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Indicators of School Crime and Safety: 2016

NCES 2017-064
NCJ 250650

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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 19th 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 Death Surveillance System, 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 Early Childhood Longitudinal Study, Kindergarten Class of 2010–11, 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 Trends in International Mathematics and Science Study, sponsored by the International Association for the Evaluation of Educational Achievement. The most recent data collection for each indicator varied by survey, from 2009 to 2015. 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 48 school-associated violent deaths[1] from July 1, 2013, through June 30, 2014 (*Indicator 1*). In 2015, among students ages 12–18, there were about 841,100 nonfatal victimizations (theft[2] and violent victimization[3]) at school[4] and 545,100 nonfatal victimizations away from school (*Indicator 2*). In 2015, about 21 percent of students ages 12–18 reported being bullied at school during the school year (*Indicator 11*). Of the 804 total hate crimes[5] reported on college campuses in 2014, the most common type of hate crime was intimidation (343 incidents), followed by destruction, damage, and vandalism (327 incidents) and simple assault (61 incidents; *Indicator 23*).

[1] A school-associated violent death is defined as a homicide, suicide, or legal intervention death (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.

[2] "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.

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

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

[5] 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, gender identity, or disability.

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

Spotlights

- In 2015, about 15 percent of U.S. fourth-graders and 7 percent of U.S. eighth-graders reported experiencing bullying at least once a month. These percentages were lower than the international averages for fourth-graders and eighth-graders (16 percent and 8 percent, respectively; *Spotlight 1*).
- In the United States, 7 percent of participating fourth-grade students attended schools that were less than safe and orderly, according to the data reported by their teachers. This was higher than the international average of 4 percent as well as higher than the percentages in 22 countries and not measurably different from the percentages in 19 countries. About 13 percent of participating U.S. eighth-grade students reported attending schools that were less than safe and orderly, according to the data reported by their teachers; this was higher than the international average of 8 percent. The percentage of U.S. eighth-grade students whose teachers reported their school was less than safe and orderly was lower than the percentages in 2 countries, higher than the percentages in 26 countries, and not measurably different from the percentages in 7 countries (*Spotlight 1*).
- About 3 percent of U.S. fourth-graders and 2 percent of U.S. eighth-graders attended schools with moderate to severe discipline problems, according to data reported by their principals. These percentages were lower than the international averages for fourth-graders and eighth-graders (10 percent and 11 percent, respectively; *Spotlight 1*).
- In the spring of 2014, about 15 percent of third-graders reported that they were frequently teased, made fun of, or called names by other students; 22 percent were frequently the subject of lies or untrue stories; 14 percent were frequently pushed, shoved, slapped, hit, or kicked; and 15 percent were frequently excluded from play on purpose (*Spotlight 2*).
- Third-graders who reported that they were frequently victimized scored lower in reading, mathematics, and science than their peers who reported that they were never victimized or that they were sometimes or rarely victimized (*Spotlight 2*).
- In 2015, a higher percentage of self-identified gay, lesbian, or bisexual students than of self-identified heterosexual students reported that they had been bullied on school property during the previous 12 months, overall (34 vs. 19 percent) as well as among male (26 vs. 15 percent) and female students (37 vs. 23 percent). Similarly, with respect to electronic bullying, a higher percentage of gay, lesbian, or bisexual students reported being electronically bullied during the previous 12 months in 2015 than did heterosexual students, overall (28 vs. 14 percent) as well as among male (22 vs. 9 percent) and female students (30 vs. 21 percent; *Spotlight 3*).
- The percentages of students overall who reported being in a physical fight anywhere and on school property during the previous 30 days were higher for self-identified gay, lesbian, or bisexual students (28 and 11 percent, respectively) and students who were not sure about their sexual orientation (35 and 15 percent, respectively) than for their self-identified heterosexual peers (22 and 7 percent, respectively; *Spotlight 3*).
- A higher percentage of self-identified gay, lesbian, or bisexual students than of self-identified heterosexual students reported that they had consumed alcohol on at least 1 day during the previous 30 days, overall (40 vs. 32 percent) and among female students (42 vs. 32 percent). A higher percentage of gay, lesbian, or bisexual students than of heterosexual students also reported using marijuana at least one time during the previous 30 days, overall (32 vs. 21 percent) and among female students (34 vs. 18 percent; *Spotlight 3*).

