)**	**6.5**	**(0.46)**	**5.9**	**(0.37)**	**5.6**	**(0.32)**	**5.4**	**(0.35)**	**5.2**	**(0.44)**
Sex																						
Male	17.9	(0.96)	14.3	(0.76)	12.5	(1.50)	11.0	(1.07)	10.2	(0.88)	8.9	(0.74)	10.2	(0.83)	9.0	(0.65)	8.0	(0.52)	8.2	(0.59)	7.6	(0.70)
Female	5.1	(0.65)	4.9	(0.53)	3.7	(0.37)	2.8	(0.38)	2.9	(0.27)	3.1	(0.50)	2.6	(0.30)	2.7	(0.33)	2.9	(0.24)	2.3	(0.19)	3.0	(0.40)
Race/ethnicity[2]																						
White	10.9	(0.86)	9.0	(0.65)	7.8	(1.16)	6.4	(0.87)	6.1	(0.62)	5.5	(0.57)	6.1	(0.66)	5.3	(0.55)	5.6	(0.44)	5.1	(0.40)	5.7	(0.65)
Black	15.0	(0.85)	10.3	(1.13)	9.2	(0.98)	5.0	(0.50)	6.3	(0.92)	6.9	(0.96)	5.1	(0.66)	6.0	(0.46)	5.3	(0.74)	4.6	(0.67)	3.9	(0.42)
Hispanic	13.3	(1.09)	14.1	(1.63)	10.4	(0.99)	7.9	(0.73)	6.4	(0.53)	6.0	(0.56)	8.2	(0.91)	7.3	(0.82)	5.8	(0.58)	5.8	(0.70)	4.7	(0.61)
Asian[3]	—	(†)	—	(†)	—	(†)	6.5	(1.44)	7.2	(2.05)	6.6 !	(2.44)	2.8 !	(1.24)	4.1	(1.01)	3.6	(0.84)	4.3 !	(1.66)	3.8	(1.13)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	9.3	(2.66)	10.0 !	(3.05)	4.9 !	(2.05)	15.4 !	(6.10)	9.5 !	(3.40)	9.8	(2.33)	10.9 !	(3.73)	4.0 !	(1.95)
American Indian/Alaska Native	17.6 !	(5.70)	13.0 !	(4.35)	15.9	(3.68)	11.6 !	(5.13)	16.4	(4.02)	12.9	(3.40)	7.2	(1.60)	7.7	(2.08)	4.2 !	(1.50)	7.5	(1.62)	7.0 !	(3.22)
Two or more races[3]	—	(†)	—	(†)	—	(†)	11.4	(2.76)	13.2	(3.61)	13.3 !	(4.10)	11.9	(2.99)	5.0	(1.11)	5.8	(1.35)	7.5	(1.87)	6.3	(1.58)
Grade																						
9th	12.6	(0.73)	10.7	(0.76)	10.2	(0.90)	7.2	(1.07)	6.7	(0.66)	5.3	(1.13)	6.4	(0.75)	6.0	(0.59)	4.9	(0.46)	4.8	(0.50)	4.8	(0.69)
10th	11.5	(0.97)	10.4	(0.78)	7.7	(0.99)	6.6	(0.83)	6.7	(0.60)	6.0	(0.53)	6.9	(0.70)	5.8	(0.61)	6.1	(0.57)	6.1	(0.72)	4.8	(0.58)
11th	11.9	(1.41)	10.2	(0.94)	9.4	(1.33)	7.0	(0.60)	6.1	(0.74)	6.6	(0.80)	5.9	(0.71)	5.5	(0.68)	5.2	(0.44)	4.7	(0.44)	5.9	(1.19)
12th	10.8	(0.83)	7.6	(0.68)	7.0	(0.91)	6.2	(0.78)	6.1	(0.71)	6.4	(0.64)	6.7	(0.64)	6.0	(0.58)	6.0	(0.57)	5.6	(0.51)	5.3	(0.88)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	7.0	(0.67)	7.2	(1.09)	6.0	(0.67)	5.6	(0.81)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	8.7	(0.68)	6.2	(0.74)	6.3	(0.68)	6.4	(1.01)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	11.2	(2.19)	9.6	(1.61)	8.3	(1.48)	6.3	(0.67)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]Race categories exclude persons of Hispanic ethnicity.
[3]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club."
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2013

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 days		1 day		2 to 5 days		6 or more days		0 days		1 day		2 to 5 days		6 or more days	
1	2		3		4		5		6		7		8		9	
Total	**82.1**	**(0.73)**	**3.4**	**(0.19)**	**5.5**	**(0.22)**	**9.0**	**(0.67)**	**94.8**	**(0.44)**	**1.4**	**(0.14)**	**1.2**	**(0.13)**	**2.6**	**(0.42)**
Sex																
Male	71.9	(1.31)	5.0	(0.31)	8.9	(0.45)	14.2	(1.23)	92.4	(0.70)	2.0	(0.23)	1.9	(0.23)	3.7	(0.64)
Female	92.1	(0.56)	1.8	(0.20)	2.2	(0.19)	3.8	(0.39)	97.0	(0.40)	0.8	(0.15)	0.5	(0.14)	1.6	(0.33)
Race/ethnicity[3]																
White	79.2	(0.90)	3.4	(0.31)	6.1	(0.30)	11.3	(0.97)	94.3	(0.65)	1.3	(0.19)	1.1	(0.15)	3.3	(0.67)
Black	87.5	(0.96)	2.8	(0.42)	4.2	(0.63)	5.5	(0.57)	96.1	(0.42)	1.6	(0.29)	1.4	(0.31)	0.9	(0.18)
Hispanic	84.5	(0.95)	4.0	(0.37)	5.1	(0.46)	6.4	(0.59)	95.3	(0.61)	1.5	(0.33)	1.3	(0.28)	1.9	(0.29)
Asian	91.3	(1.79)	1.5 !	(0.55)	2.5 !	(0.76)	4.7 !	(1.49)	96.2	(1.13)	0.8 !	(0.41)	‡	(†)	2.4 !	(1.01)
Pacific Islander	87.4	(3.98)	‡	(†)	6.8	(1.95)	4.5 !	(1.99)	96.0	(1.95)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	82.2	(4.01)	‡	(†)	‡	(†)	9.9	(2.12)	93.0	(3.22)	‡	(†)	‡	(†)	2.7 !	(1.31)
Two or more races	81.2	(2.09)	5.3	(1.26)	6.8	(1.14)	6.6	(1.08)	93.7	(1.58)	2.4 !	(0.93)	‡	(†)	2.6	(0.69)
Grade																
9th	82.5	(0.99)	4.0	(0.37)	5.7	(0.69)	7.8	(0.69)	95.2	(0.69)	1.6	(0.28)	1.1	(0.28)	2.1	(0.38)
10th	82.2	(1.09)	3.8	(0.42)	5.9	(0.72)	8.0	(0.64)	95.2	(0.58)	1.7	(0.26)	1.0	(0.21)	2.1	(0.44)
11th	82.1	(1.43)	2.8	(0.34)	5.5	(0.49)	9.6	(1.29)	94.1	(1.19)	1.3	(0.34)	1.4	(0.25)	3.3 !	(1.10)
12th	81.7	(1.17)	2.9	(0.37)	4.9	(0.60)	10.5	(0.86)	94.7	(0.88)	0.9	(0.18)	1.4	(0.37)	3.1	(0.60)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[3]Race categories exclude persons of Hispanic ethnicity.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. (This table was prepared June 2014.)

Table 14.3. Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2003	2005	2007	2009	2011	2013	2003	2005	2007	2009	2011	2013
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**17.1 (0.90)**	**18.5 (0.80)**	**18.0 (0.87)**	**17.5 (0.73)**	**16.6 (0.65)**	**17.9 (0.73)**	**6.1 (0.57)**	**6.5 (0.46)**	**5.9 (0.37)**	**5.6 (0.32)**	**5.4 (0.35)**	**5.2 (0.44)**
Alabama	19.9 (1.44)	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	23.1 (1.55)	7.3 (1.35)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)	5.5 (0.56)
Alaska	18.4 (1.14)	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	19.2 (1.31)	7.1 (0.81)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)	6.1 (0.80)
Arizona	18.4 (0.82)	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	17.5 (1.17)	5.8 (0.68)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)	4.8 (0.86)
Arkansas	— (†)	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	27.1 (1.76)	— (†)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)	9.1 (1.10)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	— (†)	17.0 (1.57)	— (†)	16.7 (1.27)	15.5 (1.31)	— (†)	— (†)	5.4 (0.81)	— (†)	5.5 (0.90)	5.5 (0.69)	— (†)
Connecticut	— (†)	16.3 (1.30)	17.2 (1.72)	12.4 (0.89)	— (†)	— (†)	— (†)	6.4 (0.83)	5.5 (1.03)	3.9 (0.45)	6.6 (0.67)	6.6 (0.82)
Delaware	16.0 (0.88)	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	14.4 (0.80)	5.0 (0.47)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)	3.1 (0.34)
District of Columbia	25.0 (1.40)	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	— (†)	10.6 (0.96)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)	— (†)
Florida	17.2 (0.76)	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	15.7 (0.67)	5.3 (0.38)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)	— (†)
Georgia	18.7 (1.17)	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	18.5 (1.51)	5.0 (0.52)	7.5 (1.50)	5.3 (0.48)	6.0 (0.90)	8.6 (1.80)	4.2 (0.66)
Hawaii	— (†)	13.3 (1.03)	14.8 (1.56)	15.9 (2.06)	13.9 (0.81)	10.5 (0.87)	— (†)	4.9 (0.72)	3.7 (0.92)	4.7 (0.63)	4.2 (0.45)	— (†)
Idaho	— (†)	23.9 (1.45)	23.6 (1.35)	21.8 (1.15)	22.8 (1.30)	27.1 (1.31)	7.7 (0.90)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)	6.5 (0.92)
Illinois	— (†)	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	15.8 (1.22)	— (†)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)	4.7 (0.57)
Indiana	17.8 (1.93)	19.2 (1.25)	20.9 (0.80)	18.1 (1.58)	17.0 (1.46)	— (†)	6.2 (0.91)	5.8 (0.71)	6.9 (0.64)	5.7 (0.80)	3.7 (0.46)	— (†)
Iowa	— (†)	15.7 (1.49)	12.8 (1.13)	— (†)	15.8 (1.26)	— (†)	— (†)	4.3 (0.70)	4.4 (0.61)	— (†)	4.5 (0.76)	— (†)
Kansas	— (†)	16.2 (1.37)	18.4 (1.19)	16.0 (1.26)	— (†)	16.1 (0.87)	— (†)	4.9 (0.85)	5.7 (0.75)	5.1 (0.65)	5.2 (0.72)	— (†)
Kentucky	18.5 (1.20)	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	20.7 (1.35)	7.4 (0.86)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)	6.4 (0.73)
Louisiana	— (†)	— (†)	— (†)	19.6 (1.73)	22.2 (0.98)	22.8 (2.78)	— (†)	— (†)	— (†)	5.8 (1.12)	4.2 (1.01)	7.0 (1.37)
Maine	16.5 (1.20)	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	— (†)	6.6 (0.91)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)	7.1 (0.46)
Maryland	— (†)	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	15.8 (0.27)	— (†)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)	4.8 (0.13)
Massachusetts	13.5 (0.89)	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	11.6 (0.83)	5.0 (0.50)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)	3.1 (0.50)
Michigan	15.2 (0.89)	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	15.5 (1.06)	5.1 (0.66)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)	3.8 (0.35)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	20.0 (1.78)	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	19.1 (1.56)	5.2 (0.78)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)	4.1 (0.66)
Missouri	16.8 (1.87)	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	22.2 (1.93)	5.5 (1.04)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)	— (†)
Montana	19.4 (0.88)	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	25.7 (0.84)	7.2 (0.56)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)	9.9 (0.58)
Nebraska	16.0 (1.06)	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	— (†)	5.0 (0.53)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)	— (†)
Nevada	14.9 (1.09)	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	16.0 (1.50)	6.3 (0.67)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)	3.3 (0.64)
New Hampshire	15.1 (1.59)	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	— (†)	5.8 (1.00)	6.5 (0.93)	5.8 (0.61)	8.8 (1.00)	— (†)	— (†)
New Jersey	— (†)	10.5 (0.95)	— (†)	9.6 (0.81)	9.6 (1.17)	10.2 (1.08)	— (†)	3.1 (0.53)	— (†)	3.1 (0.45)	— (†)	2.7 (0.34)
New Mexico	— (†)	24.5 (1.44)	27.5 (1.20)	27.4 (0.90)	22.8 (0.93)	22.2 (0.88)	— (†)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)	5.4 (0.42)
New York	13.5 (1.01)	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	12.8 (0.82)	5.2 (0.51)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)	4.0 (0.38)
North Carolina	19.2 (1.49)	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	20.6 (1.34)	6.3 (0.79)	6.4 (0.77)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)	4.5 (0.67)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	5.7 (0.98)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)	6.4 (0.75)
Ohio[4]	12.5 (1.40)	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	14.2 (1.61)	3.6 (0.75)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)	— (†)
Oklahoma	21.8 (1.72)	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	19.9 (1.41)	8.0 (1.01)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)	6.0 (0.77)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	— (†)	— (†)	— (†)	3.3 (0.47)	— (†)	— (†)
Rhode Island	12.3 (1.01)	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	— (†)	5.9 (0.85)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)	5.0 (0.78)
South Carolina	— (†)	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	21.2 (1.25)	— (†)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)	3.7 (0.48)
South Dakota[4]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	7.1 (0.73)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)	6.8 (0.87)
Tennessee	21.3 (2.06)	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	19.2 (1.70)	5.4 (0.80)	8.1 (0.92)	5.6 (0.70)	5.1 (0.70)	5.2 (0.80)	5.4 (0.79)
Texas	— (†)	19.3 (0.93)	18.8 (0.71)	18.2 (0.89)	17.6 (0.73)	18.4 (1.33)	— (†)	7.9 (0.63)	6.8 (0.55)	6.4 (0.76)	4.9 (0.45)	5.6 (0.68)
Utah	15.3 (1.80)	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	17.2 (1.19)	5.6 (1.24)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)	5.0 (0.57)
Vermont	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.31)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)	10.4 (1.28)
Virginia	— (†)	— (†)	— (†)	— (†)	20.4 (1.26)	15.8 (0.69)	— (†)	— (†)	— (†)	— (†)	5.7 (0.64)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	20.7 (1.37)	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	24.3 (2.16)	6.6 (1.25)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)	5.5 (0.99)
Wisconsin	13.2 (0.81)	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	14.4 (1.32)	3.2 (0.43)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)	3.2 (0.52)
Wyoming	24.6 (1.49)	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	28.8 (0.95)	10.1 (0.91)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)	9.9 (0.62)

—Not available.
†Not applicable.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[4]Data include both public and private schools.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 14.4. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: Selected years, 2007 through 2013

[Standard errors appear in parentheses]

Student or school characteristic	2007		2009		2011		2013	
1	2		3		4		5	
Total	**6.7**	**(0.40)**	**5.5**	**(0.47)**	**4.7**	**(0.43)**	**3.7**	**(0.38)**
Sex								
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)
Race/ethnicity[1]								
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	9.3	(2.30)	5.4 !	(2.40)	‡	(†)	4.7 !	(1.79)
Grade								
6th	2.4	(0.64)	0.8 !	(0.40)	2.0 !	(0.89)	‡	(†)
7th	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)	2.0	(0.50)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)
Urbanicity[2]								
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)
Control of school								
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)
Private	4.5	(0.88)	2.3 !	(0.83)	3.2 !	(0.98)	3.6	(1.01)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons reporting that they are of Two or more races.
[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2013. (This table was prepared October 2014.)

Table 14.5. Number of incidents of students bringing firearms to or possessing firearms at a public school and rate of incidents per 100,000 students, by state: 2009–10 through 2013–14

State	Number of firearm incidents					Rate of firearm incidents per 100,000 students				
	2009–10	2010–11	2011–12	2012–13	2013–14	2009–10	2010–11	2011–12	2012–13	2013–14
1	2	3	4	5	6	7	8	9	10	11
United States	**1,749**	**1,685**	**1,333**	**1,556**	**1,501**	**3.5**	**3.4**	**2.7**	**3.1**	**3.0**
Alabama	23	15	5	46	29	3.1	2.0	0.7	6.2	3.9
Alaska	7	3	5	5	4	5.3	2.3	3.8	3.8	3.1
Arizona	18	7	22	18	17	1.7	0.7	2.0	1.7	1.5
Arkansas	32	45	50	65	51	6.7	9.3	10.3	13.4	10.4
California	267	220	79	129	92	4.3	3.5	1.3	2.0	1.5
Colorado	23	19	17	23	21	2.8	2.3	2.0	2.7	2.4
Connecticut	29	12	21	19	7	5.1	2.1	3.8	3.4	1.3
Delaware	7	2	1	2	5	5.5	1.5	0.8	1.6	3.8
District of Columbia	2	2	2	0	2	2.9	2.8	2.7	0.0	2.6
Florida	66	63	51	62	71	2.5	2.4	1.9	2.3	2.6
Georgia	132	154	104	118	83	7.9	9.2	6.2	6.9	4.8
Hawaii	1	2	1	0	0	0.6	1.1	0.5	0.0	0.0
Idaho	12	—	10	5	4	4.3	—	3.6	1.8	1.3
Illinois	21	5	5	9	4	1.0	0.2	0.2	0.4	0.2
Indiana	42	28	26	27	25	4.0	2.7	2.5	2.6	2.4
Iowa	5	2	2	3	3	1.0	0.4	0.4	0.6	0.6
Kansas	32	20	9	28	19	6.7	4.1	1.9	5.7	3.8
Kentucky	12	15	23	20	43	1.8	2.2	3.4	2.9	6.3
Louisiana	50	49	43	66	80	7.2	7.0	6.1	9.3	11.2
Maine	2	2	4	2	0	1.1	1.1	2.1	1.1	0.0
Maryland	8	8	10	11	7	0.9	0.9	1.2	1.3	0.8
Massachusetts	11	12	7	10	19	1.1	1.3	0.7	1.0	2.0
Michigan	37	80	60	70	41	2.2	5.0	3.8	4.5	2.6
Minnesota	21	23	10	19	22	2.5	2.7	1.2	2.2	2.6
Mississippi	42	32	32	38	49	8.5	6.5	6.5	7.7	9.9
Missouri	104	120	81	110	88	11.3	13.1	8.8	12.0	9.6
Montana	14	11	9	8	8	9.9	7.8	6.3	5.6	5.6
Nebraska	8	13	10	16	14	2.7	4.4	3.3	5.3	4.6
Nevada	18	14	14	8	29	4.2	3.2	3.2	1.8	6.4
New Hampshire	2	5	6	4	9	1.0	2.6	3.1	2.1	4.8
New Jersey	5	5	6	5	5	0.4	0.4	0.4	0.4	0.4
New Mexico	18	25	18	13	15	5.4	7.4	5.3	3.8	4.4
New York	17 [1]	18 [1]	46	28	45	0.6 [1]	0.7 [1]	1.7	1.0	1.6
North Carolina	23	9	9	11	19	1.6	0.6	0.6	0.7	1.2
North Dakota	2	11	2	5	6	2.1	11.4	2.0	4.9	5.8
Ohio	103	91	76	71	102	5.8	5.2	4.4	4.1	5.9
Oklahoma	37	22	27	39	21	5.7	3.3	4.1	5.8	3.1
Oregon	14	17	19	16	15	2.4	3.0	3.3	2.7	2.5
Pennsylvania	27	24	23	34	23	1.5	1.3	1.3	1.9	1.3
Rhode Island	3	7	1	0	2	2.1	4.9	0.7	0.0	1.4
South Carolina	32	8	26	49	51	4.4	1.1	3.6	6.7	6.8
South Dakota	8	2	10	9	4	6.5	1.6	7.8	6.9	3.1
Tennessee	79	43	82	64	57	8.1	4.4	8.2	6.4	5.7
Texas	103	93	85	100	103	2.1	1.9	1.7	2.0	2.0
Utah	5	76	99 [2]	49	45	0.9	13.0	16.5 [2]	8.0	7.2
Vermont	1	3	1	2	9	1.1	3.1	1.1	2.2	10.1
Virginia	34	30	32	31	22	2.7	2.4	2.5	2.4	1.7
Washington	162	173	26	33	46	15.6	16.6	2.5	3.1	4.3
West Virginia	4	3	14	1	16	1.4	1.1	4.9	0.4	5.7
Wisconsin	19	33	8	37	40	2.2	3.8	0.9	4.2	4.6
Wyoming	5	9	4	18	9	5.7	10.1	4.4	19.7	9.7

—Not available.
[1]Data for New York City Public Schools were not reported.
[2]The state reported a total state-level firearm incident count that was less than the sum of its reported district-level counts. The sum of the district-level firearm incident counts is displayed instead of the reported state-level count.
NOTE: Separate counts were collected for incidents involving handguns, rifles/shotguns, other firearms, and multiple types of firearms. The counts reported here exclude the "other firearms' category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 094, Data Group 601, extracted September 23, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2013–14. (This table was prepared September 2015.)

Table 15.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10		11		12	
Anywhere (including on school property)[1]																						
Total	**48.0**	**(1.06)**	**51.6**	**(1.19)**	**50.8**	**(1.43)**	**50.0**	**(1.30)**	**47.1**	**(1.11)**	**44.9**	**(1.21)**	**43.3**	**(1.38)**	**44.7**	**(1.15)**	**41.8**	**(0.80)**	**38.7**	**(0.75)**	**34.9**	**(1.08)**
Sex																						
Male	50.1	(1.23)	53.2	(1.33)	53.3	(1.22)	52.3	(1.47)	49.2	(1.42)	43.8	(1.31)	43.8	(1.40)	44.7	(1.39)	40.8	(1.11)	39.5	(0.93)	34.4	(1.30)
Female	45.9	(1.32)	49.9	(1.79)	47.8	(1.99)	47.7	(1.45)	45.0	(1.11)	45.8	(1.29)	42.8	(1.56)	44.6	(1.42)	42.9	(0.85)	37.9	(0.91)	35.5	(1.39)
Race/ethnicity[2]																						
White	49.9	(1.26)	54.1	(1.77)	54.0	(1.51)	52.5	(1.62)	50.4	(1.12)	47.1	(1.51)	46.4	(1.84)	47.3	(1.67)	44.7	(1.16)	40.3	(0.97)	36.3	(1.63)
Black	42.5	(1.82)	42.0	(2.24)	36.9	(1.46)	39.9	(4.07)	32.7	(2.33)	37.4	(1.67)	31.2	(1.05)	34.5	(1.65)	33.4	(1.45)	30.5	(1.40)	29.6	(1.65)
Hispanic	50.8	(2.82)	54.7	(2.56)	53.9	(1.96)	52.8	(2.41)	49.2	(1.52)	45.6	(1.39)	46.8	(1.39)	47.6	(1.80)	42.9	(1.43)	42.3	(1.38)	37.5	(2.11)
Asian[3]	—	(†)	—	(†)	—	(†)	25.7	(2.24)	28.4	(3.22)	27.5	(3.47)	21.5	(1.98)	25.4	(2.17)	18.3	(1.60)	25.6	(2.90)	21.7	(1.80)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	60.8	(5.11)	52.3	(8.54)	40.0	(7.04)	38.7	(8.43)	48.8	(6.58)	34.8	(4.36)	38.4	(6.40)	26.8	(5.84)
American Indian/Alaska Native	45.3	(7.18)	51.4	(7.18)	57.6	(3.79)	49.4	(6.43)	51.4	(3.97)	51.9	(5.29)	57.4	(4.13)	34.5	(1.77)	42.8	(5.43)	44.9	(2.26)	33.4	(5.13)
Two or more races[3]	—	(†)	—	(†)	—	(†)	51.1	(3.98)	45.4	(4.11)	47.1	(3.59)	39.0	(3.59)	46.2	(2.89)	44.3	(2.42)	36.9	(3.08)	36.1	(2.87)
Grade																						
9th	40.5	(1.79)	45.6	(1.87)	44.2	(3.12)	40.6	(2.17)	41.1	(1.82)	36.2	(1.43)	36.2	(1.23)	35.7	(1.15)	31.5	(1.28)	29.8	(1.35)	24.4	(1.13)
10th	44.0	(2.00)	49.5	(2.38)	47.2	(2.19)	49.7	(1.89)	45.2	(1.29)	43.5	(1.66)	42.0	(1.95)	41.8	(1.68)	40.6	(1.42)	35.7	(1.37)	30.9	(1.84)
11th	49.7	(1.73)	53.7	(1.51)	53.2	(1.49)	50.9	(1.98)	49.3	(1.70)	47.0	(2.08)	46.0	(1.98)	49.0	(1.83)	45.7	(2.05)	42.7	(1.28)	39.2	(1.52)
12th	56.4	(1.35)	56.5	(1.64)	57.3	(2.50)	61.7	(2.25)	55.2	(1.53)	55.9	(1.65)	50.8	(2.12)	54.9	(2.09)	51.7	(1.37)	48.4	(1.29)	46.8	(1.85)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	48.9	(2.07)	46.5	(2.75)	45.2	(1.97)	41.5	(1.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	50.5	(2.11)	51.4	(1.32)	47.6	(1.26)	46.5	(2.10)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	55.4	(5.36)	52.2	(4.51)	50.2	(1.91)	45.3	(2.35)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																						
Total	**5.2**	**(0.39)**	**6.3**	**(0.45)**	**5.6**	**(0.34)**	**4.9**	**(0.39)**	**4.9**	**(0.28)**	**5.2**	**(0.46)**	**4.3**	**(0.30)**	**4.1**	**(0.32)**	**4.5**	**(0.29)**	**5.1**	**(0.33)**	**—**	**(†)**
Sex																						
Male	6.2	(0.39)	7.2	(0.50)	7.2	(0.66)	6.1	(0.54)	6.1	(0.43)	6.0	(0.61)	5.3	(0.39)	4.6	(0.35)	5.3	(0.41)	5.4	(0.43)	—	(†)
Female	4.2	(0.54)	5.3	(0.70)	3.6	(0.37)	3.6	(0.39)	3.8	(0.39)	4.2	(0.41)	3.3	(0.32)	3.6	(0.37)	3.6	(0.34)	4.7	(0.35)	—	(†)
Race/ethnicity[2]																						
White	4.6	(0.44)	5.6	(0.62)	4.8	(0.42)	4.8	(0.55)	4.2	(0.26)	3.9	(0.45)	3.8	(0.38)	3.2	(0.35)	3.3	(0.27)	4.0	(0.38)	—	(†)
Black	6.9	(0.98)	7.6	(0.87)	5.6	(0.72)	4.3	(0.52)	5.3	(0.65)	5.8	(0.80)	3.2	(0.45)	3.4	(0.63)	5.4	(0.59)	5.1	(0.50)	—	(†)
Hispanic	6.8	(0.84)	9.6	(1.73)	8.2	(0.96)	7.0	(0.88)	7.0	(0.71)	7.6	(1.08)	7.7	(1.04)	7.5	(0.86)	6.9	(0.70)	7.3	(0.68)	—	(†)
Asian[3]	—	(†)	—	(†)	—	(†)	2.0	(0.42)	6.8	(1.42)	5.6	(1.55)	1.3 !	(0.62)	4.4	(1.17)	2.9	(0.65)	3.5 !	(1.21)	—	(†)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	6.7	(1.59)	12.4	(3.50)	8.5 !	(3.29)	‡	(†)	‡	(†)	10.0	(2.34)	8.3 !	(3.61)	—	(†)
American Indian/Alaska Native	6.7 !	(3.06)	8.1 !	(3.30)	8.6 !	(4.15)	‡	(†)	8.2	(1.69)	7.1 !	(2.61)	6.2 !	(2.05)	5.0	(0.89)	4.3 !	(1.58)	20.9	(4.15)	—	(†)
Two or more races[3]	—	(†)	—	(†)	—	(†)	5.2	(1.09)	7.0 !	(2.36)	13.3	(2.93)	3.5	(1.02)	5.4	(1.25)	6.7	(1.37)	5.8	(1.32)	—	(†)
Grade																						
9th	5.2	(0.38)	7.5	(0.90)	5.9	(0.83)	4.4	(0.60)	5.3	(0.47)	5.1	(0.69)	3.7	(0.48)	3.4	(0.43)	4.4	(0.37)	5.4	(0.56)	—	(†)
10th	4.7	(0.43)	5.9	(0.88)	4.6	(0.71)	5.0	(0.67)	5.1	(0.45)	5.6	(0.60)	4.5	(0.45)	4.1	(0.50)	4.8	(0.46)	4.4	(0.51)	—	(†)
11th	5.2	(0.80)	5.7	(0.86)	6.0	(0.86)	4.7	(0.57)	4.7	(0.45)	5.0	(0.57)	4.0	(0.47)	4.2	(0.54)	4.6	(0.44)	5.2	(0.56)	—	(†)
12th	5.5	(0.64)	6.2	(0.58)	5.9	(0.66)	5.0	(0.89)	4.3	(0.44)	4.5	(0.68)	4.8	(0.57)	4.8	(0.55)	4.1	(0.44)	5.1	(0.48)	—	(†)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	6.4	(0.85)	5.0	(0.60)	5.4	(0.61)	6.1	(0.94)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	5.2	(0.43)	4.6	(0.61)	4.9	(0.37)	4.8	(0.54)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	5.3	(0.55)	5.6	(0.67)	4.0	(0.83)	4.7	(0.49)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
[2]Race categories exclude persons of Hispanic ethnicity.
[3]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 15.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2013

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 days		1 or 2 days		3 to 29 days		All 30 days		0 days		1 or 2 days		3 to 29 days		All 30 days	
1	2		3		4		5		6		7		8		9	
2009																
Total	**58.2**	**(0.80)**	**20.5**	**(0.40)**	**20.5**	**(0.73)**	**0.8**	**(0.09)**	**95.5**	**(0.29)**	**2.8**	**(0.21)**	**1.3**	**(0.14)**	**0.4**	**(0.07)**
Sex																
Male	59.2	(1.11)	17.9	(0.59)	21.7	(0.90)	1.3	(0.19)	94.7	(0.41)	3.0	(0.27)	1.7	(0.20)	0.6	(0.14)
Female	57.1	(0.85)	23.4	(0.73)	19.2	(0.74)	0.3	(0.05)	96.4	(0.34)	2.6	(0.26)	0.9	(0.16)	0.1 !	(0.03)
Race/ethnicity[3]																
White	55.3	(1.16)	20.9	(0.50)	23.2	(1.10)	0.6	(0.10)	96.7	(0.27)	2.0	(0.20)	1.0	(0.14)	0.2	(0.06)
Black	66.6	(1.45)	18.5	(0.80)	14.0	(1.04)	0.9	(0.25)	94.6	(0.59)	3.0	(0.36)	1.8	(0.32)	0.5 !	(0.22)
Hispanic	57.1	(1.43)	21.9	(0.82)	19.6	(1.12)	1.3	(0.22)	93.1	(0.70)	4.4	(0.46)	1.9	(0.37)	0.6	(0.16)
Asian	81.7	(1.60)	11.5	(1.90)	5.9	(1.22)	0.9 !	(0.44)	97.1	(0.65)	1.4 !	(0.47)	0.9 !	(0.43)	‡	(†)
Pacific Islander	65.2	(4.36)	12.4	(2.86)	22.0	(3.42)	‡	(†)	90.0	(2.34)	5.9	(1.68)	3.8 !	(1.56)	‡	(†)
American Indian/Alaska Native	57.2	(5.43)	17.0 !	(5.28)	24.7	(5.33)	‡	(†)	95.7	(1.58)	3.5 !	(1.45)	‡	(†)	#	(†)
Two or more races	55.7	(2.42)	26.8	(2.58)	16.1	(1.90)	1.4 !	(0.56)	93.3	(1.37)	4.7	(0.98)	1.6 !	(0.64)	‡	(†)
Grade																
9th	68.5	(1.28)	17.9	(1.00)	12.9	(0.64)	0.7	(0.16)	95.6	(0.37)	3.0	(0.28)	1.0	(0.17)	0.4 !	(0.13)
10th	59.4	(1.42)	19.5	(0.79)	20.3	(1.27)	0.8	(0.21)	95.2	(0.46)	2.9	(0.35)	1.5	(0.25)	0.4 !	(0.15)
11th	54.3	(2.05)	21.7	(1.41)	23.2	(1.36)	0.8	(0.13)	95.4	(0.44)	2.9	(0.40)	1.4	(0.24)	0.3	(0.09)
12th	48.3	(1.37)	23.6	(0.95)	27.3	(1.55)	0.8	(0.19)	95.9	(0.44)	2.3	(0.29)	1.5	(0.25)	0.3 !	(0.12)
2011																
Total	**61.3**	**(0.75)**	**19.4**	**(0.62)**	**18.3**	**(0.47)**	**0.9**	**(0.11)**	**94.9**	**(0.33)**	**3.3**	**(0.23)**	**1.3**	**(0.15)**	**0.5**	**(0.07)**
Sex																
Male	60.5	(0.93)	18.5	(0.68)	19.5	(0.65)	1.5	(0.19)	94.6	(0.43)	3.1	(0.26)	1.5	(0.21)	0.8	(0.14)
Female	62.1	(0.91)	20.5	(0.74)	17.1	(0.63)	0.3	(0.08)	95.3	(0.35)	3.4	(0.29)	1.1	(0.16)	0.1 !	(0.04)
Race/ethnicity[3]																
White	59.7	(0.97)	19.5	(0.83)	20.1	(0.62)	0.7	(0.13)	96.0	(0.38)	2.8	(0.29)	0.9	(0.12)	0.3	(0.06)
Black	69.5	(1.40)	17.5	(1.06)	12.1	(0.97)	0.9	(0.21)	94.9	(0.50)	3.2	(0.41)	1.4	(0.28)	0.5 !	(0.18)
Hispanic	57.7	(1.38)	21.5	(0.75)	19.4	(0.94)	1.4	(0.25)	92.7	(0.68)	4.3	(0.31)	2.2	(0.45)	0.7	(0.17)
Asian	74.4	(2.90)	16.7	(2.86)	7.3	(1.42)	1.6 !	(0.73)	96.5	(1.21)	2.2 !	(0.96)	‡	(†)	‡	(†)
Pacific Islander	61.6	(6.40)	15.6	(3.98)	21.9	(4.87)	‡	(†)	91.7	(3.61)	3.6 !	(1.62)	‡	(†)	‡	(†)
American Indian/Alaska Native	55.1	(2.26)	23.8	(2.23)	20.1	(1.51)	‡	(†)	79.1	(4.15)	15.0	(3.14)	5.3	(0.96)	‡	(†)
Two or more races	63.1	(3.08)	19.6	(2.94)	15.0	(1.88)	2.3 !	(0.96)	94.2	(1.32)	3.3	(0.86)	‡	(†)	1.6 !	(0.74)
Grade																
9th	70.2	(1.35)	17.8	(0.99)	11.2	(0.95)	0.7	(0.18)	94.6	(0.56)	3.7	(0.41)	1.4	(0.31)	0.4	(0.09)
10th	64.3	(1.37)	19.2	(1.11)	15.8	(0.66)	0.6	(0.15)	95.6	(0.51)	2.8	(0.40)	1.2	(0.24)	0.4	(0.11)
11th	57.3	(1.28)	21.1	(0.87)	20.6	(1.31)	1.1	(0.21)	94.8	(0.56)	3.2	(0.39)	1.3	(0.26)	0.7	(0.16)
12th	51.6	(1.29)	20.1	(0.93)	27.1	(1.25)	1.1	(0.24)	94.9	(0.48)	3.5	(0.38)	1.3	(0.26)	0.3 !	(0.10)
2013[4]																
Total	**65.1**	**(1.08)**	**17.3**	**(0.56)**	**16.9**	**(0.78)**	**0.8**	**(0.12)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	65.6	(1.30)	15.7	(0.75)	17.4	(0.90)	1.2	(0.19)	—	(†)	—	(†)	—	(†)	—	(†)
Female	64.5	(1.39)	18.8	(0.98)	16.3	(0.88)	0.3	(0.09)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity[3]																
White	63.7	(1.63)	17.6	(0.87)	18.0	(1.11)	0.6	(0.13)	—	(†)	—	(†)	—	(†)	—	(†)
Black	70.4	(1.65)	15.5	(0.90)	13.6	(1.46)	0.6	(0.16)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	62.5	(2.11)	18.0	(1.30)	18.3	(1.27)	1.2	(0.35)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	78.3	(1.80)	14.8	(2.26)	6.3	(1.27)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	73.2	(5.84)	18.2	(4.71)	7.5	(2.24)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	66.6	(5.13)	14.8	(4.41)	17.4 !	(5.62)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	63.9	(2.87)	18.7	(1.71)	16.4	(2.12)	1.0 !	(0.42)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	75.6	(1.13)	13.6	(0.89)	10.0	(0.85)	0.7	(0.22)	—	(†)	—	(†)	—	(†)	—	(†)
10th	69.1	(1.84)	15.9	(1.17)	14.5	(1.22)	0.6	(0.16)	—	(†)	—	(†)	—	(†)	—	(†)
11th	60.8	(1.52)	18.6	(1.01)	19.7	(1.26)	0.9	(0.23)	—	(†)	—	(†)	—	(†)	—	(†)
12th	53.2	(1.85)	21.5	(0.93)	24.6	(1.31)	0.7	(0.17)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
[2]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.
[3]Race categories exclude persons of Hispanic ethnicity.
[4]Data on alcohol use at school were not collected in 2013.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2013. (This table was prepared September 2014.)

Table 15.3. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2003	2005	2007	2009	2011	2013	2003	2005	2007	2009	2011	2013
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**44.9 (1.21)**	**43.3 (1.38)**	**44.7 (1.15)**	**41.8 (0.80)**	**38.7 (0.75)**	**34.9 (1.08)**	**5.2 (0.46)**	**4.3 (0.30)**	**4.1 (0.32)**	**4.5 (0.29)**	**5.1 (0.33)**	**— (†)**
Alabama	40.2 (2.04)	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	35.0 (2.45)	4.1 (0.82)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)	— (†)
Alaska	38.7 (2.05)	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	22.5 (1.69)	4.9 (0.81)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)	— (†)
Arizona	51.8 (1.93)	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	36.0 (2.25)	7.1 (0.67)	7.5 (0.88)	6.0 (0.54)	5.9 (0.61)	6.2 (0.55)	— (†)
Arkansas	— (†)	43.1 (1.99)	42.2 (1.75)	39.7 (1.91)	33.9 (1.81)	36.3 (1.97)	— (†)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	— (†)	47.4 (4.42)	— (†)	40.8 (2.44)	36.4 (2.29)	— (†)	— (†)	5.9 (1.08)	— (†)	4.1 (0.61)	5.3 (0.87)	— (†)
Connecticut	— (†)	45.3 (2.16)	46.0 (2.13)	43.5 (2.22)	41.5 (1.90)	36.7 (2.02)	— (†)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)	— (†)
Delaware	45.4 (1.30)	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	36.3 (1.34)	4.8 (0.44)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)	— (†)
District of Columbia	33.8 (1.72)	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	— (†)	4.9 (0.64)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)	— (†)
Florida	42.7 (1.10)	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	34.9 (0.87)	5.1 (0.36)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)	— (†)
Georgia	37.7 (1.41)	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	27.9 (2.04)	3.7 (0.55)	4.3 (0.67)	4.4 (0.58)	4.2 (0.48)	5.4 (0.80)	— (†)
Hawaii	— (†)	34.8 (2.05)	29.1 (2.93)	37.8 (3.02)	29.1 (1.64)	25.2 (1.75)	— (†)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)	— (†)
Idaho	34.8 (2.44)	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	28.3 (2.23)	3.8 (0.56)	4.3 (0.69)	6.2 (0.81)	3.5 (0.53)	4.1 (0.50)	— (†)
Illinois	— (†)	— (†)	43.7 (2.72)	39.8 (1.91)	37.8 (1.87)	36.6 (2.41)	— (†)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)	— (†)
Indiana	44.9 (1.57)	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	— (†)	3.9 (0.57)	3.4 (0.64)	4.1 (0.47)	3.5 (0.52)	2.0 (0.36)	— (†)
Iowa	— (†)	43.8 (2.56)	41.0 (2.36)	— (†)	37.1 (2.58)	— (†)	— (†)	4.6 (0.89)	3.4 (0.78)	— (†)	2.3 (0.41)	— (†)
Kansas	— (†)	43.9 (1.74)	42.4 (1.69)	38.7 (1.93)	32.6 (1.53)	27.6 (1.02)	— (†)	5.1 (0.74)	4.8 (0.66)	3.2 (0.55)	2.9 (0.45)	— (†)
Kentucky	45.1 (1.87)	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	30.4 (1.37)	4.8 (0.69)	3.5 (0.37)	4.7 (0.47)	5.2 (0.87)	4.1 (0.53)	— (†)
Louisiana	— (†)	— (†)	— (†)	47.5 (2.80)	44.4 (2.00)	38.6 (2.75)	— (†)	— (†)	— (†)	5.6 (1.33)	6.0 (1.36)	— (†)
Maine	42.2 (1.78)	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	26.6 (0.90)	3.7 (0.48)	3.9 (0.44)	5.6 (0.89)	4.0 (0.23)	3.1 (0.21)	— (†)
Maryland	— (†)	39.8 (2.17)	42.9 (3.13)	37.0 (1.44)	34.8 (1.98)	31.2 (0.45)	— (†)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)	— (†)
Massachusetts	45.7 (1.19)	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	35.6 (1.14)	5.3 (0.50)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)	— (†)
Michigan	44.0 (1.40)	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	28.3 (1.81)	4.6 (0.33)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	41.8 (1.74)	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	32.9 (2.09)	4.9 (0.70)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)	— (†)
Missouri	49.2 (2.16)	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	35.6 (1.33)	2.6 (0.58)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)	— (†)
Montana	49.5 (1.68)	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	37.1 (1.20)	6.7 (0.70)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)	— (†)
Nebraska	46.5 (1.29)	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	22.1 (1.46)	4.6 (0.61)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)	— (†)
Nevada	43.4 (1.51)	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	34.0 (2.11)	7.4 (0.74)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)	— (†)
New Hampshire	47.1 (2.70)	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	32.9 (1.71)	4.0 (0.79)	— (†)	5.1 (0.73)	4.3 (0.68)	5.6 (0.70)	— (†)
New Jersey	— (†)	46.5 (2.65)	— (†)	45.2 (2.21)	42.9 (2.46)	39.3 (1.92)	— (†)	3.7 (0.42)	— (†)	— (†)	— (†)	— (†)
New Mexico	— (†)	42.3 (1.93)	43.2 (1.07)	40.5 (1.41)	36.9 (1.40)	28.9 (1.25)	— (†)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)	— (†)
New York	44.2 (1.53)	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	32.5 (1.36)	5.2 (0.39)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)	— (†)
North Carolina	39.4 (2.68)	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	32.2 (1.27)	3.6 (0.47)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)	— (†)
North Dakota	54.2 (1.74)	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	35.3 (1.59)	5.1 (0.79)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)	— (†)
Ohio[4]	42.2 (2.40)	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	29.5 (2.21)	3.9 (0.69)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)	— (†)
Oklahoma	47.8 (1.41)	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	33.4 (1.91)	3.2 (0.64)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)	— (†)	— (†)
Rhode Island	44.5 (1.92)	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	30.9 (1.78)	4.6 (0.73)	5.3 (0.66)	4.8 (0.54)	3.2 (0.50)	— (†)	— (†)
South Carolina	— (†)	43.2 (1.64)	36.8 (2.31)	35.2 (2.80)	39.7 (1.72)	28.9 (1.34)	— (†)	6.0 (0.96)	4.7 (0.73)	3.6 (0.79)	5.9 (0.90)	— (†)
South Dakota[4]	50.2 (2.58)	46.6 (2.12)	44.5 (1.80)	40.1 (1.54)	39.3 (2.14)	30.8 (1.45)	5.4 (1.13)	4.0 (0.70)	3.6 (0.92)	— (†)	— (†)	— (†)
Tennessee	41.1 (2.04)	41.8 (1.90)	36.7 (1.90)	33.5 (1.71)	33.3 (1.39)	28.4 (1.35)	4.2 (0.48)	3.7 (0.66)	4.1 (0.54)	3.0 (0.38)	3.2 (0.34)	— (†)
Texas	— (†)	47.3 (1.93)	48.3 (1.64)	44.8 (1.25)	39.7 (1.15)	36.1 (1.75)	— (†)	5.7 (0.56)	4.9 (0.57)	4.7 (0.36)	3.9 (0.35)	— (†)
Utah	21.3 (2.19)	15.8 (1.92)	17.0 (1.88)	18.2 (2.72)	15.1 (1.54)	11.0 (0.90)	3.8 (0.74)	2.1 (0.39)	4.7 ! (1.69)	2.7 (0.45)	2.7 (0.54)	— (†)
Vermont	43.5 (1.48)	41.8 (1.53)	42.6 (1.04)	39.0 (1.57)	35.3 (1.10)	— (†)	5.3 (0.60)	4.8 (0.54)	4.6 (0.40)	3.3 (0.28)	3.3 (0.50)	— (†)
Virginia	— (†)	— (†)	— (†)	— (†)	30.5 (2.49)	27.3 (1.22)	— (†)	— (†)	— (†)	— (†)	3.3 (0.59)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	44.4 (1.81)	41.5 (1.41)	43.5 (1.45)	40.4 (1.10)	34.3 (2.40)	37.1 (2.04)	4.1 (0.84)	6.4 (1.08)	5.5 (0.89)	5.7 (0.61)	4.2 (0.67)	— (†)
Wisconsin	47.3 (1.63)	49.2 (1.51)	48.9 (1.56)	41.3 (1.83)	39.2 (1.35)	32.7 (1.21)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	49.0 (2.16)	45.4 (1.47)	42.4 (1.22)	41.7 (1.36)	36.1 (1.34)	34.4 (1.14)	6.2 (0.75)	6.2 (0.56)	6.9 (0.63)	6.4 (0.50)	5.1 (0.48)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
[2]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[4]Data include both public and private schools.
NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 15.4. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and rate of incidents per 100,000 students, by discipline reason and state: 2013–14

State	Number of discipline incidents					Rate of discipline incidents per 100,000 students				
	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession
1	2	3	4	5	6	7	8	9	10	11
United States	**1,308,568**	**24,015**	**197,171**	**1,020,894**	**66,488**	**2,615**	**48**	**394**	**2,040**	**133**
Alabama	41,991	560	5,931	33,808	1,692	5,627	75	795	4,531	227
Alaska	2,755	116	580	1,915	144	2,104	89	443	1,462	110
Arizona	30,463	816	3,774	25,050	823	2,763	74	342	2,272	75
Arkansas	20,890	410	1,894	17,743	843	4,263	84	387	3,621	172
California	285,039	—[2]	46,425[2]	224,727	13,887	4,515	—[2]	735[2]	3,560	220
Colorado	61,546	711	6,866	53,262	707	7,018	81	783	6,073	81
Connecticut	25,670	418	1,379	22,643	1,230	4,700	77	252	4,146	225
Delaware	597	56	315	63	163	453	43	239	48	124
District of Columbia	7,088	33	198	6,655	202	9,069	42	253	8,515	258
Florida	16,755	992	10,642	3,605	1,516	616	36	391	133	56
Georgia	67,772	725	10,145	53,974	2,928	3,931	42	588	3,131	170
Hawaii	1,956	155	610	946	245	1,047	83	327	506	131
Idaho	946	62	481	233	170	319	21	162	79	57
Illinois	16,502	1,106	6,043	4,795	4,558	798	54	292	232	221
Indiana	42,221	931	3,229	36,447	1,614	4,031	89	308	3,480	154
Iowa	12,410	301	2,000	9,336	773	2,467	60	398	1,856	154
Kansas	11,106	237	2,068	8,186	615	2,237	48	417	1,649	124
Kentucky	44,472	649	9,521	33,947	355	6,565	96	1,406	5,011	52
Louisiana	47,602	340	5,339	40,574	1,349	6,690	48	750	5,703	190
Maine	3,257	110	595	2,381	171	1,770	60	323	1,294	93
Maryland	33,586	584	3,077	28,215	1,710	3,878	67	355	3,257	197
Massachusetts[3]	24,272	542	2,727	19,795	1,208	2,540	57	285	2,071	126
Michigan	11,677	245	1,450	9,101	881	754	16	94	588	57
Minnesota[3]	21,097	478	4,045	15,511	1,063	2,479	56	475	1,823	125
Mississippi	15,040	304	803	13,276	657	3,053	62	163	2,695	133
Missouri	19,993	917	6,732	10,904	1,440	2,177	100	733	1,187	157
Montana	4,768	162	1,030	3,334	242	3,308	112	715	2,313	168
Nebraska	8,229	169	1,307	6,305	448	2,675	55	425	2,049	146
Nevada	10,015	278	1,968	7,317	452	2,217	62	436	1,619	100
New Hampshire	5,022	124	701	3,855	342	2,696	67	376	2,069	184
New Jersey	12,026	371	2,320	8,541	794	878	27	169	623	58
New Mexico	13,878	303	3,619	9,117	839	4,091	89	1,067	2,687	247
New York	18,625	1,373	5,160	7,037	5,055	682	50	189	258	185
North Carolina	65,259	858	10,413	51,417	2,571	4,263	56	680	3,359	168
North Dakota	1,460	58	432	899	71	1,405	56	416	865	68
Ohio	76,271	1,047	8,175	64,108	2,941	4,424	61	474	3,718	171
Oklahoma	14,483	418	2,199	10,702	1,164	2,124	61	323	1,570	171
Oregon	15,104	379	2,850	11,332	543	2,547	64	481	1,911	92
Pennsylvania	39,744	698	2,793	33,741	2,512	2,264	40	159	1,922	143
Rhode Island	14,735	60	834	13,603	238	10,376	42	587	9,579	168
South Carolina	21,622	403	1,631	19,271	317	2,900	54	219	2,584	43
South Dakota[3]	3,297	100	827	2,154	216	2,519	76	632	1,646	165
Tennessee	36,335	2,643	525	33,075	92	3,657	266	53	3,329	9
Texas	2,468	37	1,422	517	492	48	1	28	10	10
Utah[3]	6,162	112	1,732	3,899	419	985	18	277	623	67
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	21,210	856	937	17,336	2,081	1,665	67	74	1,361	163
Washington	23,172	1,187	6,177	13,472	2,336	2,188	112	583	1,272	221
West Virginia	3,213	42	507	2,604	60	1,144	15	180	927	21
Wisconsin	24,116	535	2,735	19,797	1,049	2,758	61	313	2,264	120
Wyoming	651	4	8	369	270	702	4	9	398	291

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]Alcohol incidents were reported in the illicit drug category.
[3]This state did not report state-level counts of discipline incidents, but did report school-level counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted October 14, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2013–14. (This table was prepared October 2015.)

Table 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9		10		11		12	
Anywhere (including on school property)[1]																						
Total	**17.7**	**(1.22)**	**25.3**	**(1.03)**	**26.2**	**(1.11)**	**26.7**	**(1.30)**	**23.9**	**(0.77)**	**22.4**	**(1.09)**	**20.2**	**(0.84)**	**19.7**	**(0.97)**	**20.8**	**(0.70)**	**23.1**	**(0.80)**	**23.4**	**(1.08)**
Sex																						
Male	20.6	(1.61)	28.4	(1.08)	30.2	(1.46)	30.8	(1.92)	27.9	(0.81)	25.1	(1.25)	22.1	(0.98)	22.4	(1.02)	23.4	(0.80)	25.9	(1.01)	25.0	(1.14)
Female	14.6	(1.02)	22.0	(1.44)	21.4	(1.04)	22.6	(0.96)	20.0	(0.87)	19.3	(0.96)	18.2	(0.99)	17.0	(1.13)	17.9	(0.87)	20.1	(0.95)	21.9	(1.28)
Race/ethnicity[2]																						
White	17.3	(1.41)	24.5	(1.49)	25.0	(1.56)	26.4	(1.59)	24.4	(1.04)	21.7	(1.20)	20.3	(1.11)	19.9	(1.28)	20.7	(0.93)	21.7	(1.09)	20.4	(1.36)
Black	18.6	(1.84)	28.6	(2.62)	28.2	(1.67)	26.4	(3.49)	21.8	(2.12)	23.9	(1.58)	20.4	(1.11)	21.5	(1.64)	22.2	(1.44)	25.1	(1.35)	28.9	(1.30)
Hispanic	19.4	(1.33)	27.8	(2.92)	28.6	(2.06)	28.2	(2.29)	24.6	(0.81)	23.8	(1.16)	23.0	(1.22)	18.5	(1.41)	21.6	(1.04)	24.4	(1.27)	27.6	(1.50)
Asian[3]	—	(†)	—	(†)	—	(†)	13.5	(2.04)	10.9	(2.12)	9.5	(2.21)	6.7	(1.64)	9.4	(1.63)	7.5	(1.40)	13.6	(3.75)	16.4	(2.99)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	33.8	(4.11)	21.9	(4.07)	28.1	(6.47)	12.4 !	(3.87)	28.7	(6.14)	24.8	(5.50)	31.1	(7.08)	23.4 !	(7.35)
American Indian/Alaska Native	17.4	(4.77)	28.0	(5.72)	44.2	(4.31)	36.2	(6.55)	36.4	(5.48)	32.8	(5.29)	30.3	(4.36)	27.4	(3.50)	31.6	(5.26)	47.4	(3.20)	35.5	(6.37)
Two or more races[3]	—	(†)	—	(†)	—	(†)	29.1	(4.00)	31.8	(3.22)	28.3	(5.57)	16.9	(2.43)	20.5	(2.73)	21.7	(2.33)	26.8	(2.10)	28.8	(2.55)
Grade																						
9th	13.2	(1.10)	20.9	(1.83)	23.6	(1.95)	21.7	(1.84)	19.4	(1.25)	18.5	(1.52)	17.4	(1.16)	14.7	(1.02)	15.5	(0.97)	18.0	(1.11)	17.7	(1.13)
10th	16.5	(1.79)	25.5	(1.89)	25.0	(1.29)	27.8	(2.21)	24.8	(1.12)	22.0	(1.47)	20.2	(1.27)	19.3	(1.12)	21.1	(1.11)	21.6	(1.15)	23.5	(1.89)
11th	18.4	(1.77)	27.6	(1.35)	29.3	(1.81)	26.7	(2.47)	25.8	(1.33)	24.1	(1.56)	21.0	(1.24)	21.4	(1.49)	23.2	(1.52)	25.5	(1.44)	25.5	(1.37)
12th	22.0	(1.40)	26.2	(2.35)	26.6	(2.09)	31.5	(2.81)	26.9	(1.77)	25.8	(1.19)	22.8	(1.23)	25.1	(1.96)	24.6	(1.49)	28.0	(1.08)	27.7	(1.58)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	26.8	(1.50)	27.5	(2.32)	25.6	(1.23)	23.4	(1.65)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	27.0	(1.05)	26.1	(1.60)	22.5	(0.96)	22.8	(1.90)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	21.9	(3.23)	28.0	(4.36)	26.2	(2.49)	19.9	(2.80)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																						
Total	**5.6**	**(0.65)**	**8.8**	**(0.59)**	**7.0**	**(0.52)**	**7.2**	**(0.73)**	**5.4**	**(0.37)**	**5.8**	**(0.68)**	**4.5**	**(0.32)**	**4.5**	**(0.46)**	**4.6**	**(0.35)**	**5.9**	**(0.39)**	**—**	**(†)**
Sex																						
Male	7.8	(0.83)	11.9	(0.85)	9.0	(0.68)	10.1	(1.30)	8.0	(0.54)	7.6	(0.88)	6.0	(0.44)	5.9	(0.61)	6.3	(0.54)	7.5	(0.56)	—	(†)
Female	3.3	(0.48)	5.5	(0.72)	4.6	(0.56)	4.4	(0.40)	2.9	(0.28)	3.7	(0.48)	3.0	(0.31)	3.0	(0.39)	2.8	(0.32)	4.1	(0.32)	—	(†)
Race/ethnicity[2]																						
White	5.0	(0.72)	7.1	(0.62)	5.8	(0.69)	6.5	(0.84)	4.8	(0.45)	4.5	(0.66)	3.8	(0.41)	4.0	(0.63)	3.8	(0.38)	4.5	(0.42)	—	(†)
Black	7.3	(1.23)	12.3	(1.88)	9.1	(1.07)	7.2	(1.10)	6.1	(0.60)	6.6	(0.89)	4.9	(0.65)	5.0	(0.73)	5.6	(0.64)	6.7	(0.77)	—	(†)
Hispanic	7.5	(1.10)	12.9	(2.20)	10.4	(1.03)	10.7	(1.21)	7.4	(0.58)	8.2	(0.72)	7.7	(0.76)	5.4	(0.80)	6.5	(0.76)	7.7	(0.54)	—	(†)
Asian[3]	—	(†)	—	(†)	—	(†)	4.3	(0.71)	4.7 !	(1.56)	4.3 !	(1.38)	‡	(†)	2.7 !	(1.06)	2.0	(0.54)	4.5	(1.34)	—	(†)
Pacific Islander[3]	—	(†)	—	(†)	—	(†)	11.0	(3.21)	6.4 !	(2.46)	9.1 !	(3.17)	‡	(†)	13.4 !	(5.38)	9.0	(2.40)	12.5 !	(4.94)	—	(†)
American Indian/Alaska Native	‡	(†)	10.1 !	(3.39)	16.2 !	(5.56)	‡	(†)	21.5 !	(6.55)	11.4 !	(4.42)	9.2	(1.85)	8.2	(2.30)	2.9 !	(1.25)	20.9	(4.05)	—	(†)
Two or more races[3]	—	(†)	—	(†)	—	(†)	7.8	(1.81)	5.2	(1.24)	11.4 !	(5.49)	3.6	(0.91)	3.6 !	(1.08)	5.4	(1.34)	8.1	(1.79)	—	(†)
Grade																						
9th	4.4	(0.40)	8.7	(1.38)	8.1	(0.90)	6.6	(0.97)	5.5	(0.62)	6.6	(1.03)	5.0	(0.59)	4.0	(0.52)	4.3	(0.38)	5.4	(0.65)	—	(†)
10th	6.5	(0.94)	9.8	(0.87)	6.4	(0.73)	7.6	(1.14)	5.8	(0.51)	5.2	(0.70)	4.6	(0.54)	4.8	(0.60)	4.6	(0.50)	6.2	(0.63)	—	(†)
11th	6.5	(1.07)	8.6	(0.62)	7.9	(1.17)	7.0	(0.72)	5.1	(0.48)	5.6	(0.71)	4.1	(0.49)	4.1	(0.73)	5.0	(0.55)	6.2	(0.70)	—	(†)
12th	5.1	(0.78)	8.0	(1.15)	5.7	(0.61)	7.3	(1.14)	4.9	(0.71)	5.0	(0.75)	4.1	(0.45)	5.1	(0.73)	4.6	(0.49)	5.4	(0.39)	—	(†)
Urbanicity[4]																						
Urban	—	(†)	—	(†)	8.0	(1.11)	8.5	(1.03)	6.8	(0.56)	6.8	(1.05)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	—	(†)	7.0	(0.67)	6.4	(1.03)	4.7	(0.46)	6.0	(1.03)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	—	(†)	4.9 !	(2.02)	8.1	(1.57)	5.3	(0.93)	3.9	(0.64)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
[2]Race categories exclude persons of Hispanic ethnicity.
[3]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

Table 16.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2013

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 times		1 or 2 times		3 to 39 times		40 or more times		0 times		1 or 2 times		3 to 39 times		40 or more times	
1	2		3		4		5		6		7		8		9	
2009																
Total	**79.2**	**(0.70)**	**7.2**	**(0.30)**	**9.7**	**(0.37)**	**3.8**	**(0.27)**	**95.4**	**(0.35)**	**2.1**	**(0.16)**	**1.8**	**(0.18)**	**0.7**	**(0.10)**
Sex																
Male	76.6	(0.80)	6.8	(0.38)	10.8	(0.48)	5.8	(0.46)	93.7	(0.54)	2.6	(0.24)	2.6	(0.27)	1.1	(0.18)
Female	82.1	(0.87)	7.7	(0.39)	8.5	(0.56)	1.7	(0.20)	97.2	(0.32)	1.7	(0.19)	1.0	(0.21)	0.2	(0.06)
Race/ethnicity[3]																
White	79.3	(0.93)	7.4	(0.43)	9.6	(0.49)	3.7	(0.38)	96.2	(0.38)	1.9	(0.21)	1.4	(0.18)	0.5	(0.10)
Black	77.8	(1.44)	6.7	(0.62)	10.9	(0.90)	4.6	(0.68)	94.4	(0.64)	2.2	(0.31)	2.8	(0.44)	0.6 !	(0.24)
Hispanic	78.4	(1.04)	8.2	(0.57)	9.8	(0.71)	3.6	(0.37)	93.5	(0.76)	3.2	(0.43)	2.3	(0.39)	1.0	(0.22)
Asian	92.5	(1.40)	3.0	(0.69)	3.3	(0.85)	1.2 !	(0.55)	98.0	(0.54)	‡	(†)	1.1 !	(0.50)	‡	(†)
Pacific Islander	75.2	(5.50)	5.0 !	(1.61)	13.0	(2.95)	6.8 !	(2.56)	91.0	(2.40)	4.4 !	(1.59)	3.7 !	(1.58)	‡	(†)
American Indian/Alaska Native	68.4	(5.26)	6.7 !	(2.47)	19.6	(3.43)	5.3 !	(2.11)	97.1	(1.25)	‡	(†)	‡	(†)	#	(†)
Two or more races	78.3	(2.33)	7.8	(1.40)	9.8	(1.51)	4.1 !	(1.27)	94.6	(1.34)	1.4 !	(0.51)	2.2 !	(0.90)	1.8 !	(0.66)
Grade																
9th	84.5	(0.97)	5.8	(0.55)	7.6	(0.55)	2.1	(0.29)	95.7	(0.38)	2.3	(0.22)	1.4	(0.21)	0.6	(0.15)
10th	78.9	(1.11)	7.9	(0.59)	9.6	(0.64)	3.6	(0.44)	95.4	(0.50)	1.9	(0.28)	2.1	(0.35)	0.6	(0.12)
11th	76.8	(1.52)	7.9	(0.66)	11.2	(0.89)	4.1	(0.42)	95.0	(0.55)	2.5	(0.37)	2.0	(0.31)	0.5	(0.12)
12th	75.4	(1.49)	7.7	(0.60)	10.9	(0.86)	6.0	(0.64)	95.4	(0.49)	1.9	(0.30)	1.9	(0.27)	0.8	(0.23)
2011																
Total	**76.9**	**(0.80)**	**7.4**	**(0.30)**	**10.9**	**(0.42)**	**4.8**	**(0.30)**	**94.1**	**(0.39)**	**2.8**	**(0.22)**	**2.3**	**(0.21)**	**0.7**	**(0.09)**
Sex																
Male	74.1	(1.01)	7.1	(0.40)	11.8	(0.57)	7.0	(0.47)	92.5	(0.56)	3.1	(0.28)	3.2	(0.31)	1.2	(0.17)
Female	79.9	(0.95)	7.7	(0.48)	9.9	(0.56)	2.4	(0.26)	95.9	(0.32)	2.5	(0.21)	1.4	(0.19)	0.2	(0.04)
Race/ethnicity[3]																
White	78.3	(1.09)	6.9	(0.42)	10.2	(0.59)	4.6	(0.44)	95.5	(0.42)	2.2	(0.26)	1.9	(0.23)	0.4	(0.09)
Black	74.9	(1.35)	7.9	(0.69)	12.5	(0.81)	4.7	(0.63)	93.3	(0.77)	3.2	(0.43)	2.8	(0.52)	0.7	(0.18)
Hispanic	75.6	(1.27)	8.3	(0.59)	11.5	(0.67)	4.7	(0.46)	92.3	(0.54)	3.6	(0.26)	3.1	(0.40)	1.0	(0.21)
Asian	86.4	(3.75)	‡	(†)	5.5	(0.96)	3.2 !	(1.34)	95.5	(1.34)	2.4 !	(1.15)	‡	(†)	1.5 !	(0.70)
Pacific Islander	68.9	(7.08)	11.3	(3.34)	13.2 !	(5.20)	6.6 !	(2.27)	87.5	(4.94)	5.6 !	(2.24)	‡	(†)	‡	(†)
American Indian/Alaska Native	52.6	(3.20)	10.5	(2.82)	23.6	(2.57)	13.2	(1.81)	79.1	(4.05)	8.6	(2.18)	9.8	(1.79)	2.5	(0.67)
Two or more races	73.2	(2.10)	7.2	(1.20)	12.9	(1.44)	6.7	(1.33)	91.9	(1.79)	3.7	(0.98)	2.4 !	(0.86)	2.0 !	(0.69)
Grade																
9th	82.0	(1.11)	6.2	(0.47)	8.2	(0.63)	3.6	(0.42)	94.6	(0.65)	2.7	(0.41)	2.2	(0.33)	0.5	(0.11)
10th	78.4	(1.15)	7.4	(0.60)	10.0	(0.65)	4.3	(0.50)	93.8	(0.63)	3.2	(0.38)	2.3	(0.40)	0.7	(0.16)
11th	74.5	(1.44)	8.0	(0.59)	12.9	(0.82)	4.5	(0.50)	93.8	(0.70)	3.2	(0.47)	2.3	(0.35)	0.7	(0.16)
12th	72.0	(1.08)	8.3	(0.59)	13.0	(0.69)	6.7	(0.53)	94.6	(0.39)	2.2	(0.30)	2.4	(0.30)	0.8	(0.18)
2013[4]																
Total	**76.6**	**(1.08)**	**7.1**	**(0.42)**	**11.3**	**(0.68)**	**5.0**	**(0.39)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	75.0	(1.14)	6.5	(0.42)	12.0	(0.72)	6.5	(0.53)	—	(†)	—	(†)	—	(†)	—	(†)
Female	78.1	(1.28)	7.8	(0.59)	10.7	(0.77)	3.4	(0.36)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity[3]																
White	79.6	(1.36)	6.3	(0.63)	9.7	(0.75)	4.4	(0.42)	—	(†)	—	(†)	—	(†)	—	(†)
Black	71.1	(1.30)	8.2	(0.52)	14.3	(0.90)	6.3	(0.71)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	72.4	(1.50)	8.6	(0.52)	13.4	(1.22)	5.6	(0.70)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	83.6	(2.99)	4.1	(1.02)	7.6	(1.32)	4.7 !	(2.03)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	76.6	(7.35)	4.9 !	(2.31)	17.1 !	(5.82)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	64.5	(6.37)	8.8 !	(2.70)	18.9	(4.54)	7.9 !	(2.77)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	71.2	(2.55)	9.7	(1.36)	12.4	(1.45)	6.7	(1.29)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	82.3	(1.13)	6.3	(0.59)	8.6	(0.70)	2.8	(0.38)	—	(†)	—	(†)	—	(†)	—	(†)
10th	76.5	(1.89)	7.2	(0.65)	11.3	(1.35)	5.0	(0.81)	—	(†)	—	(†)	—	(†)	—	(†)
11th	74.5	(1.37)	7.6	(0.68)	12.0	(0.85)	6.0	(0.56)	—	(†)	—	(†)	—	(†)	—	(†)
12th	72.3	(1.58)	7.6	(0.68)	13.8	(1.00)	6.4	(0.63)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
[2]In the question about using marijuana at school, "on school property" was not defined for survey respondents.
[3]Race categories exclude persons of Hispanic ethnicity.
[4]Data on marijuana use at school were not collected in 2013.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2013. (This table was prepared September 2014.)