Violent Deaths

- A total of 48 student, staff, and nonstudent school-associated violent deaths occurred between July 1, 2013, and June 30, 2014, which included 26 homicides, 20 suicides, 1 legal intervention death,[6] and 1 undetermined violent death.[7] Of these 48 school-associated violent deaths, 12 homicides and 8 suicides were of school-age youth (ages 5–18; *Indicator 1*).

[6] A legal intervention death is defined as a death caused 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.

[7] An undetermined violent death is a violent death for which the manner was undetermined. That is, the information pointing to one manner of death was no more compelling than one or more other competing manners of death when all available information was considered.

» Between July 1, 2013 and June 30, 2014, a total of 12 of the 1,053 homicides of school-age youth occurred at school.[8] During the same period, there were 8 suicides of school-age youth at school, compared with 1,645 total suicides of school-age youth that occurred in calendar year 2013 (*Indicator 1*).

Nonfatal Student and Teacher Victimization

» In 2015, students ages 12–18 experienced 841,100 nonfatal victimizations (theft and violent victimization) at school and 545,100 nonfatal victimizations away from school. These figures represent total crime victimization rates of 33 victimizations per 1,000 students at school and 21 per 1,000 students away from school (*Indicator 2*).

» Between 1992 and 2015, total victimization rates for students ages 12–18 generally declined both at school and away from school. Additionally, thefts, violent victimizations, and serious violent victimizations both at and away from school all declined during this period (*Indicator 2*).

» In 2015, students ages 12–18 residing in rural areas had a lower rate of total victimization at school (18 victimizations per 1,000 students) than students residing in urban areas (35 victimizations per 1,000 students) and suburban areas (36 victimizations per 1,000 students; *Indicator 2*).

» In 2015, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 2 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 2015, 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). During this period, the percentage of students who reported being victimized at school also decreased 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 2 percent), and Hispanic students (from 8 to 2 percent; *Indicator 3*).

» In 2015, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property[9] during the previous 12 months. The percentage of students who reported being threatened or injured with a weapon on school property was lower in 2015 than in every survey year between 1993 and 2011; however, there was no measurable difference between the percentages in 2013 and 2015 (*Indicator 4*).

» In each survey year from 1993 to 2015, a lower percentage of female students than of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the previous 12 months (*Indicator 4*).

» In 2015, lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students (8 percent) and Pacific Islander students (20 percent) reported being threatened or injured with a weapon on school property during the previous 12 months (*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*).

[8] This finding is drawn from the School-Associated Violent Death Surveillance System, 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] "On school property" was not defined for survey respondents in the Youth Risk Behavior Survey.

- Primary schools recorded lower percentages of violent incidents in 2013–14 (53 percent of schools) 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 percentages for both of these school levels were higher than the percentage of primary schools (12 percent; *Indicator 7*).
- Between 2001 and 2015, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 11 percent. The percentage who reported gangs were present at their school was also lower in 2015 than in 2013 (12 percent; *Indicator 8*).
- A higher percentage of students from urban areas (15 percent) reported a gang presence than of students from suburban (10 percent) and rural areas (4 percent) in 2015. Additionally, a higher percentage of students attending public schools (11 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2015 (*Indicator 8*).
- In 2015, higher percentages of Black (17 percent) and Hispanic (15 percent) students reported the presence of gangs at their school than of White (7 percent) and Asian (4 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 decreased from 32 percent in 1995 to 22 percent in 2015 (*Indicator 9*).
- In 2015, lower percentages of Asian students (15 percent), White students (20 percent), and Black students (21 percent) than of Hispanic students (27 percent) reported that illegal drugs were made available to them on school property (*Indicator 9*).
- During the 2014–15 school year, the rate of illicit drug-related discipline incidents was 389 per 100,000 students in the United States. The majority of jurisdictions had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2014–15 school year. Three states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, and Michigan, while Kentucky had the only rate that was above 1,000 (*Indicator 9*).
- The percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2015 (*Indicator 10*).
- The percentage of students ages 12–18 who reported seeing hate-related graffiti at school during the school year decreased from 36 percent in 1999 (the first year of data collection for this item) to 27 percent in 2015 (*Indicator 10*).
- In 2015, lower percentages of White (6 percent) and Hispanic (7 percent) students than of Black (9 percent) students and students of other racial/ethnic groups (11 percent) reported being called a hate-related word at school during the school year. Also in 2015, a lower percentage of Asian students than students of any other race/ethnicity reported seeing hate-related graffiti at school during the school year (*Indicator 10*).
- In 2015, about 21 percent of students ages 12–18 reported being bullied at school during the school year. A higher percentage of female than of male students reported being bullied at school during the school year (23 vs. 19 percent; *Indicator 11*).
- In 2015, 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. 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 than for those who reported being bullied once or twice a year (63 vs. 37 percent; *Indicator 11*).