Table 16.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state: Selected years, 2003 through 2013

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2003	2005	2007	2009	2011	2013	2003	2005	2007	2009	2011	2013
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**22.4 (1.09)**	**20.2 (0.84)**	**19.7 (0.97)**	**20.8 (0.70)**	**23.1 (0.80)**	**23.4 (1.08)**	**5.8 (0.68)**	**4.5 (0.32)**	**4.5 (0.46)**	**4.6 (0.35)**	**5.9 (0.39)**	**— (†)**
Alabama	17.7 (1.38)	18.5 (1.49)	— (†)	16.2 (1.28)	20.8 (1.62)	19.2 (1.46)	2.6 (0.54)	3.5 (0.80)	— (†)	4.6 (0.81)	4.0 (0.68)	— (†)
Alaska	23.9 (1.29)	— (†)	20.5 (1.47)	22.7 (1.65)	21.2 (1.68)	19.7 (1.35)	6.5 (0.80)	— (†)	5.9 (0.70)	5.9 (0.69)	4.3 (0.59)	— (†)
Arizona	25.6 (1.08)	20.0 (1.08)	22.0 (1.38)	23.7 (1.90)	22.9 (1.59)	23.5 (1.75)	6.5 (0.52)	5.1 (0.63)	6.1 (0.68)	6.4 (0.74)	5.6 (0.75)	— (†)
Arkansas	— (†)	18.9 (1.70)	16.4 (1.08)	17.8 (1.24)	16.8 (1.72)	19.0 (0.98)	— (†)	4.1 (0.61)	2.8 (0.50)	4.5 (1.02)	3.9 (0.78)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	— (†)	22.7 (2.99)	— (†)	24.8 (2.22)	22.0 (1.16)	— (†)	— (†)	6.0 (0.88)	— (†)	6.1 (0.89)	6.0 (0.77)	— (†)
Connecticut	— (†)	23.1 (1.37)	23.2 (1.35)	21.8 (1.52)	24.2 (1.44)	26.1 (1.44)	— (†)	5.1 (0.49)	5.9 (0.77)	6.2 (0.76)	5.2 (0.68)	— (†)
Delaware	27.3 (1.13)	22.8 (1.12)	25.1 (1.03)	25.8 (1.30)	27.6 (1.37)	25.6 (1.17)	6.0 (0.54)	5.6 (0.57)	5.4 (0.53)	5.6 (0.71)	6.1 (0.65)	— (†)
District of Columbia	23.5 (1.23)	14.5 (1.08)	20.8 (1.33)	— (†)	26.1 (1.29)	— (†)	7.5 (0.88)	4.8 (0.62)	5.8 (0.66)	— (†)	7.9 (0.91)	— (†)
Florida	21.4 (0.89)	16.8 (0.86)	18.9 (0.88)	21.4 (0.72)	22.5 (0.86)	22.0 (0.81)	4.9 (0.41)	4.0 (0.31)	4.7 (0.40)	5.2 (0.39)	6.3 (0.39)	— (†)
Georgia	19.5 (0.94)	18.9 (1.59)	19.6 (0.96)	18.3 (1.02)	21.2 (1.23)	20.3 (1.64)	3.2 (0.45)	3.3 (0.58)	3.6 (0.58)	3.4 (0.62)	5.6 (0.70)	— (†)
Hawaii	— (†)	17.2 (1.73)	15.7 (1.78)	22.1 (2.03)	22.0 (1.32)	18.9 (1.54)	— (†)	7.2 (1.14)	5.7 (0.85)	8.3 (1.86)	7.6 (0.67)	— (†)
Idaho	14.7 (1.56)	17.1 (1.32)	17.9 (1.73)	13.7 (1.07)	18.8 (1.76)	15.3 (1.10)	2.7 (0.55)	3.9 (0.61)	4.7 (0.80)	3.0 (0.44)	4.9 (0.73)	— (†)
Illinois	— (†)	— (†)	20.3 (1.38)	21.0 (1.53)	23.1 (1.59)	24.0 (1.70)	— (†)	— (†)	4.2 (0.76)	5.0 (0.77)	4.7 (0.50)	— (†)
Indiana	22.1 (1.19)	18.9 (1.38)	18.9 (1.19)	20.9 (1.83)	20.0 (1.13)	— (†)	3.8 (0.67)	3.4 (0.57)	4.1 (0.45)	4.4 (0.62)	3.3 (0.66)	— (†)
Iowa	— (†)	15.6 (1.74)	11.5 (1.53)	— (†)	14.6 (1.99)	— (†)	— (†)	2.7 (0.64)	2.5 (0.66)	— (†)	3.4 (0.88)	— (†)
Kansas	— (†)	15.6 (1.46)	15.3 (0.93)	14.7 (1.19)	16.8 (0.87)	14.3 (1.19)	— (†)	3.2 (0.51)	3.8 (0.53)	2.7 (0.35)	2.9 (0.53)	— (†)
Kentucky	21.1 (1.09)	15.8 (1.19)	16.4 (1.07)	16.1 (1.15)	19.2 (1.47)	17.7 (1.50)	4.3 (0.55)	3.2 (0.45)	3.9 (0.44)	3.1 (0.54)	4.2 (0.65)	— (†)
Louisiana	— (†)	— (†)	— (†)	16.3 (1.29)	16.8 (1.02)	17.5 (1.38)	— (†)	— (†)	— (†)	3.6 (0.89)	4.1 (0.59)	— (†)
Maine	26.4 (1.69)	22.2 (2.13)	22.0 (1.55)	20.5 (0.57)	21.2 (0.72)	21.3 (0.89)	6.3 (0.76)	4.6 (0.72)	5.2 (0.65)	— (†)	— (†)	— (†)
Maryland	— (†)	18.5 (2.25)	19.4 (1.91)	21.9 (1.57)	23.2 (1.51)	19.8 (0.36)	— (†)	3.7 (0.82)	4.7 (1.13)	5.0 (0.65)	5.7 (0.70)	— (†)
Massachusetts	27.7 (1.39)	26.2 (1.22)	24.6 (1.43)	27.1 (1.24)	27.9 (1.31)	24.8 (0.92)	6.3 (0.44)	5.3 (0.54)	4.8 (0.44)	5.9 (0.79)	6.3 (0.51)	— (†)
Michigan	24.0 (1.96)	18.8 (1.29)	18.0 (1.10)	20.7 (0.91)	18.6 (1.15)	18.2 (0.73)	7.0 (1.20)	3.7 (0.50)	4.0 (0.57)	4.8 (0.59)	3.3 (0.44)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	20.6 (1.57)	— (†)	16.7 (1.02)	17.7 (1.21)	17.5 (1.18)	17.7 (1.28)	4.4 (0.90)	— (†)	2.7 (0.35)	2.5 (0.46)	3.2 (0.58)	— (†)
Missouri	21.8 (1.37)	18.1 (2.23)	19.0 (1.23)	20.6 (2.02)	— (†)	20.5 (1.69)	3.0 (0.58)	4.0 (0.82)	3.6 (0.63)	3.4 (0.48)	— (†)	— (†)
Montana	23.1 (1.45)	22.3 (1.43)	21.0 (1.44)	23.1 (1.58)	21.2 (1.50)	21.0 (1.18)	6.4 (0.70)	6.1 (0.70)	5.0 (0.49)	5.8 (0.67)	5.5 (0.59)	— (†)
Nebraska	18.3 (1.23)	17.5 (1.05)	— (†)	— (†)	12.7 (1.06)	11.7 (1.10)	3.9 (0.51)	3.1 (0.41)	— (†)	— (†)	2.7 (0.43)	— (†)
Nevada	22.3 (1.31)	17.3 (1.34)	15.5 (1.07)	20.0 (1.36)	— (†)	18.7 (1.57)	5.3 (0.69)	5.7 (0.81)	3.6 (0.55)	4.9 (0.53)	— (†)	— (†)
New Hampshire	30.6 (2.51)	25.9 (1.69)	22.9 (1.39)	25.6 (1.86)	28.4 (1.82)	24.4 (1.36)	6.6 (0.86)	— (†)	4.7 (0.64)	6.8 (0.78)	7.3 (0.87)	— (†)
New Jersey	— (†)	19.9 (2.18)	— (†)	20.3 (1.53)	21.1 (1.33)	21.0 (1.20)	— (†)	3.4 (0.67)	— (†)	— (†)	— (†)	— (†)
New Mexico	— (†)	26.2 (2.00)	25.0 (2.07)	28.0 (1.52)	27.6 (1.58)	27.8 (1.70)	— (†)	8.4 (0.98)	7.9 (0.86)	9.7 (1.06)	9.7 (0.84)	— (†)
New York	20.7 (1.05)	18.3 (1.13)	18.6 (0.78)	20.9 (1.32)	20.6 (1.07)	21.4 (1.04)	4.5 (0.41)	3.6 (0.41)	4.1 (0.44)	— (†)	— (†)	— (†)
North Carolina	24.3 (1.99)	21.4 (1.61)	19.1 (1.27)	19.8 (1.67)	24.2 (1.25)	23.2 (1.83)	3.5 (0.71)	4.1 (0.65)	4.3 (0.54)	4.0 (0.63)	5.2 (0.91)	— (†)
North Dakota	20.6 (1.58)	15.5 (1.62)	14.8 (1.18)	16.9 (1.55)	15.3 (1.52)	15.9 (1.26)	6.3 (0.98)	4.0 (0.71)	2.7 (0.43)	3.8 (0.59)	3.4 (0.45)	— (†)
Ohio[4]	21.4 (2.33)	20.9 (1.79)	17.7 (1.50)	— (†)	23.6 (1.95)	20.7 (2.30)	4.2 (0.96)	4.3 (0.62)	3.7 (0.67)	— (†)	— (†)	— (†)
Oklahoma	22.0 (2.20)	18.7 (1.12)	15.9 (1.37)	17.2 (2.04)	19.1 (1.90)	16.3 (1.57)	4.3 (0.70)	3.0 (0.38)	2.6 (0.40)	2.9 (0.70)	2.4 (0.58)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	19.3 (1.43)	— (†)	— (†)	— (†)	— (†)	— (†)	3.5 (0.58)	— (†)	— (†)
Rhode Island	27.6 (1.11)	25.0 (1.16)	23.2 (1.85)	26.3 (1.33)	26.3 (1.35)	23.9 (1.92)	7.4 (0.70)	7.2 (0.65)	6.5 (0.93)	5.1 (0.60)	— (†)	— (†)
South Carolina	— (†)	19.0 (1.24)	18.6 (1.44)	20.4 (1.56)	24.1 (1.99)	19.7 (1.22)	— (†)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)	— (†)
South Dakota[4]	21.5 (3.35)	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	16.1 (3.01)	4.5 ! (1.50)	2.9 (0.73)	5.0 ! (2.41)	2.9 (0.49)	— (†)	— (†)
Tennessee	23.6 (2.10)	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	21.4 (1.70)	4.1 (0.86)	3.5 (0.67)	4.1 (0.60)	3.8 (0.65)	3.6 (0.40)	— (†)
Texas	— (†)	21.7 (0.99)	19.3 (1.01)	19.5 (0.71)	20.8 (1.30)	20.5 (1.26)	— (†)	3.8 (0.52)	3.6 (0.30)	4.6 (0.51)	4.8 (0.47)	— (†)
Utah	11.4 (1.28)	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	7.6 (0.79)	3.7 (0.59)	1.7 (0.42)	3.8 ! (1.24)	2.5 (0.48)	4.0 (0.72)	— (†)
Vermont	28.2 (1.58)	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	25.7 (0.83)	8.0 (0.44)	7.0 (0.80)	6.3 (0.63)	6.3 (0.57)	6.0 (0.84)	— (†)
Virginia	— (†)	— (†)	— (†)	— (†)	18.0 (1.79)	17.9 (0.85)	— (†)	— (†)	— (†)	— (†)	3.5 (0.70)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	23.1 (2.13)	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	18.9 (1.39)	4.5 (0.72)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)	— (†)
Wisconsin	21.8 (1.18)	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	17.3 (1.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	20.4 (1.56)	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	17.8 (0.81)	5.1 (0.66)	4.0 (0.43)	4.7 (0.52)	5.3 (0.45)	4.7 (0.44)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
[2]In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.
[4]Data include both public and private schools.
NOTE: State-level data include public schools only, with the exception of data for Ohio and South Dakota. Data for the U.S. total, Ohio, and South Dakota include both public and private schools. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2013. (This table was prepared June 2014.)

Table 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2013

[Standard errors appear in parentheses]

Student or school characteristic	1995		1999		2001		2003		2005		2007[1]		2009[1]		2011[1]		2013[1]	
1	2		3		4		5		6		7		8		9		10	
At school																		
Total	**11.8**	**(0.39)**	**7.3**	**(0.37)**	**6.4**	**(0.31)**	**6.1**	**(0.31)**	**6.4**	**(0.39)**	**5.3**	**(0.33)**	**4.2**	**(0.33)**	**3.7**	**(0.28)**	**3.5**	**(0.33)**
Sex																		
Male	10.8	(0.51)	6.5	(0.44)	6.4	(0.38)	5.3	(0.34)	6.1	(0.56)	4.6	(0.42)	3.7	(0.38)	3.7	(0.41)	3.1	(0.38)
Female	12.8	(0.58)	8.2	(0.53)	6.4	(0.43)	6.9	(0.48)	6.7	(0.47)	6.0	(0.45)	4.8	(0.51)	3.8	(0.36)	4.0	(0.48)
Race/ethnicity[2]																		
White	8.1	(0.36)	5.0	(0.32)	4.9	(0.35)	4.1	(0.35)	4.6	(0.39)	4.2	(0.37)	3.3	(0.35)	3.0	(0.31)	2.6	(0.33)
Black	20.3	(1.31)	13.5	(1.27)	8.9	(0.87)	10.7	(1.22)	9.2	(1.19)	8.6	(1.18)	7.0	(1.12)	4.9	(1.03)	4.6	(0.85)
Hispanic	20.9	(1.27)	11.7	(1.20)	10.6	(1.07)	9.5	(0.65)	10.3	(1.16)	7.1	(0.88)	4.9	(0.89)	4.8	(0.59)	4.9	(0.78)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	6.2 !	(2.09)	2.3 !	(1.05)	5.9 !	(2.25)	4.2 !	(1.52)	3.1 !	(1.09)
Other	13.5	(1.58)	6.7	(1.09)	6.4	(1.11)	5.0	(1.31)	5.7	(1.63)	3.3 !	(1.09)	‡	(†)	4.1 !	(1.31)	3.8 !	(1.44)
Grade																		
6th	14.3	(1.13)	10.9	(1.37)	10.6	(1.26)	10.0	(1.35)	9.5	(1.14)	9.9	(1.33)	6.4	(1.20)	5.6	(1.08)	4.7	(1.01)
7th	15.3	(1.02)	9.5	(0.79)	9.2	(0.95)	8.2	(0.86)	9.1	(1.04)	6.7	(0.86)	6.2	(1.06)	4.5	(0.69)	4.3	(0.69)
8th	13.0	(0.84)	8.1	(0.74)	7.6	(0.69)	6.3	(0.68)	7.1	(0.95)	4.6	(0.71)	3.5	(0.75)	4.6	(0.71)	3.3	(0.78)
9th	11.6	(0.82)	7.1	(0.74)	5.5	(0.63)	6.3	(0.61)	5.9	(0.71)	5.5	(0.87)	4.6	(0.75)	4.2	(0.66)	3.4	(0.71)
10th	11.0	(0.82)	7.1	(0.77)	5.0	(0.71)	4.4	(0.67)	5.5	(0.89)	5.2	(0.87)	4.6	(0.79)	3.9	(0.63)	4.4	(0.75)
11th	8.9	(0.80)	4.8	(0.68)	4.8	(0.65)	4.7	(0.66)	4.6	(0.73)	3.1	(0.63)	3.3	(0.74)	1.8	(0.48)	2.6	(0.55)
12th	7.8	(0.94)	4.8	(0.88)	2.9	(0.55)	3.7	(0.53)	3.3	(0.69)	3.1	(0.65)	1.9 !	(0.57)	2.2	(0.57)	2.0	(0.56)
Urbanicity[3]																		
Urban	18.4	(0.84)	11.6	(0.81)	9.7	(0.59)	9.5	(0.68)	10.5	(0.92)	7.1	(0.81)	6.9	(0.84)	5.2	(0.60)	4.5	(0.60)
Suburban	9.8	(0.49)	6.2	(0.42)	4.8	(0.33)	4.8	(0.30)	4.7	(0.41)	4.4	(0.41)	3.0	(0.33)	3.1	(0.39)	3.0	(0.38)
Rural	8.6	(0.80)	4.8	(0.70)	6.0	(0.97)	4.7	(0.93)	5.1	(0.97)	4.9	(0.59)	3.9	(0.63)	3.0	(0.63)	3.3	(0.62)
Control of school																		
Public	12.2	(0.43)	7.7	(0.38)	6.6	(0.33)	6.4	(0.34)	6.6	(0.42)	5.5	(0.34)	4.4	(0.35)	3.9	(0.30)	3.5	(0.35)
Private	7.3	(1.01)	3.6	(0.81)	4.6	(0.92)	3.0	(0.73)	3.8	(0.82)	2.5 !	(0.89)	1.9 !	(0.74)	1.5 !	(0.64)	2.6 !	(0.83)
Away from school																		
Total	**—**	**(†)**	**5.7**	**(0.32)**	**4.6**	**(0.28)**	**5.4**	**(0.29)**	**5.2**	**(0.33)**	**3.5**	**(0.29)**	**3.3**	**(0.32)**	**2.4**	**(0.23)**	**2.7**	**(0.35)**
Sex																		
Male	—	(†)	4.1	(0.34)	3.7	(0.31)	4.0	(0.30)	4.6	(0.42)	2.4	(0.31)	2.5	(0.34)	2.0	(0.27)	2.4	(0.40)
Female	—	(†)	7.4	(0.49)	5.6	(0.42)	6.8	(0.48)	5.8	(0.48)	4.5	(0.40)	4.1	(0.51)	2.7	(0.30)	3.0	(0.44)
Race/ethnicity[2]																		
White	—	(†)	4.3	(0.32)	3.7	(0.29)	3.8	(0.31)	4.2	(0.40)	2.5	(0.28)	2.2	(0.28)	1.6	(0.24)	1.6	(0.30)
Black	—	(†)	8.7	(1.00)	6.3	(0.87)	10.0	(1.13)	7.3	(0.96)	4.9	(0.73)	5.7	(1.10)	3.5	(0.86)	3.6	(0.78)
Hispanic	—	(†)	8.9	(1.03)	6.5	(0.75)	7.4	(0.80)	6.2	(0.84)	5.9	(0.80)	3.9	(0.70)	3.3	(0.50)	4.5	(0.86)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	7.4 !	(2.89)	‡	(†)	7.1 !	(2.50)	3.2 !	(1.15)	2.9 !	(1.03)
Other	—	(†)	5.4	(1.04)	6.6	(1.32)	3.9	(1.02)	3.1 !	(1.28)	‡	(†)	4.0 !	(1.79)	2.5 !	(1.05)	3.2 !	(1.42)
Grade																		
6th	—	(†)	7.8	(1.11)	6.3	(1.15)	6.8	(1.01)	5.6	(0.99)	5.9	(1.20)	3.3	(0.89)	3.0	(0.86)	3.9	(0.88)
7th	—	(†)	6.1	(0.72)	5.5	(0.80)	6.7	(0.80)	7.5	(0.89)	3.0	(0.55)	4.0	(0.78)	2.7	(0.58)	2.2	(0.54)
8th	—	(†)	5.5	(0.66)	4.4	(0.61)	5.3	(0.71)	5.0	(0.72)	3.6	(0.65)	3.3	(0.72)	2.1	(0.43)	2.4 !	(0.80)
9th	—	(†)	4.6	(0.63)	4.5	(0.62)	4.3	(0.55)	3.8	(0.61)	4.0	(0.75)	2.6	(0.62)	3.5	(0.65)	2.8	(0.59)
10th	—	(†)	4.8	(0.63)	4.2	(0.63)	5.3	(0.67)	4.7	(0.66)	3.0	(0.60)	5.5	(0.96)	1.7	(0.46)	4.4	(0.83)
11th	—	(†)	5.9	(0.72)	4.7	(0.62)	4.7	(0.69)	4.2	(0.74)	2.3	(0.56)	2.2	(0.56)	2.9	(0.70)	2.2	(0.47)
12th	—	(†)	6.1	(0.86)	3.3	(0.62)	4.9	(0.72)	5.4	(0.98)	3.2	(0.61)	2.1	(0.63)	1.0 !	(0.37)	1.3 !	(0.46)
Urbanicity[3]																		
Urban	—	(†)	9.1	(0.82)	7.4	(0.68)	8.1	(0.60)	6.7	(0.61)	5.3	(0.67)	5.8	(0.87)	3.4	(0.42)	4.0	(0.54)
Suburban	—	(†)	5.0	(0.31)	3.8	(0.33)	4.4	(0.34)	4.6	(0.43)	2.7	(0.36)	2.5	(0.33)	2.2	(0.30)	2.2	(0.42)
Rural	—	(†)	3.0	(0.71)	3.0	(0.59)	4.0	(0.69)	4.7	(0.98)	2.8	(0.54)	1.9	(0.48)	1.0 !	(0.35)	1.7	(0.49)
Control of school																		
Public	—	(†)	5.8	(0.32)	4.6	(0.30)	5.4	(0.31)	5.2	(0.34)	3.6	(0.30)	3.5	(0.33)	2.4	(0.23)	2.7	(0.36)
Private	—	(†)	5.0	(0.92)	5.1	(1.08)	4.7	(0.89)	4.9	(1.41)	2.1 !	(0.72)	1.8 !	(0.71)	1.6 !	(0.68)	2.0 !	(0.70)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered fearful. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2013. (This table was prepared September 2014.)

Table 18.1. Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student and school characteristics: Selected years, 1995 through 2013

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995		1999		2001		2003		2005		2007[1]		2009[1]		2011[1]		2013[1]	
1	2		3		4		5		6		7		8		9		10	
Total, any avoidance	**—**	**(†)**	**6.9**	**(0.34)**	**6.1**	**(0.32)**	**5.0**	**(0.30)**	**5.5**	**(0.32)**	**7.2**	**(0.36)**	**5.0**	**(0.35)**	**5.5**	**(0.34)**	**4.7**	**(0.31)**
Avoided one or more places in school																		
Total	8.7	(0.29)	4.6	(0.29)	4.7	(0.27)	4.0	(0.27)	4.5	(0.28)	5.8	(0.31)	4.0	(0.32)	4.7	(0.30)	3.7	(0.27)
Entrance to the school	2.1	(0.15)	1.1	(0.14)	1.2	(0.11)	1.2	(0.11)	1.0	(0.14)	1.5	(0.15)	0.9	(0.15)	0.9	(0.13)	0.8	(0.14)
Hallways or stairs in school	4.2	(0.21)	2.1	(0.17)	2.1	(0.18)	1.7	(0.17)	2.1	(0.21)	2.6	(0.21)	2.2	(0.23)	2.5	(0.21)	1.7	(0.18)
Parts of the school cafeteria	2.5	(0.18)	1.3	(0.15)	1.4	(0.16)	1.2	(0.13)	1.8	(0.16)	1.9	(0.19)	1.1	(0.17)	1.8	(0.18)	1.4	(0.19)
Any school restrooms	4.4	(0.22)	2.1	(0.19)	2.2	(0.19)	2.0	(0.16)	2.1	(0.20)	2.6	(0.24)	1.4	(0.19)	1.7	(0.19)	1.3	(0.16)
Other places inside the school building	2.5	(0.18)	1.4	(0.17)	1.4	(0.14)	1.2	(0.14)	1.4	(0.18)	1.5	(0.17)	1.0	(0.16)	1.1	(0.15)	0.8	(0.13)
Sex																		
Male	8.8	(0.43)	4.6	(0.35)	4.7	(0.40)	3.9	(0.34)	4.9	(0.46)	6.1	(0.47)	3.9	(0.45)	3.9	(0.42)	3.4	(0.34)
Female	8.5	(0.46)	4.6	(0.39)	4.6	(0.35)	4.1	(0.37)	4.1	(0.40)	5.5	(0.41)	4.0	(0.42)	5.5	(0.40)	3.9	(0.43)
Race/ethnicity[2]																		
White	7.1	(0.32)	3.8	(0.27)	3.9	(0.30)	3.0	(0.27)	3.6	(0.30)	5.3	(0.36)	3.3	(0.38)	4.4	(0.38)	3.0	(0.34)
Black	12.1	(1.01)	6.7	(0.90)	6.6	(0.75)	5.1	(0.79)	7.2	(0.98)	8.3	(1.02)	6.1	(1.04)	4.5	(0.80)	3.3	(0.79)
Hispanic	12.9	(0.97)	6.2	(0.73)	5.5	(0.71)	6.3	(0.70)	6.0	(0.80)	6.8	(0.82)	4.8	(0.86)	6.0	(0.68)	4.9	(0.63)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	2.5 !	(0.87)	‡	(†)	3.7 !	(1.53)	2.7 !	(1.06)	3.8 !	(1.26)
Other	11.1	(1.61)	5.4	(0.99)	6.2	(1.16)	4.4	(1.02)	4.3 !	(1.86)	3.5 !	(1.22)	‡	(†)	3.3 !	(1.04)	5.9	(1.72)
Grade																		
6th	11.6	(0.99)	5.9	(0.92)	6.8	(0.93)	5.6	(0.94)	7.9	(1.27)	7.8	(1.20)	7.1	(1.13)	6.9	(0.99)	4.4	(0.92)
7th	11.8	(0.89)	6.1	(0.72)	6.2	(0.79)	5.7	(0.73)	5.8	(0.93)	7.5	(0.86)	5.5	(0.86)	5.1	(0.76)	4.6	(0.72)
8th	8.8	(0.77)	5.5	(0.70)	5.2	(0.62)	4.7	(0.63)	4.5	(0.67)	5.9	(0.84)	4.8	(0.93)	5.2	(0.75)	2.7	(0.62)
9th	9.5	(0.71)	5.3	(0.63)	5.0	(0.61)	5.1	(0.62)	5.2	(0.78)	6.7	(0.81)	4.5	(0.89)	3.7	(0.67)	5.1	(0.78)
10th	7.8	(0.75)	4.7	(0.61)	4.2	(0.64)	3.1	(0.54)	4.2	(0.65)	5.5	(0.80)	4.2	(0.88)	5.4	(0.72)	4.0	(0.72)
11th	6.9	(0.64)	2.5	(0.46)	2.8	(0.43)	2.5	(0.53)	3.3	(0.58)	4.2	(0.70)	1.2 !	(0.44)	3.6	(0.65)	2.5	(0.61)
12th	4.1	(0.74)	2.4	(0.51)	3.0	(0.64)	1.2 !	(0.41)	1.3 !	(0.41)	3.2	(0.71)	1.6 !	(0.50)	3.7	(0.71)	2.3	(0.62)
Urbanicity[3]																		
Urban	11.7	(0.73)	5.8	(0.48)	6.0	(0.52)	5.7	(0.59)	6.3	(0.67)	6.1	(0.65)	5.5	(0.69)	5.3	(0.61)	4.3	(0.54)
Suburban	7.9	(0.40)	4.7	(0.38)	4.3	(0.38)	3.5	(0.30)	3.8	(0.36)	5.2	(0.38)	3.1	(0.38)	4.6	(0.36)	3.3	(0.33)
Rural	7.0	(0.65)	3.0	(0.56)	3.9	(0.70)	2.8	(0.53)	4.2	(0.74)	6.9	(0.69)	4.3	(0.80)	3.5	(0.54)	3.5	(0.68)
School control																		
Public	9.3	(0.33)	5.0	(0.31)	4.9	(0.29)	4.2	(0.29)	4.8	(0.30)	6.2	(0.35)	4.2	(0.34)	4.9	(0.32)	3.9	(0.29)
Private	2.2	(0.47)	1.6	(0.45)	2.0 !	(0.69)	1.5 !	(0.49)	1.4 !	(0.55)	1.4 !	(0.54)	1.8 !	(0.73)	2.1 !	(0.70)	1.0 !	(0.49)
Avoided school activities or classes																		
Total	—	(†)	3.2	(0.22)	2.3	(0.18)	1.9	(0.18)	2.1	(0.23)	2.6	(0.23)	2.1	(0.25)	2.0	(0.20)	2.0	(0.21)
Any activities[4]	1.7	(0.15)	0.8	(0.10)	1.1	(0.12)	1.0	(0.11)	1.0	(0.16)	1.8	(0.20)	1.3	(0.20)	1.2	(0.16)	1.0	(0.13)
Any classes	—	(†)	0.6	(0.09)	0.6	(0.09)	0.6	(0.10)	0.7	(0.13)	0.7	(0.12)	0.6	(0.13)	0.7	(0.10)	0.5	(0.10)
Stayed home from school	—	(†)	2.3	(0.19)	1.1	(0.13)	0.8	(0.11)	0.7	(0.11)	0.8	(0.13)	0.6	(0.14)	0.8	(0.12)	0.9	(0.13)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
[2]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[4]Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities."
NOTE: Students were asked whether they avoided places or activities because they thought that someone might attack or harm them. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Detail may not sum to totals because of rounding and because students reporting more than one type of avoidance were counted only once in the totals.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1995 through 2013. (This table was prepared September 2014.)

Table 19.1. Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2011–12

Disability status, sex, and race/ethnicity	Corporal punishment[1]	One or more in-school suspension[2]	Out-of-school suspensions[3]			Expulsions[4]				Referral to law enforcement[5]	School-related arrest[6]
						Total[7]					
			Total	Only one	More than one	All expulsions	Under zero-tolerance policies[8]	With educational services	Without educational services		
1	2	3	4	5	6	7	8	9	10	11	12
All students											
Total	**166,807**	**3,385,868**	**3,172,403**	**1,752,997**	**1,419,690**	**111,018**	**29,677**	**69,995**	**40,989**	**249,752**	**64,218**
Sex											
Male	130,591	2,271,265	2,215,608	1,193,437	1,022,224	83,283	22,310	52,937	30,343	178,132	45,802
Female	36,216	1,114,603	956,795	559,560	397,466	27,735	7,367	17,058	10,646	71,620	18,416
Race/ethnicity[9]											
White	87,607	1,381,239	1,084,048	639,584	444,670	39,766	11,597	24,812	14,947	104,484	25,113
Black	57,215	1,045,021	1,200,401	596,261	604,181	39,443	6,924	22,544	16,895	67,907	19,149
Hispanic	14,085	756,254	688,774	400,155	288,672	23,696	8,746	17,551	6,130	60,187	15,426
Asian	439	34,539	34,526	24,510	9,999	1,096	372	816	282	3,343	728
Pacific Islander	87	5,541	8,258	5,219	3,045	266	229	179	87	513	201
American Indian/Alaska Native	3,922	43,686	44,549	26,035	18,492	2,443	523	1,340	1,104	5,588	1,357
Two or more races	2,087	80,418	80,738	43,667	37,087	2,845	846	1,623	1,224	5,565	1,586
Race/ethnicity by sex[9]											
Male											
White	71,152	977,726	807,781	465,059	342,736	30,700	8,778	19,261	11,452	76,763	18,413
Black	42,211	650,932	776,082	371,985	404,088	27,985	5,285	16,136	11,844	45,689	12,906
Hispanic	11,017	502,718	487,822	273,471	214,426	18,508	6,408	13,655	4,849	43,214	11,262
Asian	361	25,395	27,045	18,970	8,064	887	291	648	239	2,626	575
Pacific Islander	65	3,842	5,931	3,668	2,263	197	186	146	50	370	144
American Indian/Alaska Native	3,054	28,552	30,389	17,259	13,126	1,745	385	977	771	3,884	934
Two or more races	1,642	52,641	56,314	29,668	26,644	2,056	636	1,191	866	3,880	1,060
Female											
White	16,455	403,513	276,267	174,525	101,934	9,066	2,819	5,551	3,495	27,721	6,700
Black	15,004	394,089	424,319	224,276	200,093	11,458	1,639	6,408	5,051	22,218	6,243
Hispanic	3,068	253,536	200,952	126,684	74,246	5,188	2,338	3,896	1,281	16,973	4,164
Asian	78	9,144	7,481	5,540	1,935	209	81	168	43	717	153
Pacific Islander	22	1,699	2,327	1,551	782	69	43	33	37	143	57
American Indian/Alaska Native	868	15,134	14,160	8,776	5,366	698	138	363	333	1,704	423
Two or more races	445	27,777	24,424	13,999	10,443	789	210	432	358	1,685	526
Students with disabilities											
Total	**25,668**	**666,499**	**720,928**	**361,018**	**360,049**	**23,032**	**6,260**	**17,444**	**5,577**	**58,805**	**16,576**
Sex											
Male	21,525	510,812	569,752	278,742	291,093	18,917	5,121	14,355	4,563	46,884	13,049
Female	4,143	155,687	151,176	82,276	68,956	4,115	1,139	3,089	1,014	11,921	3,527
Race/ethnicity[9]											
White	13,390	281,208	275,051	144,286	130,825	8,448	2,501	6,499	1,953	25,399	6,317
Black	7,824	192,218	237,998	110,605	127,491	7,547	1,349	5,606	1,938	15,735	5,005
Hispanic	1,968	124,261	138,982	68,749	70,217	4,157	1,385	3,265	889	12,415	3,553
Asian	36	3,582	4,971	3,102	1,863	133	74	104	29	447	145
Pacific Islander	10	1,101	2,389	1,371	1,018	47	169	35	12	88	107
American Indian/Alaska Native	703	9,193	10,812	5,906	4,900	615	112	405	212	1,242	329
Two or more races	372	15,766	19,616	9,433	10,191	622	230	400	224	1,314	462
Race/ethnicity by sex[9]											
Male											
White	11,453	221,833	225,121	115,240	109,887	6,976	2,061	5,379	1,608	20,631	5,069
Black	6,429	142,039	180,611	81,592	99,093	6,041	1,121	4,488	1,552	12,207	3,807
Hispanic	1,631	94,865	109,707	53,127	56,596	3,540	1,121	2,780	757	9,882	2,846
Asian	28	2,889	4,208	2,602	1,600	115	60	90	24	378	113
Pacific Islander	8	881	1,908	1,069	839	37	139	29	8	65	75
American Indian/Alaska Native	574	6,918	8,406	4,471	3,936	494	94	328	169	971	260
Two or more races	313	11,928	15,547	7,284	8,265	509	184	338	173	1,044	371
Female											
White	1,937	59,375	49,930	29,046	20,938	1,472	440	1,120	345	4,768	1,248
Black	1,395	50,179	57,387	29,013	28,398	1,506	228	1,118	386	3,528	1,198
Hispanic	337	29,396	29,275	15,622	13,621	617	264	485	132	2,533	707
Asian	8	693	763	500	263	18	14	14	5	69	32
Pacific Islander	1-3	220	481	302	179	10	30	6	4	23	32
American Indian/Alaska Native	129	2,275	2,406	1,435	964	121	18	77	43	271	69
Two or more races	59	3,838	4,069	2,149	1,926	113	46	62	51	270	91

[1]Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.

[2]An in-school suspension is an instance in which a student is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel.

[3]For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.

[4]Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

[5]Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.

[6]A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

[7]Totals include expulsions with and without educational services.

[8]Includes all expulsions under zero-tolerance policies, including expulsions with and without educational services. A zero-tolerance policy results in mandatory expulsion of any student who commits one or more specified offenses (for example, offenses involving guns, other weapons, violence, or similar factors, or combinations of these factors). A policy is considered zero tolerance even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local education agency to modify the expulsion on a case-by-case basis.

[9]Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA).

NOTE: Student counts between 1 and 3 are displayed as 1-3 to protect student privacy. Detail may not sum to totals because of privacy protection routines applied to the data. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011–12 Discipline Estimations by State." (This table was prepared November 2015.)

Table 19.2. Percentage of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2011–12

Disability status, sex, and race/ethnicity	Corporal punishment[1]	One or more in-school suspension[2]	Out-of-school suspensions[3]			Expulsions[4]				Referral to law enforcement[5]	School-related arrest[6]
						Total[7]					
			Total	Only one	More than one	All expulsions	Under zero-tolerance policies[8]	With educational services	Without educational services		
1	2	3	4	5	6	7	8	9	10	11	12
All students											
Total	**0.34**	**6.83**	**6.40**	**3.53**	**2.86**	**0.22**	**0.06**	**0.14**	**0.08**	**0.50**	**0.13**
Sex											
Male	0.51	8.91	8.69	4.68	4.01	0.33	0.09	0.21	0.12	0.70	0.18
Female	0.15	4.62	3.97	2.32	1.65	0.12	0.03	0.07	0.04	0.30	0.08
Race/ethnicity[9]											
White	0.35	5.49	4.31	2.54	1.77	0.16	0.05	0.10	0.06	0.42	0.10
Black	0.74	13.43	15.43	7.66	7.76	0.51	0.09	0.29	0.22	0.87	0.25
Hispanic	0.12	6.53	5.95	3.46	2.49	0.20	0.08	0.15	0.05	0.52	0.13
Asian	0.02	1.50	1.50	1.06	0.43	0.05	0.02	0.04	0.01	0.15	0.03
Pacific Islander	0.04	2.52	3.75	2.37	1.38	0.12	0.10	0.08	0.04	0.23	0.09
American Indian/Alaska Native	0.69	7.70	7.85	4.59	3.26	0.43	0.09	0.24	0.19	0.98	0.24
Two or more races	0.16	6.34	6.37	3.44	2.92	0.22	0.07	0.13	0.10	0.44	0.13
Race/ethnicity by sex[9]											
Male											
White	0.55	7.56	6.24	3.60	2.65	0.24	0.07	0.15	0.09	0.59	0.14
Black	1.06	16.42	19.57	9.38	10.19	0.71	0.13	0.41	0.30	1.15	0.33
Hispanic	0.19	8.49	8.24	4.62	3.62	0.31	0.11	0.23	0.08	0.73	0.19
Asian	0.03	2.17	2.31	1.62	0.69	0.08	0.02	0.06	0.02	0.22	0.05
Pacific Islander	0.06	3.38	5.22	3.23	1.99	0.17	0.16	0.13	0.04	0.33	0.13
American Indian/Alaska Native	1.05	9.82	10.46	5.94	4.52	0.60	0.13	0.34	0.27	1.34	0.32
Two or more races	0.26	8.24	8.81	4.64	4.17	0.32	0.10	0.19	0.14	0.61	0.17
Female											
White	0.13	3.30	2.26	1.43	0.83	0.07	0.02	0.05	0.03	0.23	0.05
Black	0.39	10.33	11.12	5.88	5.24	0.30	0.04	0.17	0.13	0.58	0.16
Hispanic	0.05	4.48	3.55	2.24	1.31	0.09	0.04	0.07	0.02	0.30	0.07
Asian	0.01	0.81	0.66	0.49	0.17	0.02	0.01	0.01	0.00	0.06	0.01
Pacific Islander	0.02	1.60	2.19	1.46	0.73	0.06	0.04	0.03	0.03	0.13	0.05
American Indian/Alaska Native	0.31	5.46	5.11	3.17	1.94	0.25	0.05	0.13	0.12	0.62	0.15
Two or more races	0.07	4.41	3.88	2.22	1.66	0.13	0.03	0.07	0.06	0.27	0.08
Students with disabilities											
Total	**0.42**	**10.95**	**11.84**	**5.93**	**5.92**	**0.38**	**0.10**	**0.29**	**0.09**	**0.97**	**0.27**
Sex											
Male	0.53	12.59	14.04	6.87	7.17	0.47	0.13	0.35	0.11	1.16	0.32
Female	0.20	7.67	7.45	4.05	3.40	0.20	0.06	0.15	0.05	0.59	0.17
Race/ethnicity[9]											
White	0.41	8.71	8.51	4.47	4.05	0.26	0.08	0.20	0.06	0.79	0.20
Black	0.67	16.57	20.52	9.54	10.99	0.65	0.12	0.48	0.17	1.36	0.43
Hispanic	0.15	9.57	10.70	5.29	5.41	0.32	0.11	0.25	0.07	0.96	0.27
Asian	0.03	2.61	3.62	2.26	1.36	0.10	0.05	0.08	0.02	0.33	0.11
Pacific Islander	0.04	4.74	10.28	5.90	4.38	0.20	0.73	0.15	0.05	0.38	0.46
American Indian/Alaska Native	0.79	10.32	12.14	6.63	5.50	0.69	0.13	0.45	0.24	1.39	0.37
Two or more races	0.25	10.64	13.24	6.37	6.88	0.42	0.16	0.27	0.15	0.89	0.31
Race/ethnicity by sex[9]											
Male											
White	0.53	10.32	10.48	5.36	5.11	0.32	0.10	0.25	0.07	0.96	0.24
Black	0.83	18.24	23.19	10.48	12.72	0.78	0.14	0.58	0.20	1.57	0.49
Hispanic	0.19	10.98	12.70	6.15	6.55	0.41	0.13	0.32	0.09	1.14	0.33
Asian	0.03	3.10	4.52	2.80	1.72	0.12	0.06	0.10	0.03	0.41	0.12
Pacific Islander	0.05	5.55	12.01	6.73	5.28	0.23	0.87	0.18	0.05	0.41	0.47
American Indian/Alaska Native	0.98	11.85	14.40	7.66	6.74	0.85	0.16	0.56	0.29	1.66	0.45
Two or more races	0.32	12.12	15.79	7.40	8.40	0.52	0.19	0.34	0.18	1.06	0.38
Female											
White	0.18	5.49	4.62	2.69	1.94	0.14	0.04	0.10	0.03	0.44	0.12
Black	0.37	13.17	15.06	7.61	7.45	0.40	0.06	0.29	0.10	0.93	0.31
Hispanic	0.08	6.76	6.73	3.59	3.13	0.14	0.06	0.11	0.03	0.58	0.16
Asian	0.02	1.57	1.73	1.13	0.60	0.04	0.03	0.03	0.01	0.16	0.07
Pacific Islander	‡	2.99	6.55	4.11	2.44	0.14	0.41	0.08	0.05	0.31	0.44
American Indian/Alaska Native	0.42	7.42	7.84	4.68	3.14	0.39	0.06	0.25	0.14	0.88	0.22
Two or more races	0.12	7.73	8.19	4.33	3.88	0.23	0.09	0.12	0.10	0.54	0.18

‡Reporting standards not met (too few cases).

[1]Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.

[2]An in-school suspension is an instance in which a student is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel.

[3]For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.

[4]Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

[5]Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.

[6]A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

[7]Totals include expulsions with and without educational services.

[8]Includes all expulsions under zero-tolerance policies, including expulsions with and without educational services. A zero-tolerance policy results in mandatory expulsion of any student who commits one or more specified offenses (for example, offenses involving guns, other weapons, violence, or similar factors, or combinations of these factors). A policy is considered zero tolerance even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local education agency to modify the expulsion on a case-by-case basis.

[9]Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA).

NOTE: The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011–12 Discipline Estimations by State" and "2011–12 Estimations for Enrollment." (This table was prepared November 2015.)

Table 19.3. Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2011–12

State	Percent receiving out-of-school suspensions[1]										Percent expelled[2]									
		Sex		Race/ethnicity[3]								Sex		Race/ethnicity[3]						
	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	**6.40**	**8.69**	**3.97**	**4.31**	**15.43**	**5.95**	**1.50**	**3.75**	**7.85**	**6.37**	**0.22**	**0.33**	**0.12**	**0.16**	**0.51**	**0.20**	**0.05**	**0.12**	**0.43**	**0.22**
Alabama	9.63	12.44	6.67	5.52	18.02	3.77	1.94	4.79	6.32	5.95	0.14	0.20	0.08	0.09	0.24	0.06	0.04	0.87	0.06	0.21
Alaska	4.99	7.10	2.72	3.69	8.69	4.61	1.93	6.41	8.29	4.60	0.07	0.11	0.03	0.05	0.25	0.11	0.05	0.20	0.07	0.06
Arizona	6.08	8.66	3.36	4.62	12.43	6.51	1.99	5.07	10.37	7.52	0.06	0.10	0.03	0.05	0.09	0.06	0.01	‡	0.24	0.05
Arkansas	7.66	10.34	4.85	4.98	18.47	4.88	1.91	6.91	3.89	4.60	0.15	0.23	0.07	0.14	0.23	0.10	0.06	0.17	0.19	0.11
California	5.75	8.13	3.24	4.88	14.56	5.86	1.87	5.40	9.20	4.60	0.25	0.38	0.10	0.24	0.57	0.24	0.09	0.22	0.47	0.22
Colorado	4.87	6.87	2.77	3.46	11.18	6.64	2.10	4.13	8.24	5.00	0.25	0.40	0.10	0.18	0.67	0.33	0.09	0.43	0.69	0.26
Connecticut	4.61	5.97	3.17	2.20	12.40	6.18	0.84	3.78	5.94	4.80	0.24	0.35	0.12	0.16	0.55	0.36	0.04	‡	0.26	0.20
Delaware	10.30	13.39	7.02	5.98	18.72	8.33	2.02	6.59	5.28	6.46	0.14	0.20	0.07	0.10	0.23	0.06	‡	‡	0.93	‡
District of Columbia	13.17	16.38	9.95	0.88	16.42	4.84	1.70	‡	1.80	2.13	0.22	0.30	0.15	‡	0.26	0.04	‡	‡	‡	‡
Florida	11.64	15.88	7.15	9.04	20.16	10.07	2.07	6.92	11.68	12.85	0.04	0.05	0.02	0.04	0.04	0.03	0.01	‡	0.06	0.06
Georgia	8.94	11.67	6.07	4.50	16.17	5.55	1.98	8.20	6.60	7.19	0.26	0.38	0.13	0.17	0.44	0.11	0.02	0.33	0.13	0.26
Hawaii	1.37	2.13	0.54	1.17	1.56	1.45	0.45	2.04	1.78	1.10	0.01	0.02	#	0.02	‡	0.03	‡	0.02	‡	‡
Idaho	3.27	4.90	1.53	3.00	5.99	4.40	1.24	3.59	6.05	2.95	0.15	0.23	0.07	0.12	0.13	0.31	0.10	‡	0.33	‡
Illinois	5.94	7.71	4.07	3.47	15.54	5.02	1.14	3.38	5.01	5.70	0.18	0.25	0.10	0.13	0.44	0.13	0.01	‡	0.27	0.20
Indiana	7.44	10.10	4.64	5.29	20.72	7.26	1.93	5.00	6.93	10.10	0.59	0.83	0.34	0.43	1.68	0.57	0.08	‡	0.49	0.65
Iowa	3.64	5.02	2.17	2.68	15.30	5.54	1.35	3.37	5.17	5.76	0.04	0.06	0.01	0.03	0.08	0.05	0.06	‡	‡	0.05
Kansas	4.01	5.67	2.25	2.82	12.91	5.11	1.56	2.36	4.85	4.69	0.14	0.22	0.05	0.12	0.34	0.11	0.07	‡	0.36	0.18
Kentucky	5.35	7.34	3.23	4.48	13.14	3.70	1.33	1.68	4.72	5.89	0.04	0.06	0.02	0.04	0.04	0.03	‡	‡	‡	0.04
Louisiana	9.49	12.43	6.39	5.68	13.99	5.17	2.10	3.92	8.72	6.35	0.83	1.18	0.46	0.43	1.31	0.34	0.12	‡	1.05	0.33
Maine	4.01	5.75	2.15	3.95	8.17	4.94	1.55	2.60	4.88	4.08	0.06	0.10	0.02	0.06	0.11	0.14	‡	‡	‡	‡
Maryland	5.63	7.41	3.75	3.85	9.12	3.49	1.04	1.03	5.60	5.04	0.17	0.23	0.11	0.07	0.35	0.05	0.02	‡	0.32	0.11
Massachusetts	5.00	6.80	3.11	3.51	10.82	8.89	1.58	3.63	8.10	7.64	0.04	0.06	0.01	0.02	0.12	0.07	0.03	‡	0.26	0.02
Michigan	8.39	11.21	5.39	5.45	20.86	7.72	2.01	3.26	8.58	7.45	0.21	0.30	0.11	0.17	0.39	0.21	0.04	‡	0.36	0.15
Minnesota	3.64	5.08	2.13	2.23	13.64	4.57	1.68	1.85	10.41	4.22	0.18	0.22	0.15	0.08	1.11	0.18	0.02	‡	0.34	0.11
Mississippi	10.31	13.51	6.96	5.43	15.54	4.13	2.46	9.09	4.39	4.43	0.21	0.33	0.09	0.12	0.31	0.07	0.08	‡	‡	1.27
Missouri	7.11	9.61	4.44	4.45	20.64	5.60	1.99	4.00	6.69	6.77	0.16	0.24	0.09	0.17	0.17	0.12	0.04	‡	0.54	0.18
Montana	4.39	6.33	2.34	3.34	5.36	4.39	1.45	3.22	11.66	3.62	0.11	0.16	0.07	0.06	‡	0.08	‡	‡	0.45	‡
Nebraska	4.64	6.38	2.76	3.21	16.34	4.86	2.25	3.57	8.77	5.47	0.22	0.30	0.13	0.15	0.87	0.21	0.13	‡	0.31	0.32
Nevada	5.56	7.73	3.25	4.26	12.51	5.77	1.79	4.74	7.69	5.05	0.02	0.03	0.01	0.03	‡	0.01	‡	‡	0.14	0.02
New Hampshire	5.42	7.64	3.07	5.37	13.71	7.31	1.83	2.38	3.81	2.71	0.03	0.05	0.02	0.03	0.11	0.08	‡	‡	‡	‡
New Jersey	4.68	6.31	2.97	2.85	11.54	5.71	1.00	2.50	4.21	3.43	0.04	0.05	0.02	0.01	0.13	0.04	‡	‡	‡	0.04
New Mexico	7.25	9.49	4.89	4.93	10.87	8.07	2.48	2.63	8.31	7.23	0.22	0.33	0.10	0.10	0.30	0.19	0.15	‡	0.66	0.35
New York	3.43	4.66	2.13	3.12	6.77	2.45	0.53	1.02	4.65	4.17	0.09	0.13	0.05	0.10	0.14	0.04	0.01	0.08	0.25	0.20
North Carolina	8.64	11.84	5.27	5.38	17.19	6.50	1.64	4.62	14.14	9.03	0.04	0.06	0.02	0.04	0.06	0.03	‡	‡	0.09	0.04
North Dakota	1.94	2.67	1.15	1.37	2.88	2.29	0.41	3.38	6.76	‡	0.07	0.10	0.03	0.05	‡	‡	‡	‡	0.24	‡
Ohio	6.84	9.25	4.27	4.38	18.51	6.82	1.55	5.53	6.30	8.89	0.32	0.46	0.18	0.19	0.99	0.34	0.05	0.71	0.16	0.32
Oklahoma	5.96	8.10	3.68	4.74	15.20	7.29	1.97	5.14	4.79	3.03	1.04	1.39	0.68	0.60	4.02	1.00	0.25	0.74	0.83	1.20
Oregon	5.25	7.58	2.78	4.86	12.03	5.97	1.75	5.22	8.05	5.86	0.36	0.53	0.17	0.33	0.64	0.42	0.05	0.42	0.79	0.35
Pennsylvania	6.11	8.15	3.95	3.53	17.25	9.85	1.46	2.60	4.23	7.15	0.24	0.34	0.14	0.15	0.59	0.49	0.03	0.27	0.13	0.14
Rhode Island	8.77	11.69	5.64	6.59	16.43	12.74	4.85	9.95	14.24	8.82	0.01	0.01	‡	0.01	‡	‡	‡	‡	‡	‡
South Carolina	10.31	13.70	6.71	6.47	17.18	6.17	2.22	6.73	10.50	8.38	0.40	0.62	0.18	0.25	0.70	0.17	‡	‡	0.60	0.30
South Dakota	3.37	4.61	2.04	2.20	8.10	4.68	2.24	3.33	10.72	3.42	0.05	0.08	0.01	0.03	‡	0.08	‡	‡	0.13	‡
Tennessee	7.92	10.38	5.32	4.42	19.48	4.76	2.23	3.30	5.57	4.76	0.81	1.14	0.46	0.31	2.43	0.35	0.14	0.35	0.48	0.27
Texas	5.39	7.35	3.32	2.83	13.13	5.30	1.16	3.84	3.88	4.47	0.28	0.41	0.13	0.21	0.48	0.27	0.05	0.20	0.23	0.31
Utah	2.45	3.59	1.25	1.99	6.61	4.12	1.48	3.70	5.89	2.66	0.03	0.05	0.02	0.03	0.07	0.03	‡	0.04	0.17	0.04
Vermont	4.53	6.34	2.60	4.51	6.99	5.40	0.83	4.49	10.71	3.41	0.07	0.12	0.01	0.07	‡	‡	‡	‡	‡	‡
Virginia	6.78	9.24	4.15	4.69	14.26	4.33	1.04	3.92	6.34	5.75	0.11	0.18	0.04	0.08	0.19	0.12	0.05	‡	0.09	0.08
Washington	5.40	7.78	2.87	4.71	11.83	6.34	1.87	7.42	9.95	6.05	0.35	0.53	0.16	0.31	0.44	0.47	0.09	0.45	0.83	0.31
West Virginia	8.43	11.62	5.00	8.08	17.68	6.58	1.85	3.64	3.68	7.02	0.24	0.35	0.11	0.23	0.37	0.23	‡	‡	‡	0.11
Wisconsin	5.41	7.23	3.48	2.71	25.72	6.16	1.45	2.64	8.98	5.93	0.23	0.32	0.13	0.20	0.54	0.20	0.04	0.53	0.36	0.21
Wyoming	3.65	5.28	1.92	3.33	8.55	4.74	1.14	1.46	6.56	4.79	0.19	0.30	0.08	0.16	0.46	0.36	‡	‡	0.32	‡

#Rounds to zero.
‡Reporting standards not met (too few cases).
[1]For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.

[2]Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes, with or without the continuation of educational services, for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
[3]Data by race/ethnicity exclude students with disabilities served only under Section 504 (not receiving services under IDEA).
NOTE: The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011–12 Discipline Estimations by State" and "2011–12 Estimations for Enrollment." (This table was prepared November 2015.)

Table 19.4. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and rate of incidents per 100,000 students, by discipline reason and state: 2013–14

State	Number of discipline incidents					Rate of discipline incidents per 100,000 students				
	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession	Total	Alcohol	Illicit drug	Violent incident[1]	Weapons possession
1	2	3	4	5	6	7	8	9	10	11
United States	**1,308,568**	**24,015**	**197,171**	**1,020,894**	**66,488**	**2,615**	**48**	**394**	**2,040**	**133**
Alabama	41,991	560	5,931	33,808	1,692	5,627	75	795	4,531	227
Alaska	2,755	116	580	1,915	144	2,104	89	443	1,462	110
Arizona	30,463	816	3,774	25,050	823	2,763	74	342	2,272	75
Arkansas	20,890	410	1,894	17,743	843	4,263	84	387	3,621	172
California	285,039	—[2]	46,425[2]	224,727	13,887	4,515	—[2]	735[2]	3,560	220
Colorado	61,546	711	6,866	53,262	707	7,018	81	783	6,073	81
Connecticut	25,670	418	1,379	22,643	1,230	4,700	77	252	4,146	225
Delaware	597	56	315	63	163	453	43	239	48	124
District of Columbia	7,088	33	198	6,655	202	9,069	42	253	8,515	258
Florida	16,755	992	10,642	3,605	1,516	616	36	391	133	56
Georgia	67,772	725	10,145	53,974	2,928	3,931	42	588	3,131	170
Hawaii	1,956	155	610	946	245	1,047	83	327	506	131
Idaho	946	62	481	233	170	319	21	162	79	57
Illinois	16,502	1,106	6,043	4,795	4,558	798	54	292	232	221
Indiana	42,221	931	3,229	36,447	1,614	4,031	89	308	3,480	154
Iowa	12,410	301	2,000	9,336	773	2,467	60	398	1,856	154
Kansas	11,106	237	2,068	8,186	615	2,237	48	417	1,649	124
Kentucky	44,472	649	9,521	33,947	355	6,565	96	1,406	5,011	52
Louisiana	47,602	340	5,339	40,574	1,349	6,690	48	750	5,703	190
Maine	3,257	110	595	2,381	171	1,770	60	323	1,294	93
Maryland	33,586	584	3,077	28,215	1,710	3,878	67	355	3,257	197
Massachusetts[3]	24,272	542	2,727	19,795	1,208	2,540	57	285	2,071	126
Michigan	11,677	245	1,450	9,101	881	754	16	94	588	57
Minnesota[3]	21,097	478	4,045	15,511	1,063	2,479	56	475	1,823	125
Mississippi	15,040	304	803	13,276	657	3,053	62	163	2,695	133
Missouri	19,993	917	6,732	10,904	1,440	2,177	100	733	1,187	157
Montana	4,768	162	1,030	3,334	242	3,308	112	715	2,313	168
Nebraska	8,229	169	1,307	6,305	448	2,675	55	425	2,049	146
Nevada	10,015	278	1,968	7,317	452	2,217	62	436	1,619	100
New Hampshire	5,022	124	701	3,855	342	2,696	67	376	2,069	184
New Jersey	12,026	371	2,320	8,541	794	878	27	169	623	58
New Mexico	13,878	303	3,619	9,117	839	4,091	89	1,067	2,687	247
New York	18,625	1,373	5,160	7,037	5,055	682	50	189	258	185
North Carolina	65,259	858	10,413	51,417	2,571	4,263	56	680	3,359	168
North Dakota	1,460	58	432	899	71	1,405	56	416	865	68
Ohio	76,271	1,047	8,175	64,108	2,941	4,424	61	474	3,718	171
Oklahoma	14,483	418	2,199	10,702	1,164	2,124	61	323	1,570	171
Oregon	15,104	379	2,850	11,332	543	2,547	64	481	1,911	92
Pennsylvania	39,744	698	2,793	33,741	2,512	2,264	40	159	1,922	143
Rhode Island	14,735	60	834	13,603	238	10,376	42	587	9,579	168
South Carolina	21,622	403	1,631	19,271	317	2,900	54	219	2,584	43
South Dakota[3]	3,297	100	827	2,154	216	2,519	76	632	1,646	165
Tennessee	36,335	2,643	525	33,075	92	3,657	266	53	3,329	9
Texas	2,468	37	1,422	517	492	48	1	28	10	10
Utah[3]	6,162	112	1,732	3,899	419	985	18	277	623	67
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	21,210	856	937	17,336	2,081	1,665	67	74	1,361	163
Washington	23,172	1,187	6,177	13,472	2,336	2,188	112	583	1,272	221
West Virginia	3,213	42	507	2,604	60	1,144	15	180	927	21
Wisconsin	24,116	535	2,735	19,797	1,049	2,758	61	313	2,264	120
Wyoming	651	4	8	369	270	702	4	9	398	291

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]Alcohol incidents were reported in the illicit drug category.
[3]This state did not report state-level counts of discipline incidents, but did report school-level counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted October 14, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2013–14. (This table was prepared October 2015.)