- Of students who reported being bullied at school during the school year in 2015, about 19 percent reported that bullying had somewhat or a lot of negative effect on how they felt about themselves, 14 percent each reported that bullying had somewhat or a lot of negative effect on their relationships with friends or family and on their school work, and 9 percent reported that bullying had somewhat or a lot of negative effect on their physical health (*Indicator 11*).
- Between 2005 and 2015, the percentage of students reporting being bullied at school during the school year decreased from 28 to 21 percent. During this period, the percentage of students who reported being bullied at school also decreased for students in suburban and rural areas as well as for those in public schools. There was no significant pattern of change for those students in urban areas and those in private schools (*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

- The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2015 (from 42 to 23 percent), and the percentage who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; *Indicator 13*).
- In 2015, a higher percentage of 9th-graders than of 10th-, 11th-, and 12th-graders reported being in a physical fight, either anywhere or on school property, during the previous 12 months (*Indicator 13*).
- A higher percentage of male than of female 9th- to 12th-graders reported being in a physical fight anywhere (28 vs. 16 percent) and on school property (10 vs. 5 percent) during the previous 12 months in 2015 (*Indicator 13*).
- A higher percentage of Black students (32 percent) reported being in a physical fight anywhere during the previous 12 months in 2015 than did Hispanic students (23 percent), White students (20 percent), and Asian students (15 percent). Higher percentages of Black students (13 percent) and Hispanic students (9 percent) reported being in a physical fight on school property in 2015 than did White students (6 percent; *Indicator 13*).
- The percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days decreased from 22 percent in 1993 to 16 percent in 2015, and the percentage of students who reported carrying a weapon on school property during the previous 30 days decreased from 12 percent in 1993 to 4 percent in 2015 (*Indicator 14*).
- In every survey year from 1993 to 2015, a higher percentage of male students than of female students reported that they had carried a weapon, both anywhere and on school property, during the previous 30 days (*Indicator 14*).
- During the 2014–15 school year, there were 1,500 reported firearm possession incidents at schools in the United States, and the rate of firearm possession incidents was 3 per 100,000 students. Two states had rates above 10: Missouri and Arkansas (*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 2015 (*Indicator 14*).
- The percentage of students in grades 9–12 who reported consuming alcohol on at least 1 day during the previous 30 days decreased from 48 to 33 percent between 1993 and 2015 (*Indicator 15*).
- In 2015, higher percentages of American Indian/Alaska Native students (46 percent), students of Two or more races (40 percent), White students (35 percent), and Hispanic students (34 percent) than of Black students (24 percent) and Asian students (13 percent) reported consuming alcohol on at least 1 day during the previous 30 days (*Indicator 15*).
- During the 2014–15 school year, the rate of alcohol-related discipline incidents was 45 per 100,000 students in the United States. The majority of jurisdictions had rates between 10 and 100 alcohol-related discipline incidents per 100,000 students during the 2014–15 school year. Two states had rates of alcohol-related discipline incidents per 100,000 students that were below 10: Texas and Wyoming, while six states had rates above 100: Arkansas, Alaska, Missouri, Indiana, Kentucky, and Colorado (*Indicator 15*).
- In 2015, some 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days, which was higher than the percentage reported in 1993 (18 percent) but not measurably different from that reported in 2013 (*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 during the previous 30 days; in 2013 and 2015, however, there were no measurable differences in the percentages reported by male and female students (*Indicator 16*).
- The percentage of Asian students (8 percent) who reported using marijuana at least one time during the previous 30 days was lower than the percentages reported by White students (20 percent), students of Two or more races (23 percent), Hispanic students (24 percent), American Indian/Alaska Native students (27 percent), and Black students (27 percent). The percentage for White students was also lower than the percentages for Hispanic and Black students (*Indicator 16*).