Table 20.1. Percentage of public schools with various safety and security measures, by school level: Selected years, 1999–2000 through 2013–14

[Standard errors appear in parentheses]

School safety and security measures	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]	
1	2		3		4		5		6		7	
Controlled access during school hours												
Buildings (e.g., locked or monitored doors)	74.6	(1.35)	83.0	(1.04)	84.9	(0.89)	89.5	(0.80)	91.7	(0.80)	93.3	(0.95)
Grounds (e.g., locked or monitored gates)	33.7	(1.26)	36.2	(1.08)	41.1	(1.25)	42.6	(1.41)	46.0	(1.26)	42.7	(1.53)
Visitors required to sign or check in	96.6	(0.54)	98.3	(0.40)	97.6	(0.42)	98.7	(0.37)	99.3	(0.27)	98.6	(0.49)
Campus closed for most students during lunch	64.6	(1.48)	66.0	(1.08)	66.1	(1.19)	65.0	(1.34)	66.9	(0.88)	92.6	(0.80)
Student dress, IDs, and school supplies												
Required students to wear uniforms	11.8	(0.82)	13.8	(0.85)	13.8	(0.78)	17.5	(0.70)	18.9	(1.02)	20.4	(1.27)
Enforced a strict dress code	47.4	(1.50)	55.1	(1.24)	55.3	(1.18)	54.8	(1.20)	56.9	(1.56)	58.5	(1.60)
Required students to wear badges or picture IDs	3.9	(0.32)	6.4	(0.64)	6.2	(0.47)	7.6	(0.60)	6.9	(0.57)	8.9	(0.81)
Required faculty and staff to wear badges or picture IDs	25.4	(1.39)	48.0	(1.21)	47.9	(1.12)	58.3	(1.37)	62.9	(1.14)	68.0	(1.65)
Required clear book bags or banned book bags on school grounds	5.9	(0.50)	6.2	(0.63)	6.4	(0.43)	6.0	(0.48)	5.5	(0.53)	6.3	(0.81)
Provided school lockers to students	46.5	(1.07)	49.5	(1.24)	50.5	(1.08)	48.9	(1.17)	52.1	(1.10)	49.9	(1.35)
Drug testing												
Athletes	—	(†)	4.2	(0.44)	5.0	(0.46)	6.4	(0.48)	6.0	(0.52)	6.6	(0.59)
Students in extracurricular activities (other than athletes)	—	(†)	2.6	(0.37)	3.4	(0.32)	4.5	(0.51)	4.6	(0.47)	4.3	(0.47)
Any other students	—	(†)	—	(†)	3.0	(0.34)	3.0	(0.42)	3.0	(0.26)	3.5	(0.44)
Metal detectors, dogs, and sweeps												
Random metal detector checks on students	7.2	(0.54)	5.6	(0.55)	4.9	(0.40)	5.3	(0.37)	5.2	(0.42)	4.2	(0.48)
Students required to pass through metal detectors daily	0.9	(0.16)	1.1	(0.16)	1.1	(0.18)	1.3	(0.20)	1.4	(0.24)	2.0	(0.40)
Random dog sniffs to check for drugs	20.6	(0.75)	21.3	(0.77)	23.0	(0.79)	21.5	(0.59)	22.9	(0.71)	24.1	(0.97)
Random sweeps[2] for contraband (e.g., drugs or weapons)	11.8	(0.54)	12.8	(0.58)	13.1	(0.76)	11.4	(0.71)	12.1	(0.68)	11.4	(0.86)
Communication systems and technology												
Provided telephones in most classrooms	44.6	(1.80)	60.8	(1.48)	66.9	(1.30)	71.6	(1.16)	74.0	(1.13)	78.7	(1.34)
Provided electronic notification system for schoolwide emergency	—	(†)	—	(†)	—	(†)	43.2	(1.26)	63.1	(1.40)	81.6	(1.12)
Provided structured anonymous threat reporting system[3]	—	(†)	—	(†)	—	(†)	31.2	(1.22)	35.9	(1.19)	46.5	(1.63)
Used security cameras to monitor the school	19.4	(0.88)	36.0	(1.28)	42.8	(1.29)	55.0	(1.37)	61.1	(1.16)	75.1	(1.31)
Provided two-way radios to any staff	—	(†)	71.2	(1.18)	70.9	(1.22)	73.1	(1.15)	73.3	(1.33)	74.2	(1.42)
Limited access to social networking sites from school computers	—	(†)	—	(†)	—	(†)	—	(†)	93.4	(0.59)	91.9	(0.80)
Prohibited use of cell phones and text messaging devices	—	(†)	—	(†)	—	(†)	—	(†)	90.9	(0.67)	75.9	(1.07)

—Not available.
†Not applicable.
[1]Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[2]Does not include random dog sniffs.
[3]For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared September 2015.)

Table 20.2. Percentage of public schools with various safety and security measures, by selected school characteristics: 2013–14

[Standard errors appear in parentheses]

School characteristic	Total schools				Percent of schools with safety and security measures																									
					Controlled access				Student dress, IDs, and school supplies												Metal detectors, dogs, and sweeps										Used security cameras to monitor the school	
	Number		Percentage distribution		School buildings[1]		School grounds[2]		School uniforms required		Strict dress code enforced		Student badges or picture IDs required		Faculty/staff badges or picture IDs required		Bookbags must be clear or are banned		Random metal detector checks		Daily metal detector checks[3]		Random dog sniffs for drugs		Random sweeps for contraband[4]			
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Total	**84,100**	**(840)**	**100.0**	**(†)**	**93.3**	**(0.95)**	**42.7**	**(1.53)**	**20.4**	**(1.27)**	**58.5**	**(1.60)**	**8.9**	**(0.81)**	**68.0**	**(1.65)**	**6.3**	**(0.81)**	**4.2**	**(0.48)**	**2.0**	**(0.40)**	**24.1**	**(0.97)**	**11.4**	**(0.86)**	**75.1**	**(1.31)**
School level[5]																												
Primary	49,700	(800)	59.1	(0.47)	94.5	(1.27)	47.3	(2.36)	22.7	(1.99)	52.6	(2.49)	4.1	(0.98)	72.8	(2.35)	4.5	(1.20)	1.4 !	(0.52)	1.0 !	(0.45)	5.5	(1.17)	3.3	(0.95)	67.2	(2.07)
Middle	16,100	(250)	19.1	(0.33)	94.9	(1.21)	36.2	(2.43)	19.7	(2.03)	70.5	(2.61)	16.0	(1.96)	68.5	(2.61)	9.9	(1.58)	7.6	(1.23)	2.4 !	(0.76)	44.2	(2.46)	19.9	(2.05)	83.7	(1.96)
High school/combined	18,400	(330)	21.8	(0.40)	88.8	(1.60)	35.9	(2.47)	14.8	(1.66)	63.8	(2.55)	15.6	(1.72)	54.4	(2.55)	8.1	(1.53)	8.7	(1.48)	4.3	(0.96)	57.0	(2.39)	26.1	(2.36)	89.2	(1.65)
Enrollment size																												
Less than 300	19,500	(1,540)	23.2	(1.63)	87.1	(2.98)	24.9	(3.65)	14.8	(2.54)	56.3	(3.96)	5.6 !	(1.95)	46.1	(4.25)	8.5	(2.04)	2.0 !	(0.88)	‡	(†)	28.8	(3.39)	14.3	(2.40)	73.2	(3.57)
300–499	25,400	(1,250)	30.1	(1.62)	96.9	(0.96)	43.5	(2.95)	20.3	(2.26)	56.6	(2.97)	8.0	(1.65)	71.0	(2.75)	5.4	(1.24)	4.6	(1.14)	2.1 !	(0.78)	15.1	(1.50)	8.3	(1.34)	74.8	(2.50)
500–999	30,700	(950)	36.5	(1.22)	94.7	(1.04)	50.4	(2.46)	25.1	(2.23)	59.8	(2.30)	7.9	(1.08)	76.6	(2.06)	5.6	(0.97)	3.7	(0.71)	2.1 !	(0.66)	22.1	(1.31)	10.1	(1.02)	72.8	(2.04)
1,000 or more	8,500	(300)	10.1	(0.38)	92.1	(1.38)	53.2	(2.92)	16.3	(2.39)	64.3	(3.03)	22.6	(2.46)	78.2	(2.43)	6.5	(1.35)	9.6	(1.55)	3.8	(1.05)	47.5	(3.06)	19.2	(2.27)	89.1	(2.11)
Locale																												
City	21,100	(570)	25.1	(0.56)	94.0	(1.30)	56.0	(3.14)	41.2	(3.24)	66.1	(2.99)	13.0	(1.73)	66.9	(3.06)	8.8	(1.78)	9.9	(1.48)	5.0	(1.14)	10.7	(1.01)	10.8	(1.28)	68.4	(3.07)
Suburban	23,500	(630)	28.0	(0.86)	96.6	(1.05)	44.9	(3.30)	17.0	(2.57)	56.2	(2.95)	9.9	(1.52)	79.1	(2.43)	3.1 !	(1.20)	2.5 !	(0.77)	‡	(†)	18.9	(1.72)	8.3	(1.52)	78.3	(2.37)
Town	10,800	(750)	12.9	(0.93)	95.8	(1.45)	40.0	(4.37)	13.9	(2.92)	53.1	(4.39)	4.3 !	(1.54)	67.4	(4.02)	9.5	(2.18)	3.9 !	(1.47)	‡	(†)	31.9	(2.56)	14.0	(2.36)	75.8	(3.88)
Rural	28,600	(1,030)	34.1	(0.97)	89.3	(2.18)	32.1	(2.87)	10.3	(1.63)	56.8	(2.80)	6.8	(1.40)	59.9	(3.17)	5.9	(1.13)	1.4 !	(0.43)	‡	(†)	35.4	(2.19)	13.5	(1.75)	77.3	(2.87)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																												
Less than 5 percent	7,300	(920)	8.7	(1.07)	91.3	(3.88)	22.2	(5.42)	‡	(†)	46.3	(5.44)	‡	(†)	63.8	(5.81)	‡	(†)	‡	(†)	‡	(†)	26.2	(4.19)	12.1 !	(4.21)	77.0	(5.80)
5 percent to less than 20 percent	22,800	(1,130)	27.1	(1.32)	93.8	(1.76)	25.3	(2.72)	2.5 !	(0.82)	48.4	(3.38)	3.7 !	(1.15)	68.8	(3.23)	5.6	(1.16)	‡	(†)	‡	(†)	33.3	(2.85)	9.7	(1.49)	81.1	(2.58)
20 percent to less than 50 percent	22,700	(1,290)	27.0	(1.51)	93.6	(1.59)	41.3	(3.19)	12.3	(2.30)	56.9	(3.33)	6.2	(1.19)	73.2	(2.96)	4.8	(1.30)	2.9	(0.86)	‡	(†)	24.9	(1.89)	10.2	(1.58)	75.9	(2.72)
50 percent or more	31,300	(1,120)	37.2	(1.35)	93.4	(1.43)	61.0	(2.75)	43.8	(2.84)	69.8	(2.18)	16.0	(1.80)	64.6	(2.60)	8.1	(1.45)	8.2	(1.05)	3.8	(0.82)	16.4	(1.32)	13.5	(1.45)	69.9	(2.14)
Percent of students eligible for free or reduced-price lunch[6]																												
0–25	15,100	(1,090)	18.0	(1.30)	93.7	(1.97)	38.4	(3.25)	4.1 !	(1.80)	40.8	(3.59)	6.2 !	(1.89)	81.9	2.5	2.9 !	1.2	‡	(†)	‡	(†)	22.9	(2.97)	4.5	(1.26)	73.9	(3.45)
26–50	22,900	(1,290)	27.3	(1.48)	91.6	(2.13)	34.4	(2.92)	5.6	(1.19)	52.9	(3.46)	6.1	(1.33)	69.2	(3.13)	3.2	(0.84)	2.3 !	(0.71)	‡	(†)	28.2	(2.11)	10.9	(1.46)	76.8	(2.57)
51–75	23,200	(1,200)	27.6	(1.43)	91.7	(1.89)	39.6	(3.19)	17.7	(2.24)	63.0	(3.30)	9.2	(1.41)	60.4	(3.09)	7.0	1.5	4.1	1.0	2.0 !	0.7	30.5	(2.19)	14.5	(2.15)	78.2	(2.68)
76–100	19,800	(1,100)	23.5	(1.28)	95.9	(1.34)	59.1	(3.66)	53.2	(3.12)	74.4	(2.63)	14.7	(1.89)	65.3	(3.10)	10.9	(2.09)	8.3	1.3	4.3	(1.17)	14.0	(1.91)	14.1	(1.95)	71.0	(3.04)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Access to buildings is controlled during school hours (e.g., by locked or monitored doors).
[2]Access to grounds is controlled during school hours (e.g., by locked or monitored gates).
[3]All students must pass through a metal detector each day.
[4]Examples of contraband include drugs and weapons. The "sweeps" category does not include dog sniffs.
[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available.
[6]The classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 20.3. Percentage of public schools with one or more full-time or part-time security staff present at least once a week, by selected school characteristics: 2005–06 through 2013–14

[Standard errors appear in parentheses]

School characteristic	Percent with one or more security guards, security personnel, School Resource Officers (SROs), or sworn law enforcement officers who are not SROs[1]																			
	Total								Full-time								Part-time only			
	2005–06		2007–08		2009–10		2013–14[2]		2005–06		2007–08		2009–10		2013–14[2]		2005–06		2007–08		2009–10		2013–14[2]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
All public schools	**41.7**	**(1.28)**	**46.3**	**(1.29)**	**42.8**	**(1.07)**	**43.0**	**(1.48)**	**27.0**	**(0.88)**	**30.4**	**(0.98)**	**28.7**	**(0.97)**	**23.7**	**(1.10)**	**14.6**	**(1.06)**	**15.9**	**(0.89)**	**14.1**	**(0.66)**	**19.3**	**(1.18)**
School level[3]																								
Primary	26.2	(1.87)	33.1	(2.04)	27.7	(1.50)	28.6	(2.15)	12.5	(1.32)	17.8	(1.37)	15.7	(1.43)	10.4	(1.46)	13.7	(1.59)	15.3	(1.31)	12.1	(0.89)	18.2	(1.73)
Middle	63.7	(1.30)	65.5	(1.59)	66.4	(1.45)	63.3	(2.15)	44.5	(1.17)	44.9	(1.55)	45.8	(1.39)	36.9	(2.21)	19.2	(1.18)	20.7	(1.17)	20.6	(1.32)	26.4	(2.17)
High school/combined	—	(†)	—	(†)	—	(†)	64.1	(2.44)	—	(†)	—	(†)	—	(†)	48.1	(2.25)	—	(†)	—	(†)	—	(†)	16.1	(1.98)
High school	75.2	(1.66)	79.6	(1.47)	76.4	(1.45)	—	(†)	64.0	(1.53)	66.1	(1.48)	62.0	(1.56)	—	(†)	11.2	(1.14)	13.5	(1.42)	14.5	(1.50)	—	(†)
Combined	43.5	(5.25)	39.9	(5.59)	36.6	(4.89)	—	(†)	26.8	(4.44)	26.2	(4.79)	24.0	(4.49)	—	(†)	16.7	(4.13)	13.6 !	(4.15)	12.7	(3.56)	—	(†)
Enrollment size																								
Less than 300	22.7	(2.65)	27.6	(2.55)	25.6	(2.91)	21.7	(3.05)	10.8	(1.58)	15.1	(2.09)	15.1	(2.29)	6.8	(1.72)	11.9	(2.07)	12.5	(2.07)	10.5	(2.20)	14.9	(2.81)
300–499	29.8	(2.29)	36.1	(2.66)	33.5	(2.26)	35.4	(2.90)	16.7	(1.93)	19.4	(1.84)	18.0	(1.96)	15.4	(2.12)	13.0	(1.64)	16.8	(2.05)	15.5	(1.76)	20.0	(2.28)
500–999	50.5	(1.90)	52.7	(1.99)	47.3	(1.60)	50.6	(2.37)	31.0	(1.27)	34.0	(1.52)	31.2	(1.34)	26.4	(1.79)	19.5	(1.62)	18.8	(1.53)	16.1	(1.08)	24.2	(1.91)
1,000 or more	86.9	(1.39)	90.6	(1.59)	90.0	(1.37)	87.2	(2.27)	77.3	(1.61)	79.5	(1.65)	79.3	(1.82)	77.5	(2.66)	9.7	(1.40)	11.1	(1.83)	10.7	(1.50)	9.8	(2.06)
Locale																								
City	49.1	(2.57)	57.3	(3.05)	50.9	(2.51)	45.5	(3.13)	37.7	(2.04)	45.3	(2.24)	39.7	(2.19)	35.0	(2.71)	11.4	(1.59)	12.0	(1.97)	11.2	(1.69)	10.4	(2.13)
Suburb	42.7	(1.67)	45.4	(2.08)	45.4	(1.90)	47.7	(2.70)	27.1	(1.41)	30.0	(1.64)	31.3	(1.58)	26.2	(1.97)	15.6	(1.44)	15.4	(1.59)	14.1	(1.50)	21.5	(2.23)
Town	44.4	(3.86)	51.1	(3.50)	39.0	(3.11)	48.0	(4.08)	26.3	(2.88)	26.9	(2.32)	21.2	(2.15)	18.4	(2.63)	18.1	(2.90)	24.2	(2.75)	17.8	(2.39)	29.6	(3.88)
Rural	33.8	(1.87)	36.0	(1.98)	35.2	(2.20)	35.5	(2.33)	18.6	(1.39)	20.2	(1.67)	20.5	(1.83)	15.3	(1.42)	15.2	(1.87)	15.7	(1.70)	14.7	(1.51)	20.2	(2.26)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																								
Less than 5 percent	28.3	(1.96)	35.6	(3.23)	30.4	(2.69)	35.6	(5.44)	12.4	(1.60)	16.9	(2.70)	13.6	(2.41)	8.7 !	(2.72)	16.0	(1.81)	18.7	(2.56)	16.8	(2.51)	26.9	(5.40)
5 percent to less than 20 percent	38.9	(2.54)	42.9	(2.19)	36.5	(2.91)	34.9	(2.93)	23.9	(1.73)	23.1	(1.63)	19.9	(2.26)	13.7	(1.66)	15.0	(1.98)	19.9	(1.93)	16.6	(1.71)	21.2	(2.41)
20 percent to less than 50 percent	41.6	(2.32)	44.7	(2.76)	41.9	(1.93)	46.7	(3.26)	28.3	(1.94)	29.1	(2.21)	27.8	(1.69)	25.3	(2.28)	13.3	(1.75)	15.5	(1.93)	14.1	(1.50)	21.5	(2.48)
50 percent or more	51.3	(2.46)	55.4	(2.71)	52.5	(2.04)	48.0	(2.24)	37.3	(1.91)	43.8	(2.16)	41.3	(2.09)	33.3	(2.09)	14.0	(1.81)	11.6	(1.68)	11.2	(1.33)	14.6	(1.73)
Percent of students eligible for free or reduced-price lunch[4]																								
0–25	37.9	(2.14)	46.5	(2.33)	39.2	(2.44)	41.6	(3.81)	24.9	(1.70)	29.7	(2.01)	27.9	(2.17)	21.0	(2.20)	13.0	(1.33)	16.8	(1.52)	11.3	(1.21)	20.6	(3.01)
26–50	42.1	(2.08)	40.8	(2.52)	40.0	(1.68)	39.6	(3.10)	26.4	(1.63)	24.2	(2.01)	21.5	(1.52)	17.7	(1.87)	15.7	(2.01)	16.6	(1.65)	18.5	(1.37)	21.8	(2.64)
51–75	39.3	(2.21)	46.1	(2.83)	42.3	(2.60)	44.4	(2.71)	25.7	(1.85)	29.7	(2.34)	29.0	(2.04)	24.3	(2.00)	13.7	(1.90)	16.4	(2.34)	13.3	(1.45)	20.2	(2.38)
76–100	49.8	(2.73)	55.0	(3.68)	49.8	(2.76)	45.8	(3.24)	33.0	(2.49)	42.1	(3.17)	37.6	(2.66)	31.3	(2.86)	16.8	(2.07)	12.9	(2.17)	12.2	(1.84)	14.6	(2.37)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]"Security guards" and "security personnel" do not include law enforcement. School Resource Officers include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.
[2]Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[3]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.
[4]For 2013–14, the questionnaire did not include a question about the percentage of students eligible for free or reduced-price lunch, so the classification of schools by the percentage of eligible students was computed based on data obtained from the Common Core of Data.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 20.4. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003–04 through 2013–14

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected crises																									
	Shootings		Natural disasters[2]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[3]		Suicide threat or incident		Severe risk of terrorist attack[4]		Pandemic flu		Percent that have drilled students during the current school year on the use of a plan in selected crises[1]									
																	Shootings		Natural disasters[2]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[3]	
1	2		3		4		5		6		7		8		9		10		11		12		13		14	
2003–04[5]																										
All public schools	**78.5**	**(1.17)**	**96.0**	**(0.52)**	**73.5**	**(1.12)**	**94.0**	**(0.71)**	**69.2**	**(1.15)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**46.5**	**(1.19)**	**84.0**	**(1.02)**	**43.0**	**(1.40)**	**55.4**	**(1.40)**	**39.2**	**(1.66)**
School level[6]																										
Primary	75.5	(1.87)	96.9	(0.73)	73.0	(1.62)	94.5	(0.95)	70.6	(1.73)	—	(†)	—	(†)	—	(†)	47.9	(2.14)	85.0	(1.51)	44.8	(2.36)	55.6	(2.20)	40.4	(2.32)
Middle	86.1	(1.20)	96.9	(0.53)	77.6	(1.25)	95.6	(0.66)	70.3	(1.49)	—	(†)	—	(†)	—	(†)	47.9	(2.08)	81.9	(1.29)	43.4	(1.83)	58.1	(1.77)	38.7	(2.05)
High school	85.7	(1.29)	95.4	(0.82)	78.9	(1.60)	96.1	(0.84)	72.5	(1.60)	—	(†)	—	(†)	—	(†)	44.4	(1.89)	81.6	(1.35)	39.8	(1.84)	59.3	(1.67)	34.4	(2.19)
Combined	72.0	(4.69)	88.5	(3.62)	58.3	(4.58)	82.6	(4.39)	51.2	(4.88)	—	(†)	—	(†)	—	(†)	36.4	(7.07)	85.2	(3.89)	32.5	(7.42)	38.9	(6.66)	39.3	(8.30)
Enrollment size																										
Less than 300	69.4	(3.06)	91.8	(1.84)	63.5	(3.06)	88.2	(2.37)	58.4	(3.18)	—	(†)	—	(†)	—	(†)	38.7	(4.06)	76.4	(3.39)	34.1	(4.55)	44.1	(4.05)	32.8	(4.45)
300–499	79.7	(2.25)	97.3	(0.78)	74.7	(2.23)	94.1	(1.20)	72.4	(2.23)	—	(†)	—	(†)	—	(†)	45.2	(2.32)	86.8	(1.72)	42.2	(2.54)	52.8	(2.43)	38.0	(2.73)
500–999	81.5	(1.46)	97.5	(0.59)	76.6	(1.58)	96.8	(0.67)	72.3	(1.68)	—	(†)	—	(†)	—	(†)	49.5	(1.93)	86.1	(1.36)	45.8	(1.94)	59.7	(2.20)	40.7	(2.19)
1,000 or more	85.3	(1.67)	96.8	(0.77)	81.4	(1.85)	96.7	(0.98)	73.8	(2.03)	—	(†)	—	(†)	—	(†)	54.2	(2.14)	85.0	(1.56)	51.2	(2.42)	69.7	(1.95)	48.0	(2.37)
Locale																										
City	74.0	(2.71)	95.8	(0.96)	67.4	(2.92)	92.9	(1.43)	70.7	(2.62)	—	(†)	—	(†)	—	(†)	50.7	(2.79)	86.1	(1.90)	48.1	(3.21)	64.7	(2.44)	44.0	(3.17)
Suburb	80.9	(1.65)	97.1	(0.95)	78.5	(1.74)	96.7	(0.73)	74.3	(1.86)	—	(†)	—	(†)	—	(†)	54.2	(2.67)	84.4	(1.46)	49.1	(2.36)	63.2	(1.90)	45.8	(2.61)
Town	80.5	(2.85)	96.6	(1.39)	75.4	(3.36)	95.3	(1.28)	65.1	(3.10)	—	(†)	—	(†)	—	(†)	39.9	(3.68)	81.7	(3.34)	38.9	(4.18)	40.7	(3.82)	25.6	(4.65)
Rural	78.8	(2.15)	94.8	(1.10)	72.2	(2.36)	91.3	(1.57)	64.2	(2.63)	—	(†)	—	(†)	—	(†)	37.3	(2.51)	82.7	(2.39)	33.5	(2.15)	44.5	(2.98)	31.7	(3.36)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																										
Less than 5 percent	84.6	(2.40)	97.1	(0.86)	75.7	(2.32)	94.9	(1.27)	70.4	(2.57)	—	(†)	—	(†)	—	(†)	35.1	(2.82)	79.0	(2.48)	33.8	(3.02)	40.8	(3.12)	30.6	(3.37)
5 percent to less than 20 percent	79.9	(3.09)	95.1	(1.26)	77.9	(2.45)	96.2	(0.93)	69.2	(3.05)	—	(†)	—	(†)	—	(†)	52.0	(3.34)	87.6	(1.62)	46.4	(3.02)	56.0	(3.11)	38.0	(2.99)
20 percent to less than 50 percent	74.6	(2.92)	98.1	(0.73)	72.5	(2.77)	92.5	(1.48)	68.6	(2.54)	—	(†)	—	(†)	—	(†)	46.4	(2.77)	85.8	(1.81)	44.1	(2.58)	57.9	(2.69)	42.6	(3.25)
50 percent or more	75.7	(2.44)	94.3	(1.05)	68.2	(2.57)	92.7	(1.67)	69.4	(2.35)	—	(†)	—	(†)	—	(†)	49.4	(2.66)	82.2	(1.71)	44.2	(2.91)	61.5	(2.47)	43.0	(2.53)
Percent of students eligible for free or reduced-price lunch																										
0–25	80.9	(1.77)	96.7	(0.85)	76.5	(1.69)	95.2	(1.13)	72.9	(1.95)	—	(†)	—	(†)	—	(†)	49.6	(2.52)	85.2	(1.70)	45.4	(2.49)	56.2	(2.11)	40.4	(2.79)
26–50	81.5	(1.98)	96.9	(0.76)	78.4	(1.75)	95.4	(0.98)	71.4	(2.05)	—	(†)	—	(†)	—	(†)	44.1	(2.45)	83.3	(1.87)	39.9	(2.35)	52.3	(2.51)	34.6	(2.98)
51–75	77.4	(2.45)	95.9	(1.23)	69.7	(2.84)	93.8	(1.48)	66.2	(3.17)	—	(†)	—	(†)	—	(†)	43.1	(3.27)	86.3	(2.05)	40.5	(2.74)	52.2	(2.72)	38.9	(3.55)
76–100	71.7	(3.38)	93.8	(1.61)	65.9	(3.38)	90.2	(2.45)	63.8	(3.23)	—	(†)	—	(†)	—	(†)	49.3	(3.57)	80.7	(2.69)	47.2	(4.16)	62.4	(3.30)	44.9	(3.70)
2005–06[5]																										
All public schools	**79.3**	**(1.31)**	**95.0**	**(0.65)**	**73.1**	**(1.12)**	**94.5**	**(0.65)**	**70.5**	**(1.04)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**50.0**	**(1.47)**	**87.8**	**(0.78)**	**45.8**	**(1.52)**	**58.1**	**(1.36)**	**39.7**	**(1.33)**
School level[6]																										
Primary	74.5	(2.16)	94.6	(1.09)	71.1	(1.98)	93.5	(1.02)	68.9	(1.73)	—	(†)	—	(†)	—	(†)	51.8	(2.08)	89.6	(1.11)	47.4	(2.24)	58.9	(1.85)	41.7	(2.18)
Middle	84.2	(1.27)	96.6	(0.61)	75.4	(1.53)	96.7	(0.55)	73.9	(1.68)	—	(†)	—	(†)	—	(†)	51.9	(1.93)	87.8	(1.28)	45.5	(2.05)	60.3	(1.73)	40.2	(1.64)
High school	86.9	(1.39)	95.5	(0.76)	77.2	(1.44)	96.6	(0.88)	71.8	(1.40)	—	(†)	—	(†)	—	(†)	44.6	(1.78)	81.5	(1.48)	40.1	(2.25)	56.0	(1.65)	32.6	(2.20)
Combined	88.4	(3.53)	93.4	(2.32)	75.0	(3.28)	92.9	(2.31)	71.9	(3.58)	—	(†)	—	(†)	—	(†)	44.5	(4.68)	85.4	(3.53)	45.3	(5.94)	51.4	(5.54)	36.8	(5.90)
Enrollment size																										
Less than 300	74.0	(3.44)	89.5	(2.16)	67.8	(3.05)	89.1	(2.36)	67.9	(2.44)	—	(†)	—	(†)	—	(†)	39.6	(3.28)	87.1	(1.88)	37.9	(3.59)	51.1	(3.34)	37.9	(3.31)
300–499	77.8	(2.05)	96.9	(0.81)	76.0	(2.13)	96.0	(0.99)	69.5	(2.48)	—	(†)	—	(†)	—	(†)	48.2	(2.99)	88.2	(1.51)	45.9	(3.04)	54.4	(2.72)	36.2	(2.75)
500–999	82.0	(1.42)	97.1	(0.52)	72.9	(1.85)	96.4	(0.69)	72.5	(1.77)	—	(†)	—	(†)	—	(†)	55.5	(2.18)	88.3	(1.11)	49.1	(2.24)	61.9	(1.94)	42.3	(2.27)
1,000 or more	86.3	(1.67)	95.6	(0.95)	78.3	(1.77)	97.0	(0.95)	72.6	(2.09)	—	(†)	—	(†)	—	(†)	57.8	(2.18)	86.3	(1.39)	50.8	(2.60)	69.4	(2.12)	43.5	(2.39)
Locale																										
City	76.3	(2.34)	93.9	(1.24)	66.3	(2.12)	94.4	(1.13)	68.7	(2.24)	—	(†)	—	(†)	—	(†)	54.9	(2.46)	89.5	(1.53)	50.4	(2.74)	66.2	(2.30)	48.0	(2.58)
Suburb	81.2	(1.63)	96.5	(0.82)	77.3	(1.58)	97.1	(0.73)	75.7	(1.70)	—	(†)	—	(†)	—	(†)	54.9	(2.27)	84.8	(1.42)	48.6	(2.55)	60.1	(2.18)	46.2	(2.74)
Town	81.4	(3.39)	95.0	(2.05)	69.1	(3.58)	95.8	(1.83)	64.6	(4.11)	—	(†)	—	(†)	—	(†)	49.1	(4.40)	88.3	(2.35)	43.3	(4.56)	54.1	(4.10)	28.9	(4.19)
Rural	79.1	(2.31)	94.2	(1.22)	75.4	(2.14)	91.5	(1.70)	68.4	(2.09)	—	(†)	—	(†)	—	(†)	41.2	(2.45)	89.3	(1.33)	40.2	(2.50)	50.4	(2.35)	28.6	(2.40)

See notes at end of table.

Table 20.4. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003–04 through 2013–14—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected crises								Percent that have drilled students during the current school year on the use of a plan in selected crises[1]				
	Shootings	Natural disasters[2]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[3]	Suicide threat or incident	Severe risk of terrorist attack[4]	Pandemic flu	Shootings	Natural disasters[2]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[3]
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	77.0 (2.99)	92.2 (1.98)	74.5 (3.00)	93.5 (1.92)	75.9 (2.40)	— (†)	— (†)	— (†)	37.7 (3.44)	89.3 (1.74)	37.5 (3.53)	47.6 (3.43)	31.4 (3.17)
5 percent to less than 20 percent	82.4 (2.05)	95.6 (0.99)	78.6 (2.12)	95.4 (1.22)	72.8 (2.72)	— (†)	— (†)	— (†)	50.4 (2.40)	85.4 (1.55)	47.8 (2.63)	56.1 (2.54)	36.3 (2.97)
20 percent to less than 50 percent	82.3 (1.95)	97.0 (0.96)	75.9 (1.82)	95.9 (1.09)	71.3 (2.12)	— (†)	— (†)	— (†)	54.3 (3.23)	88.9 (1.85)	49.3 (2.93)	61.9 (3.18)	42.5 (2.93)
50 percent or more	75.5 (1.96)	94.4 (1.16)	65.0 (1.82)	93.1 (1.10)	65.9 (2.08)	— (†)	— (†)	— (†)	55.4 (2.77)	87.1 (1.47)	47.0 (2.73)	64.0 (2.24)	47.6 (2.28)
Percent of students eligible for free or reduced-price lunch													
0–25	82.1 (1.87)	96.2 (0.89)	76.3 (1.50)	95.3 (1.20)	75.5 (1.66)	— (†)	— (†)	— (†)	48.5 (2.25)	83.5 (1.51)	44.2 (2.34)	51.7 (2.16)	34.9 (2.53)
26–50	80.6 (2.06)	95.7 (1.02)	75.8 (2.20)	96.7 (1.03)	72.7 (2.21)	— (†)	— (†)	— (†)	49.0 (2.45)	91.3 (1.20)	48.3 (2.46)	58.3 (2.55)	41.0 (2.47)
51–75	81.8 (2.23)	95.1 (1.43)	73.7 (2.25)	94.3 (1.29)	71.3 (2.55)	— (†)	— (†)	— (†)	51.4 (2.99)	90.4 (1.47)	47.7 (2.86)	63.0 (2.05)	41.1 (2.59)
76–100	69.8 (2.68)	91.8 (2.07)	63.5 (2.67)	90.2 (1.95)	58.7 (3.25)	— (†)	— (†)	— (†)	52.3 (3.36)	85.6 (2.20)	41.3 (3.96)	61.2 (3.21)	44.2 (3.91)
2007–08													
All public schools	**83.0 (1.31)**	**95.8 (0.48)**	**71.3 (1.26)**	**93.8 (0.65)**	**71.5 (1.16)**	**74.1 (1.33)**	**40.0 (1.26)**	**36.1 (1.10)**	**63.2 (1.20)**	**86.7 (0.86)**	**54.0 (1.54)**	**62.3 (1.25)**	**39.7 (1.67)**
School level[6]													
Primary	79.9 (2.07)	96.3 (0.75)	69.8 (2.06)	93.4 (0.97)	71.5 (1.83)	69.7 (1.91)	41.2 (1.93)	34.7 (1.57)	61.6 (1.98)	87.8 (1.28)	56.7 (2.38)	62.4 (1.84)	39.1 (2.48)
Middle	88.3 (1.21)	96.1 (0.79)	76.3 (1.41)	96.7 (0.67)	73.2 (1.83)	80.8 (1.47)	39.4 (1.63)	39.7 (1.57)	71.0 (1.76)	85.8 (1.31)	54.1 (2.12)	63.1 (1.59)	42.2 (1.97)
High school	90.6 (1.07)	94.3 (0.79)	76.0 (1.56)	96.0 (0.90)	73.0 (1.82)	84.2 (1.40)	40.5 (1.80)	38.3 (1.81)	62.8 (1.64)	84.5 (1.38)	51.5 (2.09)	64.8 (1.89)	39.3 (1.88)
Combined	80.1 (4.55)	94.6 (2.18)	62.7 (5.31)	86.3 (4.22)	65.8 (5.30)	72.8 (5.05)	31.8 (4.65)	34.3 (4.64)	56.1 (5.32)	83.8 (3.92)	37.1 (6.03)	54.2 (4.81)	38.9 (5.43)
Enrollment size													
Less than 300	75.7 (3.40)	93.6 (1.74)	61.5 (3.81)	88.3 (2.47)	61.2 (3.15)	68.2 (4.18)	35.8 (3.25)	34.0 (3.61)	62.5 (3.51)	88.9 (1.99)	47.9 (3.70)	58.8 (3.32)	37.7 (5.20)
300–499	81.1 (2.27)	96.3 (0.95)	70.6 (2.54)	93.7 (1.62)	72.6 (2.59)	73.0 (2.08)	36.8 (2.53)	36.0 (2.68)	62.8 (3.41)	85.0 (2.17)	54.3 (3.37)	60.6 (2.76)	37.6 (3.39)
500–999	87.0 (1.36)	96.9 (0.65)	76.5 (1.80)	96.9 (0.72)	76.1 (1.70)	76.1 (1.75)	44.2 (1.88)	37.2 (1.79)	61.5 (2.34)	86.6 (1.21)	55.0 (2.60)	62.7 (2.03)	39.5 (2.29)
1,000 or more	90.3 (1.44)	95.6 (0.87)	76.7 (2.10)	95.6 (1.03)	75.4 (2.20)	82.8 (1.93)	43.6 (2.19)	37.0 (2.17)	70.8 (2.28)	86.8 (1.40)	60.2 (2.58)	71.7 (2.07)	48.8 (2.59)
Locale													
City	83.0 (2.03)	95.1 (1.16)	69.4 (2.64)	94.9 (1.17)	73.9 (2.30)	75.5 (2.23)	49.3 (2.42)	32.1 (2.71)	61.3 (3.06)	81.6 (2.00)	51.4 (3.60)	61.5 (2.49)	39.8 (3.05)
Suburb	84.9 (1.88)	96.3 (0.93)	74.7 (1.91)	96.9 (0.82)	76.0 (1.82)	76.3 (2.38)	43.4 (2.24)	36.8 (2.19)	67.7 (2.78)	88.4 (1.41)	62.4 (2.46)	69.6 (2.26)	46.4 (2.66)
Town	85.3 (2.56)	96.8 (1.27)	73.9 (3.00)	94.4 (1.89)	70.3 (2.97)	73.3 (3.26)	30.6 (2.94)	38.7 (3.06)	61.9 (3.22)	86.9 (2.56)	51.3 (4.15)	57.0 (3.24)	31.6 (3.66)
Rural	80.3 (2.70)	95.7 (1.11)	68.7 (2.44)	89.8 (1.78)	66.1 (2.23)	71.3 (2.22)	33.6 (2.32)	37.5 (2.54)	61.0 (2.27)	89.1 (1.31)	49.1 (3.15)	58.2 (2.95)	36.4 (3.32)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	80.6 (3.20)	95.0 (1.51)	75.5 (2.94)	94.4 (1.77)	68.2 (3.03)	75.7 (3.67)	36.4 (3.41)	42.8 (3.13)	56.7 (3.95)	87.7 (2.19)	48.2 (4.46)	58.7 (3.81)	34.3 (3.81)
5 percent to less than 20 percent	87.8 (2.07)	96.9 (0.91)	71.9 (2.16)	93.9 (1.45)	74.6 (2.16)	80.0 (2.08)	36.2 (2.36)	41.4 (2.97)	66.0 (2.66)	88.7 (1.31)	56.4 (2.45)	62.7 (2.74)	35.9 (2.96)
20 percent to less than 50 percent	84.5 (1.98)	96.1 (1.13)	73.1 (2.79)	95.9 (1.10)	74.3 (2.43)	70.4 (2.46)	40.1 (2.36)	34.3 (2.31)	61.7 (2.56)	87.3 (1.72)	56.5 (2.79)	62.9 (2.95)	41.5 (2.99)
50 percent or more	79.4 (2.01)	95.3 (0.91)	67.6 (2.29)	91.9 (1.30)	68.8 (2.19)	71.5 (2.04)	44.7 (2.52)	30.0 (2.19)	65.3 (2.49)	84.2 (1.77)	53.3 (2.55)	63.2 (2.28)	44.1 (2.59)
Percent of students eligible for free or reduced-price lunch													
0–25	86.9 (1.91)	95.8 (0.95)	75.2 (2.25)	96.8 (0.89)	76.8 (1.78)	78.4 (2.02)	40.8 (2.22)	39.6 (2.71)	62.3 (2.48)	84.5 (1.73)	57.6 (2.75)	64.7 (2.30)	42.7 (2.69)
26–50	85.3 (2.02)	97.0 (0.93)	71.7 (2.40)	94.2 (1.37)	72.7 (2.29)	73.9 (2.39)	37.8 (2.27)	39.1 (2.33)	64.0 (2.36)	89.3 (1.24)	52.2 (2.71)	60.4 (2.69)	39.8 (2.68)
51–75	79.3 (2.55)	96.2 (1.10)	71.2 (2.79)	92.8 (1.51)	67.5 (2.56)	71.7 (3.05)	38.8 (2.65)	32.9 (2.76)	61.3 (2.87)	87.1 (1.76)	54.2 (3.05)	63.0 (2.91)	35.6 (3.04)
76–100	78.6 (2.90)	93.6 (1.53)	65.9 (3.72)	90.3 (2.00)	67.5 (2.92)	71.5 (2.71)	43.9 (3.69)	30.3 (2.98)	65.5 (3.29)	84.9 (2.11)	51.5 (3.40)	60.9 (2.85)	39.8 (3.46)

See notes at end of table.

Table 20.4. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003–04 through 2013–14—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected crises																Percent that have drilled students during the current school year on the use of a plan in selected crises[1]													
	Shootings		Natural disasters[2]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[3]		Suicide threat or incident		Severe risk of terrorist attack[4]		Pandemic flu		Shootings		Natural disasters[2]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[3]					
1	2		3		4		5		6		7		8		9		10		11		12		13		14					
2009–10																														
All public schools	**84.3**	**(1.10)**	**95.1**	**(0.54)**	**74.3**	**(1.20)**	**93.5**	**(0.66)**	**71.1**	**(1.28)**	**74.9**	**(1.30)**	**41.3**	**(1.23)**	**69.4**	**(1.34)**	**61.6**	**(1.28)**	**86.5**	**(0.93)**	**55.7**	**(1.37)**	**62.6**	**(1.43)**	**43.2**	**(1.67)**						
School level[6]																														
Primary	80.6	(1.68)	95.1	(0.82)	72.4	(1.78)	92.4	(1.04)	69.3	(1.78)	69.9	(1.88)	42.5	(1.95)	67.1	(1.96)	62.2	(2.32)	87.4	(1.46)	59.6	(2.24)	63.1	(2.06)	46.5	(2.51)						
Middle	88.1	(1.06)	95.7	(0.94)	77.0	(1.37)	95.5	(0.78)	74.7	(1.98)	83.7	(1.21)	41.0	(1.88)	71.8	(1.45)	63.9	(1.90)	88.3	(0.91)	53.3	(1.65)	61.8	(1.67)	37.7	(1.86)						
High school	91.4	(1.16)	94.6	(0.92)	77.4	(1.69)	96.5	(1.06)	76.8	(1.66)	83.1	(1.30)	43.7	(1.97)	75.6	(1.49)	62.4	(1.76)	80.6	(1.38)	50.7	(1.89)	62.4	(1.54)	40.1	(1.54)						
Combined	89.2	(4.16)	94.8	(2.53)	76.4	(4.41)	91.8	(2.95)	65.1	(5.04)	77.0	(4.38)	28.0	(5.10)	69.5	(5.15)	50.7	(5.67)	87.1	(3.87)	42.4	(5.44)	61.8	(5.62)	39.1	(6.98)						
Enrollment size																														
Less than 300	83.3	(2.71)	93.3	(1.71)	74.2	(2.83)	90.4	(1.82)	64.9	(3.45)	70.1	(3.43)	37.8	(3.40)	64.9	(3.17)	51.8	(3.84)	82.0	(2.80)	50.3	(4.48)	58.6	(3.89)	39.0	(4.15)						
300–499	81.1	(2.25)	96.6	(0.80)	72.5	(2.41)	94.7	(1.09)	70.0	(2.12)	74.3	(2.39)	42.9	(2.45)	72.4	(2.31)	63.8	(2.91)	86.6	(1.57)	57.2	(2.79)	63.0	(2.27)	45.2	(2.74)						
500–999	86.0	(1.33)	94.6	(0.87)	75.2	(1.49)	94.0	(0.89)	74.2	(1.59)	76.0	(1.58)	41.5	(1.56)	69.2	(1.58)	64.2	(2.18)	89.4	(1.23)	57.6	(2.35)	64.1	(2.00)	42.8	(2.46)						
1,000 or more	89.4	(1.53)	96.2	(0.86)	76.3	(2.09)	95.4	(1.13)	77.2	(1.94)	83.6	(1.68)	43.2	(2.06)	70.9	(1.70)	67.3	(1.80)	86.1	(1.35)	56.4	(2.28)	65.2	(2.16)	47.1	(2.08)						
Locale																														
City	81.0	(2.48)	93.5	(1.09)	71.7	(2.55)	92.8	(1.37)	68.8	(2.45)	74.9	(2.64)	44.4	(2.95)	68.7	(2.33)	60.1	(2.70)	86.0	(1.64)	58.8	(2.75)	63.4	(2.71)	47.9	(3.00)						
Suburb	83.4	(1.94)	94.0	(1.12)	73.7	(2.11)	93.7	(1.38)	73.0	(2.25)	72.6	(2.52)	45.6	(2.05)	70.9	(1.90)	69.7	(2.53)	88.2	(1.45)	57.9	(2.31)	64.2	(2.71)	50.1	(2.98)						
Town	86.5	(2.77)	98.2	(0.67)	77.9	(3.06)	96.0	(1.73)	73.5	(3.44)	76.4	(3.34)	36.3	(3.15)	69.2	(3.34)	61.1	(3.55)	86.9	(2.40)	55.0	(3.51)	59.5	(3.12)	33.4	(4.15)						
Rural	86.8	(2.03)	96.1	(1.11)	75.3	(2.68)	92.9	(1.41)	70.2	(2.61)	76.6	(2.30)	36.9	(2.38)	68.6	(2.59)	55.8	(2.69)	85.4	(1.80)	51.4	(2.98)	62.1	(2.41)	37.4	(3.35)						
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																														
Less than 5 percent	86.8	(2.99)	97.7	(0.94)	74.9	(3.03)	94.2	(1.88)	74.5	(2.94)	83.5	(2.61)	40.0	(3.15)	70.6	(3.46)	58.7	(3.60)	83.0	(2.94)	48.1	(4.06)	60.1	(3.88)	45.3	(4.25)						
5 percent to less than 20 percent	85.3	(2.52)	95.8	(1.11)	75.2	(2.40)	93.9	(1.49)	70.0	(3.06)	76.5	(2.39)	36.7	(2.63)	69.8	(2.80)	61.2	(2.64)	84.5	(2.21)	56.0	(3.35)	60.2	(2.83)	34.7	(2.43)						
20 percent to less than 50 percent	87.2	(1.55)	93.2	(1.42)	78.4	(1.96)	95.7	(0.99)	75.1	(2.20)	74.3	(2.43)	42.1	(2.30)	75.4	(1.88)	61.3	(2.69)	89.7	(1.64)	56.8	(2.88)	63.8	(3.02)	43.6	(3.33)						
50 percent or more	80.6	(2.00)	94.8	(0.94)	70.6	(2.04)	91.6	(1.05)	68.0	(2.34)	70.9	(2.16)	44.4	(2.32)	64.6	(2.33)	63.5	(1.93)	87.4	(1.31)	57.8	(2.51)	64.7	(1.94)	48.1	(2.54)						
Percent of students eligible for free or reduced-price lunch																														
0–25	83.7	(2.44)	95.5	(1.07)	74.2	(2.42)	94.6	(1.26)	74.6	(2.47)	81.3	(2.22)	43.9	(2.85)	72.8	(2.70)	64.1	(2.70)	83.1	(2.05)	58.2	(3.12)	62.9	(3.02)	41.7	(2.83)						
26–50	85.8	(1.98)	95.1	(1.06)	77.7	(2.16)	94.9	(1.35)	76.8	(2.08)	77.7	(1.98)	41.6	(2.35)	74.3	(2.04)	58.9	(2.08)	88.4	(1.67)	53.1	(2.44)	60.1	(2.48)	41.7	(2.38)						
51–75	85.4	(1.81)	95.5	(1.08)	74.6	(2.00)	93.2	(1.22)	67.7	(2.79)	71.8	(2.53)	38.8	(2.26)	68.2	(2.98)	60.7	(2.62)	88.4	(1.75)	53.6	(3.06)	62.0	(2.62)	42.5	(3.46)						
76–100	81.5	(2.12)	94.3	(1.16)	69.9	(2.72)	91.3	(1.50)	65.5	(2.78)	69.9	(2.95)	41.6	(3.03)	62.0	(2.92)	64.1	(3.08)	85.0	(2.21)	59.5	(3.01)	66.4	(2.39)	47.8	(3.61)						
2013–14[7]																														
All public schools	**88.3**	**(1.02)**	**93.8**	**(0.79)**	**50.2**	**(1.64)**	**87.6**	**(0.99)**	**59.5**	**(1.47)**	**71.7**	**(1.43)**	**46.8**	**(1.69)**	**36.4**	**(1.61)**	**70.3**	**(1.59)**	**82.6**	**(1.16)**	**21.7**	**(1.27)**	**49.2**	**(1.47)**	**21.9**	**(1.25)**						
School level[6]																														
Primary	87.2	(1.52)	94.2	(1.04)	46.7	(2.35)	85.8	(1.53)	57.6	(2.20)	66.9	(2.20)	43.0	(2.79)	34.2	(2.22)	70.5	(2.31)	84.2	(1.76)	21.3	(1.98)	48.6	(2.28)	22.1	(1.94)						
Middle	91.2	(1.53)	94.5	(1.29)	55.3	(2.71)	92.3	(1.43)	61.0	(2.37)	80.0	(2.15)	55.6	(2.47)	40.8	(2.63)	72.7	(2.36)	82.5	(1.94)	25.1	(2.33)	50.6	(2.77)	22.7	(2.16)						
High school/combined	88.7	(1.71)	92.1	(1.55)	55.2	(2.40)	88.2	(1.68)	63.6	(2.35)	77.5	(2.10)	49.4	(2.18)	38.7	(2.52)	67.6	(2.23)	78.3	(2.02)	19.9	(1.84)	49.6	(2.48)	20.6	(1.83)						
Enrollment size																														
Less than 300	87.2	(2.59)	91.0	(2.20)	48.1	(4.00)	85.3	(2.60)	53.9	(3.74)	66.0	(3.44)	41.8	(3.53)	34.2	(4.15)	64.3	(4.03)	78.9	(3.25)	19.1	(2.81)	40.7	(3.55)	15.1	(2.91)						
300–499	86.2	(2.03)	93.2	(1.41)	45.9	(2.78)	85.1	(2.08)	55.1	(3.17)	67.8	(2.79)	43.9	(2.92)	34.8	(2.86)	71.8	(2.79)	85.7	(2.10)	21.4	(2.56)	51.5	(3.16)	25.6	(2.59)						
500–999	90.2	(1.59)	95.9	(1.00)	54.1	(2.54)	89.5	(1.47)	64.3	(2.30)	76.0	(2.09)	50.1	(2.42)	38.4	(2.29)	72.1	(2.15)	82.7	(1.83)	23.8	(2.10)	50.7	(2.47)	22.3	(1.91)						
1,000 or more	90.2	(1.93)	94.4	(1.85)	53.7	(2.84)	93.5	(1.47)	68.6	(2.91)	81.0	(2.60)	55.5	(3.10)	39.3	(2.78)	73.1	(2.41)	81.4	(2.58)	21.0	(2.52)	55.8	(3.08)	25.3	(2.54)						
Locale																														
City	85.0	(2.24)	91.9	(1.72)	46.0	(3.55)	82.1	(2.47)	57.9	(3.56)	67.0	(2.96)	49.2	(3.49)	35.4	(3.42)	70.9	(3.02)	83.4	(2.28)	29.2	(3.10)	57.1	(3.17)	26.7	(3.11)						
Suburb	90.8	(1.67)	95.2	(1.49)	49.0	(3.23)	88.3	(1.89)	60.6	(2.78)	74.8	(2.79)	47.1	(2.96)	38.1	(3.05)	75.1	(2.60)	81.6	(2.26)	20.8	(2.34)	52.1	(2.85)	24.1	(2.34)						
Town	90.7	(2.30)	93.8	(2.14)	49.7	(4.47)	92.1	(2.31)	68.2	(3.97)	71.7	(3.81)	48.5	(4.20)	39.1	(4.34)	72.7	(3.46)	83.2	(3.09)	18.1	(2.88)	48.7	(4.59)	24.0	(3.85)						
Rural	87.9	(1.89)	94.0	(1.35)	54.5	(2.60)	89.2	(1.79)	56.6	(2.67)	72.6	(2.62)	44.2	(2.76)	34.8	(2.43)	65.0	(3.16)	82.6	(2.33)	18.3	(2.15)	41.1	(2.65)	15.9	(2.20)						

See notes at end of table.

Table 20.4. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003–04 through 2013–14—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected crises								Percent that have drilled students during the current school year on the use of a plan in selected crises[1]				
	Shootings	Natural disasters[2]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[3]	Suicide threat or incident	Severe risk of terrorist attack[4]	Pandemic flu	Shootings	Natural disasters[2]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[3]
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	86.9 (3.93)	91.8 (3.74)	61.7 (5.80)	91.2 (4.21)	67.7 (6.32)	75.6 (4.89)	47.4 (5.71)	37.9 (6.10)	69.6 (5.34)	80.9 (5.42)	15.1 (4.00)	39.2 (6.14)	16.0 (3.68)
5 percent to less than 20 percent	90.4 (1.98)	96.2 (1.21)	48.4 (2.92)	90.3 (1.81)	58.0 (2.81)	72.4 (2.72)	46.0 (2.93)	34.0 (2.77)	67.6 (2.93)	81.8 (2.21)	16.0 (2.20)	44.2 (3.21)	19.0 (2.36)
20 percent to less than 50 percent	90.9 (1.68)	93.1 (1.53)	50.0 (3.07)	89.6 (1.88)	60.6 (2.91)	71.6 (2.64)	46.8 (3.08)	40.9 (3.10)	72.6 (2.65)	82.8 (2.16)	22.6 (2.79)	48.6 (2.69)	21.0 (2.37)
50 percent or more	85.2 (1.94)	93.0 (1.31)	49.0 (2.51)	83.2 (1.91)	58.0 (2.50)	70.5 (2.15)	47.4 (2.40)	34.5 (2.44)	70.7 (2.48)	83.3 (1.82)	26.7 (2.26)	55.5 (2.47)	26.1 (2.06)
Percent of students eligible for free or reduced-price lunch[8]													
0–25	90.8 (2.38)	94.5 (1.75)	50.2 (3.98)	84.6 (3.03)	61.7 (3.78)	76.4 (3.54)	47.7 (3.92)	38.5 (3.68)	71.3 (3.17)	78.4 (3.07)	18.9 (2.95)	45.9 (3.81)	24.2 (3.15)
26–50	88.9 (1.80)	92.5 (1.59)	47.0 (3.05)	88.6 (2.05)	60.2 (2.92)	71.9 (2.68)	46.6 (3.27)	35.1 (2.57)	67.7 (3.28)	82.1 (1.99)	16.1 (2.00)	47.5 (3.03)	19.4 (2.54)
51–75	89.4 (2.00)	95.3 (1.34)	52.3 (3.03)	89.3 (1.78)	60.4 (3.10)	71.1 (2.61)	47.0 (3.23)	38.3 (3.12)	71.7 (2.54)	86.7 (2.11)	22.6 (2.30)	47.3 (2.85)	23.1 (2.81)
76–100	85.5 (2.38)	93.8 (1.62)	50.6 (3.52)	86.7 (2.14)	54.7 (3.29)	68.0 (3.34)	45.9 (3.43)	31.1 (3.39)	71.3 (3.27)	84.0 (2.65)	29.4 (3.23)	56.6 (3.25)	22.1 (2.78)

—Not available.
†Not applicable.
[1]Schools were not asked whether they had drilled students on the use of a plan for suicide threat or incident, severe risk of terrorist attack, and pandemic flu.
[2]For example, earthquakes or tornadoes.
[3]For example, release of mustard gas, anthrax, smallpox, or radioactive materials.
[4]In 2007–08 and 2009–10, schools were asked whether they had a plan for procedures to be performed if the U.S. national threat level were changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security. In 2013–14, schools were asked whether they had a plan for procedures to be performed if an "imminent threat alert" were issued by the Department of Homeland Security's National Terrorism Advisory System.
[5]Data on suicide threat or incident, severe risk of terrorist attack, and pandemic flu were not collected in 2003–04 and 2005–06.
[6]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.
[7]Data for 2013–14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013–14 results.
[8]Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2015.)

Table 21.1. Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2013

[Standard errors appear in parentheses]

Security measure	1999		2001		2003		2005		2007		2009		2011		2013	
1	2		3		4		5		6		7		8		9	
Total, at least one of the listed security measures	**—**	**(†)**	**99.4**	**(0.09)**	**99.3**	**(0.12)**	**99.6**	**(0.10)**	**99.8**	**(0.06)**	**99.3**	**(0.10)**	**99.6**	**(0.08)**	**99.6**	**(0.07)**
Metal detectors	9.0	(0.51)	8.7	(0.61)	10.1	(0.84)	10.7	(0.74)	10.1	(0.51)	10.6	(0.76)	11.2	(0.64)	11.0	(0.72)
Locker checks	53.3	(0.83)	53.5	(0.92)	53.0	(0.91)	53.2	(0.90)	53.6	(0.95)	53.8	(1.17)	53.0	(0.99)	52.0	(1.13)
One or more security cameras to monitor the school	—	(†)	38.5	(1.13)	47.9	(1.16)	57.9	(1.35)	66.0	(0.99)	70.0	(1.05)	76.7	(0.83)	76.7	(1.06)
Security guards and/or assigned police officers	54.1	(1.36)	63.6	(1.25)	69.6	(0.91)	68.3	(1.13)	68.8	(0.98)	68.1	(1.05)	69.8	(1.01)	70.4	(1.04)
Other school staff or other adults supervising the hallway	85.4	(0.54)	88.3	(0.45)	90.6	(0.39)	90.1	(0.42)	90.0	(0.50)	90.6	(0.46)	88.9	(0.46)	90.5	(0.51)
A requirement that students wear badges or picture identification	—	(†)	21.2	(0.99)	22.5	(1.11)	24.9	(1.20)	24.3	(1.00)	23.4	(1.14)	24.8	(1.02)	26.2	(1.02)
A written code of student conduct	—	(†)	95.1	(0.34)	95.3	(0.37)	95.5	(0.36)	95.9	(0.29)	95.6	(0.39)	95.7	(0.30)	95.9	(0.30)
Locked entrance or exit doors during the day	38.1	(0.97)	48.8	(1.12)	52.8	(1.16)	54.3	(1.06)	60.9	(1.07)	64.3	(1.27)	64.5	(1.02)	75.8	(1.10)
A requirement that visitors sign in	87.1	(0.62)	90.2	(0.58)	91.7	(0.48)	93.0	(0.49)	94.3	(0.38)	94.3	(0.52)	94.9	(0.37)	95.8	(0.37)

—Not available.
†Not applicable.
NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 1999 through 2013. (This table was prepared September 2014.)

Table 22.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2013

Control and level of institution and type of incident	Number of incidents														
	Total, in residence halls and at other locations												2013		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All institutions															
Selected crimes against persons and property	41,596	42,521	43,064	43,555	42,710	44,492	41,829	40,296	34,054	32,097	30,407	29,832	27,567	13,215	14,352
Murder[1]	17	20	9	15	11	8	44	12	16	15	16	12	23	3	20
Negligent manslaughter[2]	2	0	1	0	2	0	3	3	0	1	1	1	0	0	0
Sex offenses—forcible[3]	2,201	2,327	2,595	2,667	2,674	2,670	2,694	2,639	2,544	2,927	3,375	4,017	4,964	3,627	1,337
Sex offenses—nonforcible[4]	461	261	60	27	42	43	40	35	65	33	46	46	45	20	25
Robbery[5]	1,663	1,802	1,625	1,550	1,551	1,547	1,561	1,576	1,409	1,392	1,285	1,374	1,330	196	1,134
Aggravated assault[6]	2,947	2,804	2,832	2,721	2,656	2,817	2,604	2,495	2,327	2,221	2,239	2,424	2,085	719	1,366
Burglary[7]	26,904	28,038	28,639	29,480	29,256	31,260	29,488	28,737	23,083	21,335	19,472	18,228	15,500	8,285	7,215
Motor vehicle theft[8]	6,221	6,181	6,285	6,062	5,531	5,231	4,619	4,104	3,977	3,441	3,334	3,026	2,993	14	2,979
Arson[9]	1,180	1,088	1,018	1,033	987	916	776	695	633	732	639	704	627	351	276
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	40,348	43,407	44,581	47,939	49,024	50,187	50,558	50,639	50,066	51,519	54,285	52,819	47,764	24,966	22,798
Illegal weapons possession	1,073	1,142	1,094	1,263	1,316	1,316	1,318	1,190	1,077	1,112	1,023	1,027	1,044	279	765
Drug law violations	11,854	12,041	12,467	12,775	13,707	13,952	14,135	15,146	15,871	18,589	20,729	21,389	20,148	10,744	9,404
Liquor law violations	27,421	30,224	31,020	33,901	34,001	34,919	35,105	34,303	33,118	31,818	32,533	30,403	26,572	13,943	12,629
Referrals for disciplinary action[10]	155,201	167,319	184,915	196,775	202,816	218,040	216,600	217,526	220,987	230,269	249,694	251,724	246,438	222,654	23,784
Illegal weapons possession	1,277	1,287	1,566	1,799	1,882	1,871	1,658	1,455	1,275	1,314	1,282	1,411	1,434	975	459
Drug law violations	23,900	26,038	25,753	25,762	25,356	27,251	28,476	32,469	36,344	42,022	51,562	54,131	54,135	46,222	7,913
Liquor law violations	130,024	139,994	157,596	169,214	175,578	188,918	186,466	183,602	183,368	186,933	196,850	196,182	190,869	175,457	15,412
Public 4-year															
Selected crimes against persons and property	18,710	19,563	19,789	19,984	19,582	20,648	19,579	18,695	15,975	15,503	14,675	14,520	13,240	6,300	6,940
Murder[1]	9	9	5	8	4	5	42	9	8	9	10	7	10	2	8
Negligent manslaughter[2]	2	0	1	0	1	0	2	1	0	0	1	1	0	0	0
Sex offenses—forcible[3]	1,245	1,278	1,358	1,482	1,398	1,400	1,425	1,317	1,214	1,461	1,638	1,972	2,257	1,646	611
Sex offenses—nonforcible[4]	207	113	28	16	25	15	23	12	40	15	17	17	17	9	8
Robbery[5]	584	659	669	612	696	680	722	750	647	662	612	660	641	120	521
Aggravated assault[6]	1,434	1,320	1,381	1,269	1,280	1,338	1,258	1,182	1,134	1,076	1,076	1,192	1,019	355	664
Burglary[7]	11,520	12,523	12,634	13,026	12,935	14,027	13,371	12,970	10,708	10,219	9,373	8,839	7,379	3,919	3,460
Motor vehicle theft[8]	3,072	3,092	3,116	2,964	2,667	2,662	2,266	2,027	1,824	1,604	1,592	1,405	1,513	8	1,505
Arson[9]	637	569	597	607	576	521	470	427	400	457	356	427	404	241	163
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	31,077	33,831	34,657	36,746	38,051	39,900	39,570	40,607	40,780	41,992	44,891	43,587	38,701	20,060	18,641
Illegal weapons possession	692	745	697	811	878	859	825	759	659	669	629	624	657	209	448
Drug law violations	9,125	9,238	9,389	9,620	10,606	10,850	10,693	11,714	12,186	14,362	16,323	16,931	15,810	8,516	7,294
Liquor law violations	21,260	23,848	24,571	26,315	26,567	28,191	28,052	28,134	27,935	26,961	27,939	26,032	22,234	11,335	10,899
Referrals for disciplinary action[10]	79,152	84,636	94,365	100,588	100,211	107,289	106,148	104,585	108,756	116,029	129,667	132,552	127,851	116,424	11,427
Illegal weapons possession	678	675	847	1,001	1,097	972	867	792	669	664	610	649	623	442	181
Drug law violations	13,179	13,943	13,811	13,658	13,020	13,798	14,458	16,656	18,260	21,451	27,339	29,021	28,732	24,486	4,246
Liquor law violations	65,295	70,018	79,707	85,929	86,094	92,519	90,823	87,137	89,827	93,914	101,718	102,882	98,496	91,496	7,000
Nonprofit 4-year															
Selected crimes against persons and property	14,844	14,859	15,179	15,523	15,574	16,864	15,452	14,892	11,964	11,202	10,740	10,803	10,420	6,116	4,304
Murder[1]	5	9	2	4	5	3	2	1	6	5	3	2	5	0	5
Negligent manslaughter[2]	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	820	914	1,048	1,026	1,088	1,080	1,065	1,083	1,102	1,225	1,431	1,741	2,368	1,876	492
Sex offenses—nonforcible[4]	113	81	14	5	6	10	8	16	11	8	13	10	12	4	8
Robbery[5]	649	735	538	577	500	502	460	437	366	319	320	387	377	53	324
Aggravated assault[6]	882	900	773	838	744	834	768	754	661	641	631	668	690	267	423
Burglary[7]	10,471	10,561	11,066	11,426	11,657	13,051	11,941	11,551	8,810	8,138	7,421	7,058	6,098	3,803	2,295
Motor vehicle theft[8]	1,471	1,273	1,385	1,316	1,248	1,077	984	859	834	641	704	710	694	6	688
Arson[9]	433	386	353	331	325	307	223	191	174	225	217	227	176	107	69
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	6,329	6,548	6,856	7,722	7,406	6,134	6,732	6,112	5,777	5,459	5,444	5,515	5,729	3,438	2,291
Illegal weapons possession	167	162	166	184	150	146	178	158	148	137	129	127	133	45	88
Drug law violations	1,628	1,723	1,869	1,751	1,691	1,650	1,804	1,883	2,080	2,248	2,425	2,436	2,541	1,658	883
Liquor law violations	4,534	4,663	4,821	5,787	5,565	4,338	4,750	4,071	3,549	3,074	2,890	2,952	3,055	1,735	1,320
Referrals for disciplinary action[10]	71,293	77,641	85,184	90,749	96,646	103,484	103,254	105,289	103,457	104,939	110,607	110,396	110,019	99,314	10,705
Illegal weapons possession	443	424	537	608	590	622	545	457	358	393	417	498	540	430	110
Drug law violations	9,688	11,100	10,885	10,903	11,208	12,114	12,685	14,157	15,845	17,841	21,240	22,197	22,337	19,606	2,731
Liquor law violations	61,162	66,117	73,762	79,238	84,848	90,748	90,024	90,675	87,254	86,705	88,950	87,701	87,142	79,278	7,864
For-profit 4-year															
Selected crimes against persons and property	505	592	720	718	829	641	612	574	525	561	446	384	542	180	362
Murder[1]	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	4	4	8	5	4	12	12	9	9	22	26	19	20	14	6
Sex offenses—nonforcible[4]	13	1	2	0	1	0	2	0	1	1	0	3	2	0	2
Robbery[5]	64	71	43	46	43	25	31	38	86	70	74	53	90	13	77
Aggravated assault[6]	23	45	41	38	59	31	31	63	43	51	36	47	68	38	30
Burglary[7]	347	376	542	524	607	489	446	385	299	350	249	200	282	113	169
Motor vehicle theft[8]	52	94	80	100	110	78	89	79	85	65	58	61	77	0	77
Arson[9]	2	1	4	5	5	6	1	0	2	2	2	1	2	1	1
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	11	17	11	41	28	52	28	40	54	165	152	128	86	31	55
Illegal weapons possession	2	3	2	5	2	5	3	8	6	13	11	11	12	2	10
Drug law violations	4	9	4	12	16	14	16	14	22	66	41	50	56	25	31
Liquor law violations	5	5	5	24	10	33	9	18	26	86	100	67	18	4	14
Referrals for disciplinary action[10]	316	399	465	298	529	513	519	566	882	760	718	668	1,166	1,051	115
Illegal weapons possession	11	25	24	11	42	13	11	13	23	9	16	23	18	12	6
Drug law violations	92	133	130	99	128	138	132	159	231	221	233	254	540	476	64
Liquor law violations	213	241	311	188	359	362	376	394	628	530	469	391	608	563	45

See notes at end of table.