Fear and Avoidance

- The percentage of students who reported being afraid of attack or harm at school decreased from 12 percent in 1995 to 3 percent in 2015, and the percentage of students who reported being afraid of attack or harm away from school decreased from 6 percent in 1999 to 2 percent in 2015 (*Indicator 17*).
- In 2015, a higher percentage of female students than of male students, as well as a higher percentage of Hispanic students than of White students, reported being afraid of attack or harm at school and away from school. Additionally, higher percentages of students in urban and suburban areas than of students in rural areas reported being afraid of attack or harm away from school (*Indicator 17*).
- In 2015, about 5 percent of students ages 12–18 reported that they avoided at least one school activity or class[10] or one or more places in school[11] during the previous school year because they thought someone might attack or harm them (*Indicator 18*).
- Higher percentages of students in urban (5 percent) and suburban areas (4 percent) reported avoiding one or more places in school than did students in rural areas (2 percent) in 2015. In addition, a higher percentage of public school students than of private school students 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*).
- The percentage of Black students receiving out-of-school suspensions (15 percent) during the 2011–12 school year 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*).

[10] "Avoided school activities or classes" includes avoiding any activities, avoiding any classes, and staying home from school. Students who reported more than one type of school activities or classes were counted only once in the total for avoiding activities or classes.

[11] "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

» During the 2014–15 school year, there were 1.3 million reported discipline incidents in the United States for reasons related to alcohol, illicit 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*).

» 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 2015, nearly all students ages 12–18 (rounds to 100 percent) reported that they observed the use of at least one of the selected safety and security measures at their schools. The three most commonly observed safety and security measures were a written code of student conduct (96 percent), a requirement that visitors sign in (90 percent), and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (90 percent; *Indicator 21*).

» The percentage of students who reported locked entrance or exit doors during the day increased between 1999 and 2015 (from 38 to 78 percent), as did the percentages of students who reported the presence of metal detectors (from 9 to 12 percent) and the presence of security guards or assigned police officers (from 54 to 70 percent). From 2001 to 2015, the percentage of students who reported the use of security cameras at their schools increased from 39 to 83 percent (*Indicator 21*).

Postsecondary Campus Safety and Security

» In 2014, about 27,000 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent decrease from 2013, when 27,400 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also decreased, from 18.4 in 2013 to 17.9 in 2014 (*Indicator 22*).

» The number of on-campus crimes reported in 2014 was lower than in 2001 for every category except forcible sex offenses.[12] The number of reported forcible sex crimes on campus increased from 2,200 in 2001 to 6,700 in 2014 (a 205 percent increase; *Indicator 22*).

» The number of on-campus arrests for illegal weapons possession and drug and liquor law violations increased between 2001 and 2011 (from 40,300 to 54,300) but has decreased since 2011. Despite this decrease, the number of arrests in 2014 (44,700) was higher than the number in 2001 (*Indicator 22*).

» In 2014, out of the 804 total hate crimes reported on college campuses, the most common type of hate crime was intimidation (343 incidents), followed by destruction, damage, and vandalism (327 incidents) and simple assault (61 incidents). These were also the three most common types of hate crimes reported by institutions from 2010 to 2013 (*Indicator 23*).

» Race and sexual orientation were the categories of motivating bias most frequently associated with hate crimes in 2014 (*Indicator 23*).

[12] The number of negligent manslaughter offenses was the same in 2001 and 2014 (2 incidents).

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Foreword

Indicators of School Crime and Safety: 2016 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 19th 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 2016 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 Death Surveillance System, 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 Early Childhood Longitudinal Study, Kindergarten Class of 2010–11, 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 Trends in International Mathematics and Science Study, sponsored by the International Association for the Evaluation of Educational Achievement.