Table 22.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2013—Continued

Control and level of institution and type of incident	Number of incidents														
	Total, in residence halls and at other locations												2013		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Public 2-year															
Selected crimes against persons and property	6,817	6,860	6,637	6,637	5,981	5,669	5,381	5,464	4,984	4,396	4,141	3,760	3,117	566	2,551
Murder[1]	2	1	2	3	2	0	0	2	2	1	2	3	7	0	7
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Sex offenses—forcible[3]	118	118	160	142	175	167	181	210	205	210	262	265	304	84	220
Sex offenses—nonforcible[4]	119	61	14	6	10	16	7	7	12	8	16	13	12	5	7
Robbery[5]	245	234	230	213	248	284	279	285	251	298	262	244	194	6	188
Aggravated assault[6]	545	503	589	497	501	546	462	401	431	409	406	437	286	52	234
Burglary[7]	4,132	4,158	3,973	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,972	1,615	417	1,198
Motor vehicle theft[8]	1,552	1,661	1,607	1,620	1,428	1,319	1,174	1,059	1,109	1,028	899	777	655	0	655
Arson[9]	104	124	62	88	76	76	76	70	54	43	59	49	44	2	42
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	2,660	2,844	2,950	3,270	3,416	3,993	4,124	3,764	3,335	3,811	3,723	3,486	3,121	1,365	1,756
Illegal weapons possession	198	221	220	255	278	300	304	258	256	282	248	253	234	21	213
Drug law violations	989	996	1,141	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,901	1,652	499	1,153
Liquor law violations	1,473	1,627	1,589	1,703	1,812	2,315	2,257	2,016	1,572	1,663	1,583	1,332	1,235	845	390
Referrals for disciplinary action[10]	3,529	3,744	4,036	4,371	4,688	5,897	5,987	6,425	7,241	8,017	8,174	7,589	6,876	5,369	1,507
Illegal weapons possession	127	146	145	167	133	238	218	183	210	242	228	225	242	85	157
Drug law violations	761	692	679	858	819	908	1,006	1,302	1,745	2,336	2,573	2,469	2,304	1,454	850
Liquor law violations	2,641	2,906	3,212	3,346	3,736	4,751	4,763	4,940	5,286	5,439	5,373	4,895	4,330	3,830	500
Nonprofit 2-year															
Selected crimes against persons and property	248	230	189	166	314	250	258	272	147	120	148	107	61	34	27
Murder[1]	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Sex offenses—forcible[3]	2	7	6	3	8	3	9	16	8	7	11	8	4	1	3
Sex offenses—nonforcible[4]	2	2	0	0	0	1	0	0	0	0	0	0	2	2	0
Robbery[5]	54	56	64	22	9	7	2	13	9	5	1	2	5	2	3
Aggravated assault[6]	23	17	12	17	22	35	52	66	5	9	53	46	9	1	8
Burglary[7]	142	123	83	111	266	187	178	160	120	95	74	47	38	28	10
Motor vehicle theft[8]	23	21	23	13	7	14	14	9	4	2	7	4	3	0	3
Arson[9]	1	4	1	0	2	3	3	7	1	2	2	0	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	108	39	23	48	76	67	59	93	58	49	52	52	66	34	32
Illegal weapons possession	1	2	3	2	5	3	4	3	4	6	5	5	5	1	4
Drug law violations	21	10	16	16	32	34	27	33	35	18	34	31	49	22	27
Liquor law violations	86	27	4	30	39	30	28	57	19	25	13	16	12	11	1
Referrals for disciplinary action[10]	624	569	552	447	514	537	519	413	348	377	360	300	320	306	14
Illegal weapons possession	2	3	6	5	12	19	10	6	7	4	1	6	7	4	3
Drug law violations	91	65	52	58	47	74	73	85	100	105	109	103	129	121	8
Liquor law violations	531	501	494	384	455	444	436	322	241	268	250	191	184	181	3
For-profit 2-year															
Selected crimes against persons and property	472	417	550	527	430	420	547	399	459	315	257	258	187	19	168
Murder[1]	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Sex offenses—forcible[3]	12	6	15	9	1	8	2	4	6	2	7	12	11	6	5
Sex offenses—nonforcible[4]	7	3	2	0	0	1	0	0	1	1	0	3	0	0	0
Robbery[5]	67	47	81	80	55	49	67	53	50	38	16	28	23	2	21
Aggravated assault[6]	40	19	36	62	50	33	33	29	53	35	37	34	13	6	7
Burglary[7]	292	297	341	325	250	245	350	241	226	135	120	112	88	5	83
Motor vehicle theft[8]	51	40	74	49	71	81	92	71	121	101	74	69	51	0	51
Arson[9]	3	4	1	2	3	3	3	0	2	3	3	0	1	0	1
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[10]	163	128	84	112	47	41	45	23	62	43	23	51	61	38	23
Illegal weapons possession	13	9	6	6	3	3	4	4	4	5	1	7	3	1	2
Drug law violations	87	65	48	64	36	26	32	12	41	29	14	40	40	24	16
Liquor law violations	63	54	30	42	8	12	9	7	17	9	8	4	18	13	5
Referrals for disciplinary action[10]	287	330	313	322	228	320	173	248	303	147	168	219	206	190	16
Illegal weapons possession	16	14	7	7	8	7	7	4	8	2	10	10	4	2	2
Drug law violations	89	105	196	186	134	219	122	110	163	68	68	87	93	79	14
Liquor law violations	182	211	110	129	86	94	44	134	132	77	90	122	109	109	0

[1]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[2]Killing of another person through gross negligence (excludes traffic fatalities).
[3]Any sexual act directed against another person forcibly and/or against that person's will.
[4]Includes only statutory rape or incest.
[5]Taking or attempting to take anything of value using actual or threatened force or violence.
[6]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[7]Unlawful entry of a structure to commit a felony or theft.
[8]Theft or attempted theft of a motor vehicle.
[9]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
[10]If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2013; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2014, Institutional Characteristics component. (This table was prepared August 2015.)

Table 22.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2013

Control and level of institution and type of incident	Number of incidents per 10,000 full-time-equivalent (FTE) students[1]														
	Total, institutions with and without residence halls												2013		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All institutions															
Selected crimes against persons and property	35.619	34.649	34.040	33.580	32.864	33.347	30.568	28.987	22.955	20.869	20.027	19.793	18.378	24.209	6.181
Murder[2]	0.015	0.016	0.007	0.012	0.008	0.006	0.032	0.009	0.011	0.010	0.011	0.008	0.015	0.014	0.019
Negligent manslaughter[3]	0.002	0.000	0.001	0.000	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.000	0.000	0.000
Sex offenses—forcible[4]	1.885	1.896	2.051	2.056	2.058	2.001	1.969	1.898	1.715	1.903	2.223	2.665	3.309	4.646	0.513
Sex offenses—nonforcible[5]	0.395	0.213	0.047	0.021	0.032	0.032	0.029	0.025	0.044	0.021	0.030	0.031	0.030	0.035	0.019
Robbery[6]	1.424	1.468	1.284	1.195	1.193	1.159	1.141	1.134	0.950	0.905	0.846	0.912	0.887	1.048	0.548
Aggravated assault[7]	2.524	2.285	2.239	2.098	2.044	2.111	1.903	1.795	1.569	1.444	1.475	1.608	1.390	1.792	0.548
Burglary[8]	23.038	22.847	22.638	22.728	22.511	23.429	21.549	20.672	15.559	13.872	12.825	12.094	10.333	13.908	2.857
Motor vehicle theft[9]	5.327	5.037	4.968	4.674	4.256	3.921	3.375	2.952	2.681	2.237	2.196	2.008	1.995	2.191	1.587
Arson[10]	1.010	0.887	0.805	0.796	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.467	0.418	0.574	0.091
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	34.550	35.371	35.239	36.960	37.722	37.615	36.947	36.428	33.748	33.497	35.755	35.045	31.842	45.542	3.188
Illegal weapons possession	0.919	0.931	0.865	0.974	1.013	0.986	0.963	0.856	0.726	0.723	0.674	0.681	0.696	0.829	0.418
Drug law violations	10.151	9.812	9.854	9.849	10.547	10.457	10.330	10.895	10.698	12.086	13.653	14.191	13.432	18.809	2.185
Liquor law violations	23.481	24.629	24.520	26.137	26.163	26.172	25.654	24.676	22.324	20.687	21.428	20.172	17.714	25.904	0.585
Referrals for disciplinary action[11]	132.899	136.344	146.165	151.708	156.060	163.421	158.288	156.479	148.959	149.716	164.460	167.017	164.290	241.127	3.576
Illegal weapons possession	1.093	1.049	1.238	1.387	1.448	1.402	1.212	1.047	0.859	0.854	0.844	0.936	0.956	1.284	0.270
Drug law violations	20.466	21.218	20.356	19.862	19.511	20.425	20.810	23.357	24.498	27.322	33.961	35.916	36.090	52.605	1.546
Liquor law violations	111.340	114.077	124.571	130.459	135.101	141.594	136.267	132.076	123.602	121.540	129.654	130.165	127.244	187.238	1.760
Public 4-year															
Selected crimes against persons and property	36.191	36.334	35.725	35.522	34.295	35.532	32.837	30.531	24.898	23.448	21.958	21.652	19.633	20.933	6.306
Murder[2]	0.017	0.017	0.009	0.014	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.010	0.015	0.015	0.017
Negligent manslaughter[3]	0.004	0.000	0.002	0.000	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.000	0.000	0.000
Sex offenses—forcible[4]	2.408	2.374	2.452	2.634	2.448	2.409	2.390	2.151	1.892	2.210	2.451	2.941	3.347	3.624	0.500
Sex offenses—nonforcible[5]	0.400	0.210	0.051	0.028	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.025	0.025	0.026	0.017
Robbery[6]	1.130	1.224	1.208	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.984	0.950	0.990	0.551
Aggravated assault[7]	2.774	2.452	2.493	2.256	2.242	2.302	2.110	1.930	1.767	1.627	1.610	1.778	1.511	1.608	0.517
Burglary[8]	22.283	23.259	22.808	23.154	22.654	24.138	22.425	21.181	16.689	15.456	14.025	13.181	10.942	11.707	3.103
Motor vehicle theft[9]	5.942	5.743	5.625	5.269	4.671	4.581	3.800	3.310	2.843	2.426	2.382	2.095	2.244	2.313	1.535
Arson[10]	1.232	1.057	1.078	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.637	0.599	0.651	0.067
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	60.113	62.833	62.566	65.318	66.641	68.662	66.366	66.315	63.558	63.512	67.169	64.997	57.387	62.562	4.337
Illegal weapons possession	1.339	1.384	1.258	1.442	1.538	1.478	1.384	1.240	1.027	1.012	0.941	0.931	0.974	1.027	0.434
Drug law violations	17.651	17.158	16.950	17.100	18.575	18.671	17.934	19.130	18.993	21.722	24.424	25.248	23.444	25.434	3.036
Liquor law violations	41.123	44.292	44.358	46.776	46.529	48.513	47.048	45.945	43.539	40.778	41.804	38.819	32.969	36.101	0.867
Referrals for disciplinary action[11]	153.104	157.192	170.355	178.800	175.506	184.628	178.029	170.797	169.503	175.490	194.017	197.663	189.581	207.918	1.618
Illegal weapons possession	1.311	1.254	1.529	1.779	1.921	1.673	1.454	1.293	1.043	1.004	0.913	0.968	0.924	1.007	0.067
Drug law violations	25.492	25.896	24.933	24.278	22.803	23.744	24.249	27.201	28.459	32.444	40.907	43.276	42.605	46.663	1.001
Liquor law violations	126.301	130.043	143.893	152.743	150.782	159.211	152.326	142.303	140.001	142.042	152.198	153.419	146.053	160.248	0.551
Nonprofit 4-year															
Selected crimes against persons and property	57.358	55.445	54.891	54.728	54.165	57.681	52.039	49.315	38.613	35.193	33.154	32.730	31.341	33.383	9.371
Murder[2]	0.019	0.034	0.007	0.014	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.015	0.013	0.035
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	3.169	3.410	3.790	3.617	3.784	3.694	3.587	3.586	3.557	3.848	4.417	5.275	7.122	7.686	1.061
Sex offenses—nonforcible[5]	0.437	0.302	0.051	0.018	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.030	0.036	0.036	0.035
Robbery[6]	2.508	2.743	1.946	2.034	1.739	1.717	1.549	1.447	1.181	1.002	0.988	1.173	1.134	1.154	0.919
Aggravated assault[7]	3.408	3.358	2.795	2.954	2.588	2.853	2.586	2.497	2.133	2.014	1.948	2.024	2.075	2.199	0.743
Burglary[8]	40.460	39.407	40.017	40.284	40.542	44.639	40.214	38.251	28.434	25.567	22.908	21.384	18.341	19.547	5.375
Motor vehicle theft[9]	5.684	4.750	5.008	4.640	4.340	3.684	3.314	2.845	2.692	2.014	2.173	2.151	2.087	2.170	1.202
Arson[10]	1.673	1.440	1.277	1.167	1.130	1.050	0.751	0.632	0.562	0.707	0.670	0.688	0.529	0.579	0.000
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	24.456	24.433	24.793	27.225	25.758	20.981	22.672	20.240	18.645	17.150	16.805	16.709	17.231	18.656	1.909
Illegal weapons possession	0.645	0.604	0.600	0.649	0.522	0.499	0.599	0.523	0.478	0.430	0.398	0.385	0.400	0.434	0.035
Drug law violations	6.291	6.429	6.759	6.173	5.881	5.644	6.075	6.236	6.713	7.062	7.486	7.380	7.643	8.241	1.202
Liquor law violations	17.520	17.399	17.434	20.403	19.355	14.838	15.997	13.481	11.454	9.657	8.921	8.944	9.189	9.980	0.672
Referrals for disciplinary action[11]	275.480	289.709	308.044	319.945	336.127	353.954	347.734	348.663	333.904	329.679	341.437	334.473	330.910	359.218	26.414
Illegal weapons possession	1.712	1.582	1.942	2.144	2.052	2.127	1.835	1.513	1.155	1.235	1.287	1.509	1.624	1.759	0.177
Drug law violations	37.435	41.418	39.363	38.440	38.981	41.434	42.720	46.881	51.139	56.050	65.567	67.251	67.184	73.026	4.349
Liquor law violations	236.333	246.708	266.740	279.362	295.095	310.392	303.179	300.269	281.609	272.395	274.583	265.713	262.101	284.433	21.888
For-profit 4-year															
Selected crimes against persons and property	19.109	17.840	17.605	13.650	17.049	9.552	8.095	10.320	7.513	6.499	6.003	5.234	7.493	20.129	3.717
Murder[2]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.013	0.000	0.014	0.060	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.151	0.121	0.196	0.095	0.082	0.179	0.159	0.162	0.129	0.255	0.350	0.259	0.277	0.961	0.072
Sex offenses—nonforcible[5]	0.492	0.030	0.049	0.000	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.041	0.028	0.000	0.036
Robbery[6]	2.422	2.140	1.051	0.875	0.884	0.373	0.410	0.683	1.231	0.811	0.996	0.722	1.244	3.545	0.557
Aggravated assault[7]	0.870	1.356	1.003	0.722	1.213	0.462	0.410	1.133	0.615	0.591	0.485	0.641	0.940	3.004	0.323
Burglary[8]	13.130	11.331	13.253	9.962	12.484	7.287	5.899	6.922	4.279	4.055	3.351	2.726	3.899	10.876	1.814
Motor vehicle theft[9]	1.968	2.833	1.956	1.901	2.262	1.162	1.177	1.420	1.216	0.753	0.781	0.831	1.065	1.622	0.898
Arson[10]	0.076	0.030	0.098	0.095	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.014	0.028	0.060	0.018
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	0.416	0.512	0.269	0.779	0.576	0.775	0.370	0.719	0.773	1.911	2.046	1.745	1.189	3.365	0.539
Illegal weapons possession	0.076	0.090	0.049	0.095	0.041	0.075	0.040	0.144	0.086	0.151	0.148	0.150	0.166	0.421	0.090
Drug law violations	0.151	0.271	0.098	0.228	0.329	0.209	0.212	0.252	0.315	0.765	0.552	0.681	0.774	2.343	0.305
Liquor law violations	0.189	0.151	0.122	0.456	0.206	0.492	0.119	0.324	0.372	0.996	1.346	0.913	0.249	0.601	0.144
Referrals for disciplinary action[11]	11.957	12.024	11.370	5.665	10.880	7.645	6.865	10.177	12.623	8.804	9.663	9.104	16.120	68.438	0.485
Illegal weapons possession	0.416	0.753	0.587	0.209	0.864	0.194	0.145	0.234	0.329	0.104	0.215	0.313	0.249	0.901	0.054
Drug law violations	3.481	4.008	3.179	1.882	2.632	2.057	1.746	2.859	3.306	2.560	3.136	3.462	7.466	31.545	0.269
Liquor law violations	8.060	7.263	7.605	3.574	7.383	5.395	4.973	7.084	8.988	6.140	6.312	5.329	8.406	35.991	0.162

See notes at end of table.

Table 22.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2013—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 full-time-equivalent (FTE) students[1]														
	Total, institutions with and without residence halls												2013		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Public 2-year															
Selected crimes against persons and property	19.867	18.834	18.044	17.903	16.389	15.423	14.388	13.991	11.745	10.195	9.998	9.387	7.994	14.793	6.309
Murder[2]	0.006	0.003	0.005	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.007	0.018	0.000	0.022
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.344	0.324	0.435	0.383	0.480	0.454	0.484	0.538	0.483	0.487	0.633	0.662	0.780	1.626	0.570
Sex offenses—nonforcible[5]	0.347	0.167	0.038	0.016	0.027	0.044	0.019	0.018	0.028	0.019	0.039	0.032	0.031	0.090	0.016
Robbery[6]	0.714	0.642	0.625	0.575	0.680	0.773	0.746	0.730	0.591	0.691	0.633	0.609	0.498	0.529	0.490
Aggravated assault[7]	1.588	1.381	1.601	1.341	1.373	1.485	1.235	1.027	1.016	0.949	0.980	1.091	0.734	1.304	0.592
Burglary[8]	12.042	11.416	10.801	10.974	9.703	8.872	8.561	8.783	6.881	5.561	5.396	4.923	4.142	9.746	2.753
Motor vehicle theft[9]	4.523	4.560	4.369	4.370	3.913	3.588	3.139	2.712	2.613	2.384	2.171	1.940	1.680	1.420	1.744
Arson[10]	0.303	0.340	0.169	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.122	0.113	0.077	0.122
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	7.752	7.808	8.020	8.821	9.360	10.863	11.027	9.638	7.859	8.838	8.989	8.703	8.005	25.159	3.751
Illegal weapons possession	0.577	0.607	0.598	0.688	0.762	0.816	0.813	0.661	0.603	0.654	0.599	0.632	0.600	0.839	0.541
Drug law violations	2.882	2.735	3.102	3.539	3.633	3.749	4.179	3.815	3.551	4.328	4.568	4.746	4.237	10.959	2.570
Liquor law violations	4.293	4.467	4.320	4.594	4.965	6.298	6.035	5.162	3.704	3.857	3.822	3.325	3.167	13.360	0.640
Referrals for disciplinary action[11]	10.284	10.279	10.973	11.791	12.846	16.043	16.008	16.451	17.063	18.592	19.735	18.946	17.635	77.865	2.701
Illegal weapons possession	0.370	0.401	0.394	0.450	0.364	0.648	0.583	0.469	0.495	0.561	0.550	0.562	0.621	1.639	0.368
Drug law violations	2.218	1.900	1.846	2.314	2.244	2.470	2.690	3.334	4.112	5.417	6.212	6.164	5.909	22.809	1.719
Liquor law violations	7.697	7.978	8.732	9.026	10.237	12.926	12.735	12.649	12.456	12.614	12.972	12.220	11.105	53.416	0.615
Nonprofit 2-year															
Selected crimes against persons and property	63.955	58.903	51.594	48.535	91.263	81.948	103.819	99.299	55.883	48.448	45.531	34.764	23.425	53.231	10.021
Murder[2]	0.258	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.365	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.516	1.793	1.638	0.877	2.325	0.983	3.622	5.841	3.041	2.826	3.384	2.599	1.536	2.476	1.113
Sex offenses—nonforcible[5]	0.516	0.512	0.000	0.000	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.768	2.476	0.000
Robbery[6]	13.926	14.342	17.471	6.432	2.616	2.295	0.805	4.746	3.421	2.019	0.308	0.650	1.920	3.714	1.113
Aggravated assault[7]	5.931	4.354	3.276	4.970	6.394	11.473	20.925	24.095	1.901	3.634	16.305	14.945	3.456	6.190	2.227
Burglary[8]	36.620	31.500	22.658	32.454	77.312	61.297	71.627	58.411	45.619	38.354	22.766	15.270	14.592	37.138	4.454
Motor vehicle theft[9]	5.931	5.378	6.279	3.801	2.035	4.589	5.634	3.286	1.521	0.807	2.154	1.300	1.152	1.238	1.113
Arson[10]	0.258	1.024	0.273	0.000	0.581	0.983	1.207	2.555	0.380	0.807	0.615	0.000	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	27.852	9.988	6.279	14.034	22.089	21.962	23.741	33.952	22.049	19.783	15.998	16.895	25.345	66.848	6.680
Illegal weapons possession	0.258	0.512	0.819	0.585	1.453	0.983	1.610	1.095	1.521	2.422	1.538	1.624	1.920	6.190	0.000
Drug law violations	5.416	2.561	4.368	4.678	9.301	11.145	10.865	12.047	13.305	7.267	10.460	10.072	18.816	45.803	6.680
Liquor law violations	22.178	6.915	1.092	8.771	11.335	9.834	11.267	20.809	7.223	10.093	3.999	5.198	4.608	14.855	0.000
Referrals for disciplinary action[11]	160.920	145.722	150.688	130.694	149.393	176.025	208.845	150.774	132.294	152.206	110.752	97.469	122.883	389.948	2.783
Illegal weapons possession	0.516	0.768	1.638	1.462	3.488	6.228	4.024	2.190	2.661	1.615	0.308	1.949	2.688	6.190	1.113
Drug law violations	23.468	16.647	14.195	16.958	13.660	24.257	29.375	31.031	38.016	42.392	33.533	33.464	49.537	157.217	1.113
Liquor law violations	136.937	128.307	134.855	112.274	132.244	145.540	175.446	117.553	91.618	108.200	76.911	62.055	70.658	226.541	0.557
For-profit 2-year															
Selected crimes against persons and property	25.385	21.447	24.700	21.845	17.851	18.237	23.658	14.826	13.033	8.167	7.503	8.744	6.602	21.150	5.916
Murder[2]	0.000	0.051	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.037	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.645	0.309	0.674	0.373	0.042	0.347	0.087	0.149	0.170	0.052	0.204	0.407	0.388	4.700	0.185
Sex offenses—nonforcible[5]	0.376	0.154	0.090	0.000	0.000	0.043	0.000	0.000	0.028	0.026	0.000	0.102	0.000	0.000	0.000
Robbery[6]	3.603	2.417	3.638	3.316	2.283	2.128	2.898	1.969	1.420	0.985	0.467	0.949	0.812	1.567	0.776
Aggravated assault[7]	2.151	0.977	1.617	2.570	2.076	1.433	1.427	1.078	1.505	0.907	1.080	1.152	0.459	4.700	0.259
Burglary[8]	15.704	15.275	15.314	13.472	10.378	10.638	15.138	8.955	6.417	3.500	3.503	3.796	3.107	7.050	2.921
Motor vehicle theft[9]	2.743	2.057	3.323	2.031	2.947	3.517	3.979	2.638	3.436	2.619	2.160	2.338	1.801	3.133	1.738
Arson[10]	0.161	0.206	0.045	0.083	0.125	0.130	0.130	0.000	0.057	0.078	0.088	0.000	0.035	0.000	0.037
Weapons-, drug-, and liquor-related arrests and referrals															
Arrests[11]	8.766	6.583	3.772	4.643	1.951	1.780	1.946	0.855	1.760	1.115	0.671	1.728	2.154	32.900	0.702
Illegal weapons possession	0.699	0.463	0.269	0.249	0.125	0.130	0.173	0.149	0.114	0.130	0.029	0.237	0.106	0.783	0.074
Drug law violations	4.679	3.343	2.156	2.653	1.495	1.129	1.384	0.446	1.164	0.752	0.409	1.356	1.412	21.933	0.444
Liquor law violations	3.388	2.777	1.347	1.741	0.332	0.521	0.389	0.260	0.483	0.233	0.234	0.136	0.636	10.183	0.185
Referrals for disciplinary action[11]	15.435	16.972	14.057	13.348	9.465	13.895	7.482	9.215	8.603	3.811	4.905	7.422	7.273	149.616	0.555
Illegal weapons possession	0.861	0.720	0.314	0.290	0.332	0.304	0.303	0.149	0.227	0.052	0.292	0.339	0.141	1.567	0.074
Drug law violations	4.787	5.400	8.802	7.710	5.563	9.509	5.277	4.087	4.628	1.763	1.985	2.949	3.284	62.666	0.481
Liquor law violations	9.788	10.852	4.940	5.347	3.570	4.082	1.903	4.979	3.748	1.996	2.627	4.135	3.848	85.383	0.000

[1]Although crimes, arrests, and referrals include incidents involving students, staff, and campus guests, they are expressed as a ratio to FTE students because comprehensive FTE counts of all these groups are not available.
[2]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[3]Killing of another person through gross negligence (excludes traffic fatalities).
[4]Any sexual act directed against another person forcibly and/or against that person's will.
[5]Includes only statutory rape or incest.
[6]Taking or attempting to take anything of value using actual or threatened force or violence.
[7]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[8]Unlawful entry of a structure to commit a felony or theft.
[9]Theft or attempted theft of a motor vehicle.
[10]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
[11]If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2013; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2014, Fall Enrollment component. (This table was prepared August 2015.)

Table 23.1. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: 2009 through 2013

Type of crime and category of bias motivating the crime[1]	Total, 2009	Total, 2010	Total, 2011	2012							2013						
					4-year			2-year				4-year			2-year			
				Total	Public	Non-profit	For-profit	Public	Non-profit	For-profit	Total	Public	Non-profit	For-profit	Public	Non-profit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
All on-campus hate crimes	**672**	**928**	**761**	**787**	**328**	**303**	**12**	**138**	**2**	**4**	**781**	**295**	**349**	**25**	**106**	**1**	**5**
Murder[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses–forcible[4]	11	7	9	4	1	1	0	2	0	0	7	1	6	0	0	0	0
Race	0	0	0	1	0	0	0	1	0	0	2	0	2	0	0	0	0
Ethnicity	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	1	2	1	0	0	1	0	0	1	0	1	0	0	0	0
Sexual orientation	0	4	6	1	0	1	0	0	0	0	4	1	3	0	0	0	0
Gender	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses–nonforcible[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery[6]	5	2	2	5	2	0	0	3	0	0	1	0	1	0	0	0	0
Race	3	1	1	4	2	0	0	2	0	0	0	0	0	0	0	0	0
Ethnicity	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Aggravated assault[7]	9	17	13	14	6	4	1	3	0	0	6	3	1	0	2	0	0
Race	3	6	5	6	3	1	0	2	0	0	4	2	0	0	2	0	0
Ethnicity	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Religion	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	4	9	6	5	2	2	1	0	0	0	1	0	1	0	0	0	0
Gender	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Disability	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Burglary[8]	8	11	8	5	0	0	0	4	0	1	4	1	2	0	1	0	0
Race	4	7	4	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Ethnicity	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	1	0	0	0	0	0	1	1	0	1	0	0	0	0
Sexual orientation	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	1	1	1	4	0	0	0	4	0	0	2	1	0	0	1	0	0
Disability	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft[9]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson[10]	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Simple assault[11]	58	67	67	79	43	19	2	12	1	2	89	39	39	5	6	0	0
Race	23	25	22	36	20	11	1	2	0	2	34	15	14	2	3	0	0
Ethnicity	5	5	10	5	2	1	0	2	0	0	7	5	2	0	0	0	0
Religion	1	4	8	9	6	2	0	1	0	0	5	2	3	0	0	0	0
Sexual orientation	18	23	16	21	13	4	1	3	0	0	26	11	11	1	3	0	0
Gender	7	9	8	5	2	1	0	1	1	0	17	6	9	2	0	0	0
Disability	4	1	3	3	0	0	0	3	0	0	0	0	0	0	0	0	0
Larceny[12]	10	9	15	9	1	4	0	2	1	1	15	1	6	1	3	1	3
Race	0	1	2	2	0	1	0	1	0	0	5	0	2	1	2	0	0
Ethnicity	3	3	3	2	0	1	0	0	1	0	2	0	2	0	0	0	0
Religion	1	1	2	2	1	0	0	0	0	1	3	0	0	0	0	0	3
Sexual orientation	2	1	3	3	0	2	0	1	0	0	3	1	2	0	0	0	0
Gender	4	3	3	0	0	0	0	0	0	0	2	0	0	0	1	1	0
Disability	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation[13]	175	260	282	268	94	120	7	47	0	0	295	100	139	14	42	0	0
Race	58	79	111	120	47	45	2	26	0	0	110	43	48	4	15	0	0
Ethnicity	23	17	22	23	6	14	1	2	0	0	49	14	29	1	5	0	0
Religion	20	38	24	29	12	14	1	2	0	0	24	7	16	1	0	0	0
Sexual orientation	57	87	91	70	25	31	0	14	0	0	69	26	31	3	9	0	0
Gender	13	37	31	22	1	15	3	3	0	0	37	7	14	5	11	0	0
Disability	4	2	3	4	3	1	0	0	0	0	6	3	1	0	2	0	0
Destruction, damage, and vandalism[14]	396	555	364	403	181	155	2	65	0	0	364	150	155	5	52	0	2
Race	174	257	166	186	91	56	0	39	0	0	151	58	61	5	27	0	0
Ethnicity	28	43	30	34	21	8	1	4	0	0	37	11	19	0	5	0	2
Religion	72	103	57	70	18	43	1	8	0	0	48	21	24	0	3	0	0
Sexual orientation	109	135	104	104	47	46	0	11	0	0	112	57	44	0	11	0	0
Gender	13	17	7	9	4	2	0	3	0	0	14	3	6	0	5	0	0
Disability	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	0

[1]Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, or disability).
[2]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[3]Killing of another person through gross negligence (excludes traffic fatalities).
[4]Any sexual act directed against another person forcibly and/or against that person's will.
[5]Includes only statutory rape or incest.
[6]Taking or attempting to take anything of value using actual or threatened force or violence.
[7]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[8]Unlawful entry of a structure to commit a felony or theft.
[9]Theft or attempted theft of a motor vehicle.
[10]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
[11]A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
[12]The unlawful taking, carrying, leading, or riding away of property from the possession of another.
[13]Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[14]Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data–specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia–are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2013. (This table was prepared August 2015.)