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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The authors would like to thank the many individuals who completed the survey instruments that make this report possible. This report would not have been possible without their cooperation.

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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: 2016 is the 19th 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 available at the time of publication, the most recent two or more school years are not covered due to data processing timelines. 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: 2016 is organized into sections that delineate specific concerns to readers. 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 international comparisons of student bullying, peer victimization in third grade, and victimization and risk behaviors by students' self-identified sexual orientation. Each section contains a set of indicators that, taken together, 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 eighteen indicators: violent deaths at school and away from school (*Indicator 1*); incidence of victimization at school and away from school (*Indicator 2*); prevalence of victimization at school (*Indicator 3*); threats and injuries with weapons on school property (*Indicator 4*); students' reports of gangs at school (*Indicator 8*); illegal drug availability and drug-related discipline incidents (*Indicator 9*); students' reports of being called hate-related words and seeing hate-related graffiti (*Indicator 10*); bullying at school and cyber-bullying anywhere (*Indicator 11*); physical fights on school property and anywhere (*Indicator 13*); 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*); students' use of marijuana (*Indicator 16*); students' perceptions of personal safety at school and away from school (*Indicator 17*); students' reports of avoiding school activities or classes or specific places in school (*Indicator 18*); serious disciplinary actions taken by public schools (*Indicator 19*); students' reports

[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.

of safety and security measures observed at school (*Indicator 21*); criminal incidents at postsecondary institutions (*Indicator 22*); and hate crime incidents at postsecondary institutions (*Indicator 23*). In addition, it includes three spotlight indicators: an international comparison of school crime and safety (*Spotlight 1*), peer victimization in third grade (*Spotlight 2*), and student victimization and risk behaviors by sexual orientation (*Spotlight 3*).

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 and international surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies and international organizations. The sources include 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 International Association for the Evaluation of Educational Achievement. 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 2015; however, 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 can 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, making it impossible 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, with a note stating, "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, alerting the reader to 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 trend 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 2014 annually	Calendar year	22, 23
Civil Rights Data Collection (CRDC)	All public elementary and secondary schools	2011–12	2011–12 school year[1]	19
Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLSK: 2011)	Students enrolled in kindergarten in the 2010–11 school year	2014	Spring 2014	Spotlight 2
ED*Facts*	All students in K–12 schools	2009–10 through 2014–15 annually	Incidents during the school year	9, 14, 15, and 19
Fast Response Survey System (FRSS)	Public primary, middle, and high schools[2]	2013–14	2013–14 school year	6, 7, and 20
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2015 annually	Interviews conducted during the calendar year[3]	2
The School-Associated Violent Deaths Study (SAVD)	Universe	1992 through 2014 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 2015 biennially	Incidents during the previous 6 months Incidents during the school year[4]	3 8, 10, 11, 14, 17, 18, and 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[2]	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 2014 continuous	July 1 through June 30	1
Trends in International Mathematics and Science Study (TIMSS)	Students enrolled in grades 4 and 8	2015	2014–15 school year	Spotlight 1
Web-Based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)	Universe	1992 through 2013 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 2015 biennially	Incidents during the previous 12 months Incidents during the previous 30 days	4, 9, 11, 13, and Spotlight 3 14, 15, 16, and Spotlight 3

[1] The school year is the 12-month period typically extending from July through June.
[2] Either school principals or the person most knowledgeable about discipline issues at school completed the questionnaire.
[3] Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.
[4] For data collections prior to 2007, the reference period was the previous 6 months. The reference period for 2007 and beyond was the school year. Cognitive testing showed that estimates from 2007 and beyond are comparable to previous years. For more information, please see appendix A.

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Spotlights

Spotlight 1

An International Comparison of School Crime and Safety

In 2015, about 15 percent of U.S. fourth-graders and 7 percent of U.S. eighth-graders reported experiencing bullying at least once a month. These percentages were lower than the international averages for fourth-graders and eighth-graders (16 percent and 8 percent, respectively).

The *Indicators of School Crime and Safety* report contains a selection of indicators that provide data on crime and safety in U.S. schools. This spotlight helps to put some of the U.S. data into a broader context by examining measures of school crime and safety in the United States as they compare to those of other countries. Using data from the 2015 Trends in International Mathematics and Science Study (TIMSS), this spotlight examines students' reports of bullying, teachers' reports of whether the school environment is safe and orderly, and principals' reports of school discipline issues for students in grades 4 and 8.

The primary purpose of TIMSS is to compare the mathematics and science performances of fourth- and eighth-grade students in participating countries and education systems.[2] In addition to the mathematics and science assessments, TIMSS provides questionnaires to students who participate, as well as to the teachers and principals of participating students. These questionnaires contain items relating to a variety of measures that pertain to the classroom and school environment. Responses to these items can help place the mathematics and science performance of students in a broader educational context.

On the 2015 TIMSS questionnaire, both fourth- and eighth-grade students were asked to report on the frequency with which they experienced a series of behaviors that encompass aspects of bullying. The bullying questionnaire item asked, "During this school year, how often have other students from your school done any of the following things to you (including through texting and the Internet)?" These behaviors were listed after the question: Made fun of me or called me names; Left me out of games or activities; Spread lies about me; Stole something from me; Hit or hurt me (e.g., shoving, hitting, kicking); Made me do things I didn't want to do; Shared embarrassing information about me; Threatened me; and Posted embarrassing things about me online (only asked of eighth-graders).

The response options for each bullying behavior listed were: "never," "a few times a year," "once or twice a month," and "at least once a week." Responses were used to construct a scale of student bullying consisting of three categories of frequency: Never or almost never, a few times a year, and at least once a month.

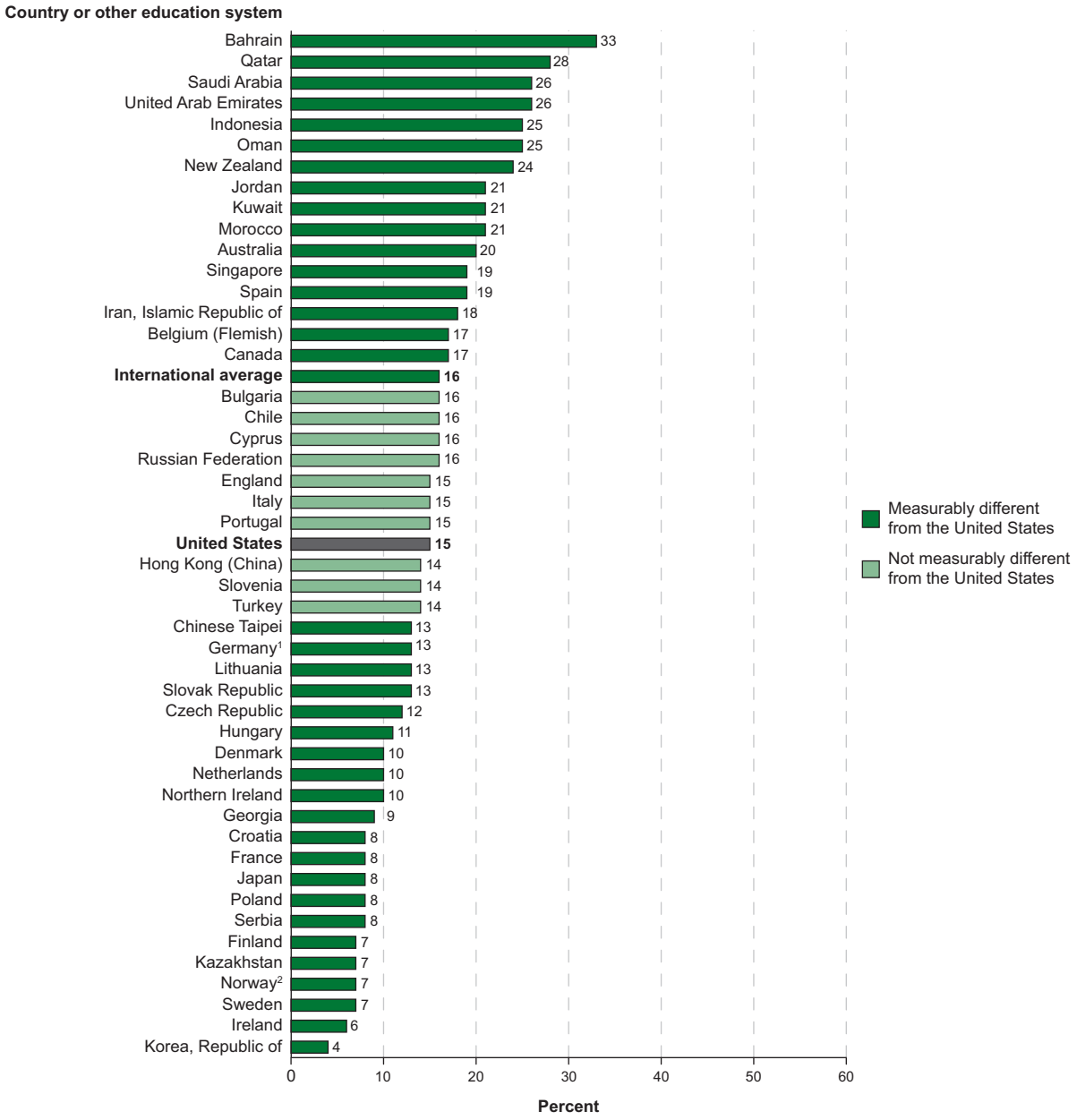
For fourth-graders, experiencing bullying "at least once a month" corresponded with their reporting, on the TIMSS questionnaire, that they experienced at least four of the eight bullying behaviors "at least once or twice a month." For eighth-graders, experiencing bullying "at least once a month" corresponded with their reporting, on the TIMSS questionnaire, that they experienced at least five of the nine bullying behaviors "at least once or twice a month." The discussion in this indicator focuses on those students whose responses indicated a frequency of experiencing bullying behavior "at least once a month."