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Appendix A: Technical Notes

General Information

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions, and data collection from federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, the Office for Civil Rights, and the Office of Juvenile Justice and Delinquency Prevention. Each data source has an independent sample design, data collection method, and questionnaire design or is the result of a universe data collection. Universe data collections include a census of all known entities in a specific universe (e.g., all deaths occurring on school property). Readers should be cautious when comparing data from different sources. Differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, some questions from different surveys may appear the same, but were asked of different populations of students (e.g., students ages 12–18 or students in grades 9–12); in different years; about experiences that occurred within different periods of time (e.g., in the past 30 days or during the past 12 months); or at different locations (e.g., in school or anywhere).

Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Estimates displayed in the text, figures, and tables are rounded from original estimates, not from a series of rounding.

The following is a description of data sources, accuracy of estimates, and statistical procedures used in this report.

Sources of Data

This section briefly describes each of the datasets used in this report: the School-Associated Violent Deaths Study, the Supplementary Homicide Reports, the Web-based Injury Statistics Query and Reporting System Fatal, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance System, the Schools and Staffing Survey, the School Survey on Crime and Safety, the Fast Response Survey System survey of school safety and discipline, the Campus Safety and Security Survey, ED*Facts*, Civil Rights Data Collection, High School Longitudinal Study of 2009, and Census of Juveniles in Residential Placement. Directions for obtaining more information are provided at the end of each description.

School-Associated Violent Deaths Study (SAVD)

The School-Associated Violent Deaths Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The study includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, or legal intervention deaths in which the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include nonstudents, as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The SAVD study has collected data from July 1, 1992, through the present.

SAVD uses a four-step process to identify and collect data on school-associated violent deaths. Cases are initially identified through a search of the LexisNexis newspaper and media database. Then law enforcement officials from the office that investigated the deaths are contacted to confirm the details of the case and to determine if the event meets the case definition. Once a case is confirmed, a law enforcement official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full law enforcement report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspensions/expulsions and mobility, school history of weapon-carrying incidents, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

One hundred and five school-associated violent deaths were identified from July 1, 1992, to June 30, 1994 (Kachur et al. 1996). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994, and June 30, 1999 (Anderson et al. 2001). Other publications from this study have described how the number of events change during the school year (Centers for Disease Control and Prevention 2001), the source of the firearms used in these events (Reza et al. 2003), and suicides that were associated with schools (Kauffman et al. 2004). The most recent publication describes trends in school-associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention 2008). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials. For several reasons, all data for years from 1999 to the present are flagged as preliminary. For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on nonmedia sources of information) will be discovered. Also, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases. For additional information about SAVD, contact:

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Supplementary Homicide Reports (SHR)

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States from January 1980 to December 2013; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 640,277 murders (including nonnegligent manslaughters) were committed from 1980 to 2013. Agencies provided detailed information on 573,716 of these homicide victims. SHR estimates in this report have been revised from those in previously published reports.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS). Weights have been developed to compensate for the average annual 10 percent of homicides that were not reported to the SHR data file. The development of the set of annual weights is a three-step process.

Each year the FBI's annual *Crime in the United States* report presents a national estimate of murder victims in the United States and estimates of the number of murder victims in each of the 50 states and the District of Columbia. The first-stage weight uses the FBI's annual estimates of murder victims in each state and the number of murder victims from that state found in the annual SHR database.

Specifically, the first-stage weight for victims in state S in year Y is—

$$\frac{\text{FBI's estimate of murder victims in state S}_{(\text{year Y})}}{\text{Number of murder victims in the SHR file from state S}_{(\text{year Y})}}$$

For complete reporting states, this first-stage weight is equal to 1. For partial reporting states, this weight is greater than 1. For states with a first-stage weight greater than 2—that is, the state reported SHR data for less than half of the FBI's estimated number of murder victims in the state—the first-stage weight is set to 1.

The second-stage weight uses the FBI's annual national estimates of murder victims in the United States and the sum of the first-stage weights for each state. The second-stage weight for victims in all states in year Y is—

$$\frac{\text{FBI's estimate of murder victims in the United States}_{(\text{year Y})}}{\text{Sum of the first-stage weights of all states}_{(\text{year Y})}}$$

The third step in the process is to calculate the final annual victim-level SHR weight. This weight used to develop national estimates of the attributes of murder victims is—

$$\text{SHR weight}_{(\text{year Y})} = (\text{First-stage weight}_{(\text{year Y})})*(\text{Second-stage weight}_{(\text{year Y})})$$

Conceptually, the first-stage weight uses a state's own reported SHR records to represent all murder victims in that state, as long as at least 50 percent of the estimated number of murder victims in that state has a record in the SHR. The sum of the first-stage weights then equals the sum of the total number of all murder victims in states with at least 50 percent SHR coverage and the simple count of those victims from the other reporting states. The second-stage weight is used to inflate the first-stage weights so that the weight derived from the product of the first- and second-stage weights represents all murder victims in that year in the United States. The difference between the sum of the first-stage weights and the FBI's annual national estimate of murder victims is the unreported murder victims in states with less than 50 percent SHR coverage and the murder victims in states that report no data to the SHR in that year. The second-stage weight compensates for this difference by assuming that the attributes of the nonreported victims are similar to the attributes of weighted murder victims in that year's SHR database.

The weighting procedure outlined above assumes that the characteristics of unreported homicide incidents are similar to the characteristics of reported incidents. There is no comprehensive way to assess the validity of this assumption. There is one exception to this weighting process. Some states did not report any data in some years. For example, Florida reported no incidents to the SHR program for the years 1988 through 2013. The annual national weights, however, attempt to compensate for those few instances in which entire states did not report any data. For additional information about the SHR program, contact:

Communications Unit
Criminal Justice Information Services Division
Federal Bureau of Investigation
Module D3
1000 Custer Hollow Road
Clarksburg, WV 26306
(304) 625-4995
cjis_comm@leo.gov

Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)

WISQARS™ Fatal provides mortality data related to injury. The mortality data reported in WISQARS™ Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injuries, homicide, and suicide as leading causes of death, how common they are, and whom they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS™ Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS™ Fatal, contact:

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
Mailstop K65
4770 Buford Highway NE
Atlanta, GA 30341-3724
(770) 488-1506
ohcinfo@cdc.gov
http://www.cdc.gov/injury/wisqars/index.html

National Crime Victimization Survey (NCVS)

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

NCVS estimates reported in *Indicators of School Crime and Safety: 2013* and beyond may differ from

those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, refer to situations in which six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization, which would result in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at 10. This strategy balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High Frequency Repeat Victimizations in the National Crime Victimization Survey* at http://bjs.ojp.usdoj.gov/content/pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the U.S. Office of Management and Budget's standards for classifying federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question about race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

In the 2006 NCVS, changes in the sample design and survey methodology may have affected the survey's estimates. Caution should be used when comparing 2006 estimates to estimates of other years. Data from 2007 onward are comparable to earlier years. Analyses of the 2007 estimates indicate that the program changes made in 2006 had relatively small effects on NCVS estimates. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf, the technical notes at http://www.bjs.gov/content/pub/pdf/cv06tn.pdf, and *Criminal Victimization, 2007* at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf.

The number of NCVS-eligible households in the 2014 sample was approximately 90,380. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interviews. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 80,000 persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2014, the household response rate was about 84 percent, and the completion rate for persons within households was about 87 percent.

Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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http://www.bjs.gov/

School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not homeschooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. First, in 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the NCVS and was also used as the definition in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, and 5,700 in 2013. In the 2013 SCS, the household completion rate was 86 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, and 86 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, and 60 percent respectively. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, and 51 percent in 2013.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, and 2013, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, race/ethnicity, household income, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of $35,000–$49,999 and $50,000 or more had higher response rates than those from households with incomes of less than $7,500, $7,500–$14,999, $15,000–$24,999 and $25,000–$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other races/ethnicities. Respondents from households with an income of $25,000 or more had higher response rates than those from households with incomes of less than $25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variable in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. Weights were developed to compensate for differential probabilities of selection and nonresponse.

The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 YRBSS data.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. In 2013, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 students participated in the 1995 survey, 16,300 students participated in the 1997 survey, 15,300 students participated in the 1999 survey, 13,600 students participated in the 2001 survey, 15,200 students participated in the 2003 survey, 13,900 students participated in the 2005 survey, 14,000 students participated in the 2007 survey, 16,400 students participated in the 2009 survey, 15,400 participated in the 2011 survey, and 13,600 participated in the 2013 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, and 68 percent for the 2013 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (http://nccd.cdc.gov/YouthOnline/). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except a few state samples, and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled

classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2013, a total of 42 states and 21 districts had weighted data. Not all of the districts were contained in the 42 states. For example, California was not one of the 42 states that obtained weighted data but it contained several districts that did. For more information on the location of the districts, please see http://www.cdc.gov/healthyyouth/yrbs/participation.htm. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,107 to 53,785. School response rates ranged from 70 to 100 percent, student response rates ranged from 60 to 94 percent, and overall response rates ranged from 60 to 87 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages where the denominator includes less than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?

a. White—not Hispanic
b. Black—not Hispanic
c. Hispanic or Latino
d. Asian or Pacific Islander
e. American Indian or Alaskan Native
f. Other

The version used in 1999, 2001, 2003, and in the 2005, 2007, and 2009 state and local district surveys was:

How do you describe yourself? (Select one or more responses.)

a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Hispanic or Latino
e. Native Hawaiian or Other Pacific Islander
f. White

In the 2005 national survey and in all 2007, 2009, 2011, and 2013 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "yes" and "no"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton et al. (2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used. For additional information about the YRBSS, contact:

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Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, "teacher demand and shortage") questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993–94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires; teacher questionnaires include the Public and Private School Teacher Questionnaires; principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires, and school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the survey has changed to accommodate emerging issues in elementary and secondary education. Some items have been added, some have been deleted, and some questionnaire items have been reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explores the same school-level issues that the Public and Private School Questionnaires explore, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993–94 and 1999–2000 SASS. During the 2003–04 administration of SASS, only library media centers in public schools were surveyed, and in 2007–08 library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011–12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993–94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, charter schools were included in the public school sample as opposed to being sent a separate questionnaire. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number

of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

Additional resources available regarding SASS include the methodology report *Quality Profile for SASS, Rounds 1–3: 1987–1995, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (NCES 2000-308), as well as these reports: *Documentation for the 2011–12 Schools and Staffing Survey* (Cox et al. forthcoming) and *User's Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6* (Goldring et al. 2013) (NCES 2013-330 through 2013-335). For additional information about the SASS program, contact:

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School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. SSOCS collects extensive crime and safety data from principals and school administrators of U.S. public schools. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10.

SSOCS was developed by NCES and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2009–10 SSOCS (SSOCS: 2010) was conducted by the U.S. Census Bureau. Data collection began on February 24, 2010, when questionnaire packets were mailed to sampled schools, and continued through June 11, 2010. A total of 2,648 public schools submitted usable

questionnaires: 684 primary schools, 909 middle schools, 948 high schools, and 107 combined schools.

The sampling frame for SSOCS: 2010 was constructed from the 2007–08 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in the United States and the District of Columbia (including charter schools).

A total of 3,476 schools were selected for the 2010 study. In February 2010, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,648 schools completed the survey. The weighted overall response rate was 80.8 percent.[1] A nonresponse bias analysis was conducted on the 3 items with weighted item nonresponse rates below 85 percent. The detected bias was not deemed problematic enough to suppress any items from the data file. A nonresponse bias analysis was conducted to evaluate the extent of bias for any survey stage with a base-weighted unit response rate less than 85 percent. Responding and nonresponding schools were compared across the characteristics available for both groups: school level, enrollment size, locale, percent White enrollment, region, number of full-time equivalent (FTE) teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch. This analysis indicated that there were no measurable differences between the responding schools and the full sample of schools, suggesting that nonresponse bias is not an issue for SSOCS: 2010. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2009–10 school year. For information on the 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 iterations, see Neiman (2011). For more information about the SSOCS, contact:

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[1] The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases/(total sample - known ineligibles).

Fast Response Survey System (FRSS)

The Fast Response Survey System (FRSS), established in 1975, collects issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

The FRSS survey "School Safety and Discipline: 2013–14" (FRSS 106) collected information on specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses. The sample for the "School Safety and Discipline: 2013–14" survey was selected from the 2011–12 Common Core of Data (CCD) Public School Universe file. Approximately 1,600 regular public elementary, middle, and high school/combined schools in the 50 states and the District of Columbia were selected for the study. (For the purposes of the study, "regular" schools included charter schools.) In February 2014, questionnaires and cover letters were mailed to the principal of each sampled school. The letter requested that the questionnaire be completed by the person most knowledgeable about discipline issues at the school, and respondents were offered the option of completing the survey either on paper or online. Telephone follow-up for survey nonresponse

and data clarification was initiated in March 2014 and completed in July 2014. About 1,350 schools completed the survey. The weighted response rate was 85 percent.

One of the goals of the FRSS "School Safety and Discipline: 2013–14" survey is to allow comparisons to the School Survey on Crime and Safety (SSOCS) data. Consistent with the approach used on SSOCS, respondents were asked to report for the current 2013–14 school year to date. Information about violent incidents that occurred in the school between the time that the survey was completed and the end of the school year are not included in the survey data.

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Campus Safety and Security Survey

The Campus Safety and Security Survey is administered by the Office of Postsecondary Education. Since 1990, all postsecondary institutions participating in Title IV student financial aid programs have been required to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, known as the *Clery Act*. Originally, Congress enacted the Crime Awareness and Campus Security Act, which was amended in 1992, 1998, and again in 2000. The 1998 amendments renamed the law the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.* The *Clery Act* requires schools to give timely warnings of crimes to the student body and staff; to publicize campus crime and safety policies; and to collect, report, and disseminate campus crime data.

Crime statistics are collected and disseminated by campus security authorities. These authorities include campus police; nonpolice security staff responsible for monitoring campus property; municipal, county, or state law enforcement agencies with institutional agreements for security services; individuals and offices designated by the campus security policies as those to whom crimes should be reported; and officials of the institution with significant responsibility for student and campus activities. The act requires disclosure for offenses committed at geographic locations associated with each institution. For on-campus crimes, this includes property and buildings owned or controlled by the institution. In addition to on-campus crimes, the act requires disclosure of crimes committed in or on a noncampus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident. The two other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with

witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later, or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally the reader should be mindful that these figures represent alleged criminal offenses reported to campus security and/or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime. More information on the reporting of campus crime and safety data may be obtained from: *The Handbook for Campus Safety and Security Reporting* http://www2.ed.gov/admins/lead/safety/campus.html#handbook.

Policy Coordination, Development, and Accreditation Service
Office of Postsecondary Education
U.S. Department of Education
http://ope.ed.gov/security/index.aspx

EDFacts

ED*Facts* is a centralized data collection through which state education agencies submit K–12 education data to the U.S. Department of Education (ED). All data in ED*Facts* are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. ED*Facts* does not collect student-level records. The entities that are required to report ED*Facts* data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about ED*Facts* file specifications and data groups can be found at http://www.ed.gov/edfacts.

ED*Facts* is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of ED*Facts* data across states and across time. To build ED*Facts* files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state. For example, there is a large shift in California's firearm incident data between 2010–11 and 2011–12. California cited a new student data system that more accurately collects firearm incident data as the reason for the magnitude of the difference.

In some cases, ED*Facts* data may not align with data reported on state education agency websites. States may update their websites on different schedules than those they use to report to ED. Further, ED may use methods to protect the privacy of individuals represented within the data that could be different from the methods used by an individual state.

ED*Facts* firearm incidents data are collected in data group 601 within file 094. ED*Facts* collects this data group on behalf of the Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. The definition for this data group is "The number of incidents involving students who brought or possessed firearms at school." The reporting period is the entire school year. Data group 601 collects separate counts for incidents involving handguns, rifles/shotguns, other firearms, and multiple weapon types. The counts reported here exclude the "other firearms" category. For more information about this data group, please see file specification 094 for the relevant school year, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

ED*Facts* discipline incidents data are collected in data group 523 within file 030. ED*Facts* collects this data group on behalf of the Office of Safe and Healthy Students and the School Improvement Grant program in the Office of Elementary and Secondary Education. The definition for this data group is "The cumulative number of times that students were removed from their regular education program for at least an entire school day for discipline." The reporting period is the entire school year. For more information about this data group, please see file specification 030 for the relevant school year, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

For more information about ED*Facts*, contact:

ED*Facts*
Administrative Data Division
Elementary/Secondary Branch
National Center for Education Statistics
Potomac Center Plaza (PCP)
550 12th Street SW
Washington, DC 20202
ED*Facts*@ed.gov
http://www2.ed.gov/about/inits/ed/edfacts/index.html

Civil Rights Data Collection (CRDC)

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey provides information about the enrollment of students in public schools in every state and about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability status.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate projected national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2011–12 CRDC, which collected data from approximately 16,500 school districts and 97,000 schools, was the first CRDC collection since 2000 to survey every public school district and school in the nation. Data from the 2011–12 CRDC are currently available. The 2013–14 CRDC survey also collected information from a universe of every public school district and school in the nation.

The 2011–12 CRDC provides data on the number of students who were disciplined during the 2011–12 school year by the type of action taken: suspensions (both in-school and out-of-school), expulsions, referrals to law enforcement, school-related arrests, and corporal punishments.

For more information on the CRDC, contact:

Civil Rights Data Collection
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
http://www.ed.gov/about/offices/list/ocr/data.html

High School Longitudinal Study of 2009 (HSLS:09)

The High School Longitudinal Study of 2009 (HSLS:09) is a nationally representative, longitudinal study of approximately 21,000 9th-grade students in 944 schools who will be followed through their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSLS:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSLS:09 base year took place in the 2009–10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students' parents, principals, and mathematics and science teachers and the school's lead counselor completed surveys on the phone or online.

The HSLS:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student's commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in this study have asked more questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSLS:09 occurred in the spring of 2012, when most sample members were in the 11th grade. Data files and documentation for the first follow-up were released in fall 2013 and are available on the NCES website.

A between-round postsecondary status update survey took place in the spring of students' expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In the fall of 2013 and the spring of 2014, high school transcripts were collected and coded.

A full second follow-up is planned for 2016, when most sample members will be 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

Parents were asked to provide a response about their child's suspension and expulsion status on both the base-year (2009) questionnaire and on the first follow-up (2012) questionnaire.

For more information on HSLS:09, contact:

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Census of Juveniles in Residential Placement (CJRP)

The Census of Juveniles in Residential Placement (CJRP), administered for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) by the U.S. Bureau of the Census, provides state and national data on the characteristics of youth held in residential placement facilities. First administered in 1997, the CJRP replaced the Census of Public and Private Juvenile Detention, Correctional, and Shelter Facilities, also known as the Children in Custody (CIC) census, which had been conducted since the early 1970s. The CJRP, which is conducted every 2 years, provides the nation with the most detailed picture of juveniles in custody ever produced. The CJRP asks juvenile residential custody facilities in the United States to describe each youth assigned a bed in the facility on the fourth Wednesday in October (the census reference date).[2]

Public and private facilities are eligible for inclusion in the CJRP, and tribal facilities have been included since 1999. Additional inclusion criteria require that facilities are in operation on the census reference date and that facilities are primarily intended for juvenile offenders. Facilities specifically excluded from the CJRP include nonresidential facilities; detention centers operated as part of adult jails; facilities exclusively for drug or mental health treatment or for abused or neglected children; foster homes; and federal correctional facilities (e.g., Bureau of Indian Affairs, U.S. Marshals Service, and Bureau of Prisons). Youth under age 21 who are assigned a bed in a residential facility at the end of the day on the census reference date are included in the CJRP. Youth must also be charged with an offense or court adjudicated for an offense and be in residential placement because of that offense.

The CJRP provides 1-day population counts of juveniles in residential placement facilities. One-day counts give a picture of the standing population in facilities and can differ substantially from the annual admission and release data used to measure facility population flow. One-day count statistics are overrepresentative of those youth with longer lengths of stay (e.g., more serious offenders or those in long-term placements) and underrepresentative of youth with short lengths of stay (e.g., those in detention). Facility information can be generalized to juvenile residential placement facilities (except those for drug treatment or mental health only, or for dependents). The CJRP does not capture data on juveniles held in adult prisons or jails; therefore, in the CJRP data, juveniles placed in juvenile facilities by criminal courts represent an unknown proportion of juveniles incarcerated by criminal courts.

In mid-October, the Census Bureau mails data requests to respondents representing public, private, tribal, and U.S. territory residential juvenile facilities. Some state and regional agencies provide CJRP data for more than one facility under their jurisdiction. The CJRP allows for electronic submission of the data by larger facilities and central reporters. As part of this program, the Census Bureau provides data specifications and a spreadsheet format to participating respondents so that these respondents can also complete the form through common spreadsheet programs. Using the number of in-scope facilities as a base, the CJRP facility response rate was 96 percent in 1997, 100 percent in 1999, 99 percent in 2001, 100 percent in 2003, 100 percent in 2006, 100 percent in 2007, 93 percent in 2010, 95 percent in 2011, and 92 percent in 2013. Some facilities are not able to provide all the information requested for all juveniles meeting CJRP inclusion criteria. In such cases, data are imputed from complete records to fill in incomplete records. Therefore, reported CJRP estimates regarding the characteristics of juveniles in custody may differ from their actual characteristics.

To make data available to a wide variety of users, online access to the CJRP is provided in the Easy Access to the Census of Juveniles in Residential Placement (EZACJRP) data analysis tool (http://www.ojjdp.gov/ojstatbb/ezacjrp/), developed and maintained by The National Center for Juvenile Justice (NCJJ) for OJJDP. The EZACJRP data analysis tool allows users to perform custom crosstabs of national data on the characteristics of youth held in residential placement facilities, including detailed information about the youth's age, sex, race/ethnicity, placement status, length of stay, and most serious offense. By statute and regulation, OJJDP must protect the privacy of individuals included in its surveys. To comply with this requirement, OJJDP has adopted a policy that requires all published table cells to be rounded to the nearest multiple of 3. The table cells are rounded after the table has been produced from the underlying

[2] Unforeseen circumstances prevented the 2005 and 2009 mailouts from taking place in October. As a result, the census reference date for the 2005 collection took place on February 22, 2006, and the census reference date for the 2009 collection took place on February 24, 2010.

data. Each cell is rounded independently, without consideration of row or column totals. As a result, in many state tables the internal cells will not add to the marginal totals. Rates and percentages presented in OJJDP publications and state-level tables presented in the EZACJRP data analysis tool are based on rounded totals. More detail on OJJDP's privacy protection policy is available in *Disclosure Control in the Census of Juveniles in Residential Placement*, at http://www.ojjdp.gov/ojstatbb/ezacjrp/pdf/cjrpprot.pdf.

Individual years of data from the CJRP are also available through the secure data enclave of the Inter-university Consortium for Political and Social Research (ICPSR) in Ann Arbor, Michigan. Access to the data is arranged following a completed and approved Application for Use of the ICPSR Data Enclave. Analysis of these data is closely monitored to protect confidentiality. Concatenated, multiyear CJRP data are also available for online analysis through remote access at ICPSR using the National Archive of Criminal Justice Data (NACJD) Restricted Survey Documentation and Analysis (RSDA) system. This system allows for the analysis of restricted-use data without access to the microdata. Users interested in accessing data through NACJD's RSDA system must complete an RSDA Data Use Agreement form and specify the reasons for the request. More detail is available in the *National Juvenile Corrections Data Resource Guide* at http://www.icpsr.umich.edu/icpsrweb/content/NACJD/guides/njcd.html.

For more information on the CJRP, contact:

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810 7th Street NW
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http://www.ojjdp.gov

Accuracy of Estimates

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

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

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

Standard error calculation for data from the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.

The coefficient of variation (C_V) represents the ratio of the standard error to the mean. As an attribute of a distribution, the C_V is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2,* the C_V was calculated for all estimates in this report, and in cases where the C_V was between 30 and 50 percent the estimates were noted with a ! symbol (interpret data with caution). In *Indicator 2*, the "!" symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases. With the exception

of *Indicator 2*, in cases where the C_V was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. The formula used to compute the *t* statistic is as follows:

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

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

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

where *r* is the correlation coefficient. Once the *t* value was computed, it was compared to the published tables of values at certain critical levels, called alpha levels. For this report, an alpha value of .05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates is statistically significant at the 95 percent level.

A linear trend test was used when differences among percentages were examined relative to ordered categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (*b*) and its corresponding standard error (*se*). The ratio of these two (*b/se)* is the test statistic *t.* If *t* is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is no linear relationship between student's age and being physically attacked is rejected.

Some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, analysis of variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition the total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding *F* statistics, which were then compared to published values of *F* for a significance level of .05. Significant values of both the overall *F* and the *F* associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Appendix B: Glossary of Terms

General Terms

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School An education institution consisting of one or more of grades K–12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

Specific Terms Used in Various Surveys

School-Associated Violent Deaths Study (SAVD)

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

Legal intervention death An act involving the killing of one person by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.

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

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

National Crime Victimization Survey (NCVS)

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

At school (students) Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

Metropolitan Statistical Areas (MSAs) Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

Rape Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Serious violent victimization Rape, sexual assault, robbery, or aggravated assault.

Sexual assault A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Theft Completed or attempted theft of property or cash without personal contact.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate A measure of the occurrence of victimizations among a specific population group. For personal crimes, the number of victimizations is equal to the number of victims involved. Each victimization that is reported by the respondents is counted, so there may be one incident with two victims, which would be counted as two victimizations. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Violent victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

School Crime Supplement (SCS)

At school In the school building, on school property, on a school bus, or going to or from school.

Bullied Students were asked if any student had bullied them at school in one or more ways during the school year. Specifically, students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose.

Cyber-bullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

Gang Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Hate-related graffiti Hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

Hate-related words Students were asked if anyone called them an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, gender, or sexual orientation.

Serious violent victimization Rape, sexual assault, robbery, or aggravated assault.

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "total victimization."

Violent victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey (YRBS)

On school property On school property is included in the question wording, but was not defined for respondents.

Rural school A school located outside a Metropolitan Statistical Area (MSA).

Suburban school A school located inside an MSA, but outside the "central city."

Urban school A school located inside an MSA and inside the "central city."

Weapon Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Schools and Staffing Survey (SASS)

City A territory inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) and inside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core).

Elementary teachers See instructional level.

Instructional level Teachers are divided into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/Pre-k or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades Pre-k–5; report an Early childhood/Pre-k, Elementary, Self-contained special education, or Elementary enrichment main assignment; or

the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades.

Rural A territory outside any urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) or urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

Secondary teachers See instructional level.

Suburban A territory outside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core) and inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas).

Town A territory inside an urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

School Survey on Crime and Safety (SSOCS)

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session.

City As collected by the Common Core of Data and appended to the SSOCS data file, city includes territories inside an urbanized area and inside a principal city and includes large cities (populations of 250,000 or more), midsize cities (population less than 250,000 and greater than or equal to 100,000) and small cities (population less than 100,000).

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Intimidation To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment. (Intimidation was not defined in the front of the questionnaire in 2005–06.)

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

Rape Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Rural As collected by the Common Core of Data and appended to the SSOCS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster); distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster); and

remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

Serious violent incidents Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual battery An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Specialized school A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

Suburban As collected by the Common Core of Data and appended to the SSOCS data file, suburban includes territories outside a principal city and inside an urbanized area and includes large suburbs (populations of 250,000 or more), midsize suburbs (population less than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

Theft/larceny Taking things valued at over $10 without personal confrontation. Specifically, the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Town As collected by the Common Core of Data and appended to the SSOCS data file, town includes fringe towns (territories inside an urban cluster that is less than or equal to 10 miles from an urbanized area), distant towns (territories inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area), and remote towns (territories which are inside an urban cluster that is more than 35 miles from an urbanized area).

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Fast Response Survey System (FRSS)

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session.

City As collected by the Common Core of Data and appended to the FRSS data file, city includes territories inside an urbanized area and inside a principal city and includes large cities (populations of 250,000 or more), midsize cities (population less than 250,000 and greater than or equal to 100,000) and small cities (population less than 100,000).

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

Rape Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Rural As collected by the Common Core of Data and appended to the FRSS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster); distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster); and remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

Serious violent incidents Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual battery An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Suburban As collected by the Common Core of Data and appended to the FRSS data file, suburban includes territories outside a principal city and inside an urbanized area and includes large suburbs (populations of 250,000 or more), midsize suburbs (population less than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

Town As collected by the Common Core of Data and appended to the FRSS data file, town includes fringe towns (territories inside an urban cluster that is less than or equal to 10 miles from an urbanized area), distant towns (territories inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area), and remote towns (territories which are inside an urban cluster that is more than 35 miles from an urbanized area).

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Civil Rights Data Collection (CRDC)

Corporal punishment Paddling, spanking, or other forms of physical punishment imposed on a student.

Expulsion An action taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

In-school suspension An instance in which a student is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel.

Out-of-school suspension For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.

Referral to law enforcement An action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.

School-related arrest An arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

Census of Juveniles in Residential Placement (CJRP)

Facility types

Detention center A short-term facility that provides temporary care in a physically restricting environment for juveniles in custody pending court disposition and, often, for juveniles who are

adjudicated delinquent and awaiting disposition or placement elsewhere, or are awaiting transfer to another jurisdiction.

Shelter A short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. Includes runaway/homeless shelters and other types of shelters.

Reception/diagnostic center A short-term facility that screens persons committed by the courts and assigns them to appropriate correctional facilities.

Group home A long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses. For data years 1997, 1999, and 2001, this category includes residential treatment centers.

Boot camp A secure facility that operates like military basic training. There is emphasis on physical activity, drills, and manual labor. Strict rules and drill instructor tactics are designed to break down youth's resistance. Length of stay is generally longer than detention but shorter than most long-term commitments.

Ranch/wilderness camp A long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.

Residential treatment center A facility that focuses on providing some type of individually planned treatment program for youth (substance abuse, sex offender, mental health, etc.) in conjunction with residential care. Such facilities generally require specific licensing by the state that may require that treatment provided is Medicaid-reimbursable. In data years 1997, 1999, and 2001, these facilities are included in the group home category.

Long-term secure facility A specialized type of facility that provides strict confinement for its residents. Includes training schools, reformatories, and juvenile correctional facilities.

Public facilities Facilities operated by state or local (county or municipality) government agencies in which the employees working daily in the facilities and directly with the residents are state or local government employees.

Private facilities Facilities operated by private nonprofit or for-profit corporations or organizations in which the employees working daily in the facilities and directly with the residents are employees of that private corporation or organization.

Offense types

Person offenses Offenses against persons, including aggravated assault, criminal homicide, robbery, simple assault, violent sexual assault, and other offenses such as harassment, coercion, kidnapping, and reckless endangerment.

Property offenses Offenses against property, including arson, auto theft, burglary, theft, and other offenses such as vandalism, trespassing, and selling stolen property.

Drug offenses Offenses involving drugs or narcotics, including trafficking and other offenses such as drug possession or use and possession of drug paraphernalia.

Public order offenses Offenses against the public order, including driving under the influence of alcohol or drugs; possession, use, or distribution of weapons; and other offenses such as obstruction of justice, nonviolent sex offenses, cruelty to animals, and disorderly conduct.

Technical violations Violations of probation, parole, or valid court orders; acts that disobey or go against the conditions of probation or parole. Examples include failure to participate in a specific program, failure to appear for drug tests or meetings, and failure to pay restitution.

Status offense A nondelinquent/noncriminal offense; an offense that is illegal for underage persons, but not for adults. Examples include curfew violation, running away, truancy, and underage drinking.

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UNITED STATES OF AMERICA


DEPARTMENT OF JUSTICE
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