In the United States, 15 percent of fourth-grade students reported experiencing bullying at least once a month (figure S1.1 and table S1.1). This was lower than the international average of 16 percent. The percentage of U.S. fourth-grade students who reported experiencing bullying at least once a month was lower than the percentages in 16 countries, higher than the percentages in 21 countries, and not measurably different from the percentages in 10 countries.

[2] Most of the education systems represent complete countries, but some, such as England (which is part of the United Kingdom), represent subnational entities. The term "countries" is used throughout this indicator to refer both to countries and subnational entities.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S1.1, S1.2, S1.3, and http://timss2015.org.

Figure S1.1. Percentage of fourth-grade students who reported experiencing bullying at least once a month during the school year, by country or other education system: 2015



[1] Data are available for at least 70 percent but less than 85 percent of the students.
[2] Norway collected data from students in their 5th year of schooling rather than in grade 4 because year 1 in Norway is considered the equivalent of kindergarten.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

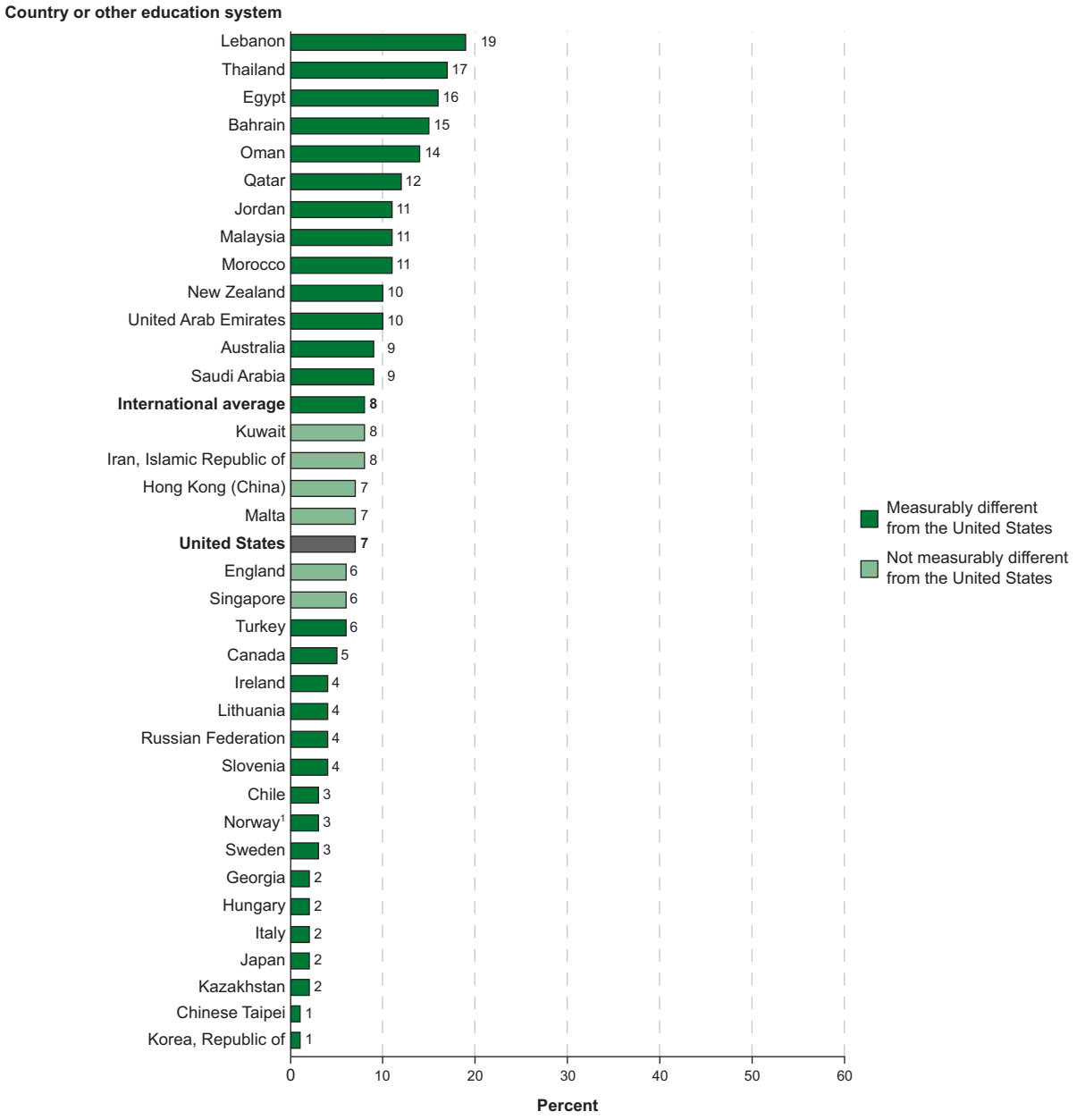
About 7 percent of U.S. eighth-graders reported they experienced bullying at least once a month (figure S1.2 and table S1.1). As was the case with U.S. fourth-graders, the percentage of U.S. eighth-graders who experienced bullying at least once a month was lower than the international average (8 percent). The percentage of U.S. eighth-grade students who reported experiencing bullying at least once a month was lower than the percentages in 13 countries, higher than the percentages in 16 countries, and not measurably different from the percentages in 6 countries.

The 2015 TIMSS questionnaire asked teachers of participating fourth- and eighth-grade students to report on whether their school was safe and orderly. The questionnaire item was, "Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements," and it was followed by these statements: This school is located in a safe neighborhood; I feel safe at this school; This school's security policies and practices are sufficient; The students behave in an orderly manner; The students are respectful of the teachers; The students respect school property; This school has clear rules about student conduct; and This school's rules are enforced in a clear and consistent manner.

The response options for each statement were: "agree a lot," "agree a little," "disagree a little," and "disagree a lot." The responses from teachers were used to construct a scale consisting of these degrees of school safety and orderliness: Very safe and orderly, Safe and orderly, and Less than safe and orderly.

The discussion in this indicator focuses on those teachers who reported their school was "less than safe and orderly." For teachers of both fourth-graders and eighth-graders, "less than safe and orderly" corresponded with their reporting, on the TIMSS questionnaire, that they "disagreed a little" or "disagreed a lot" with at least four of the eight statements about safety and orderliness.

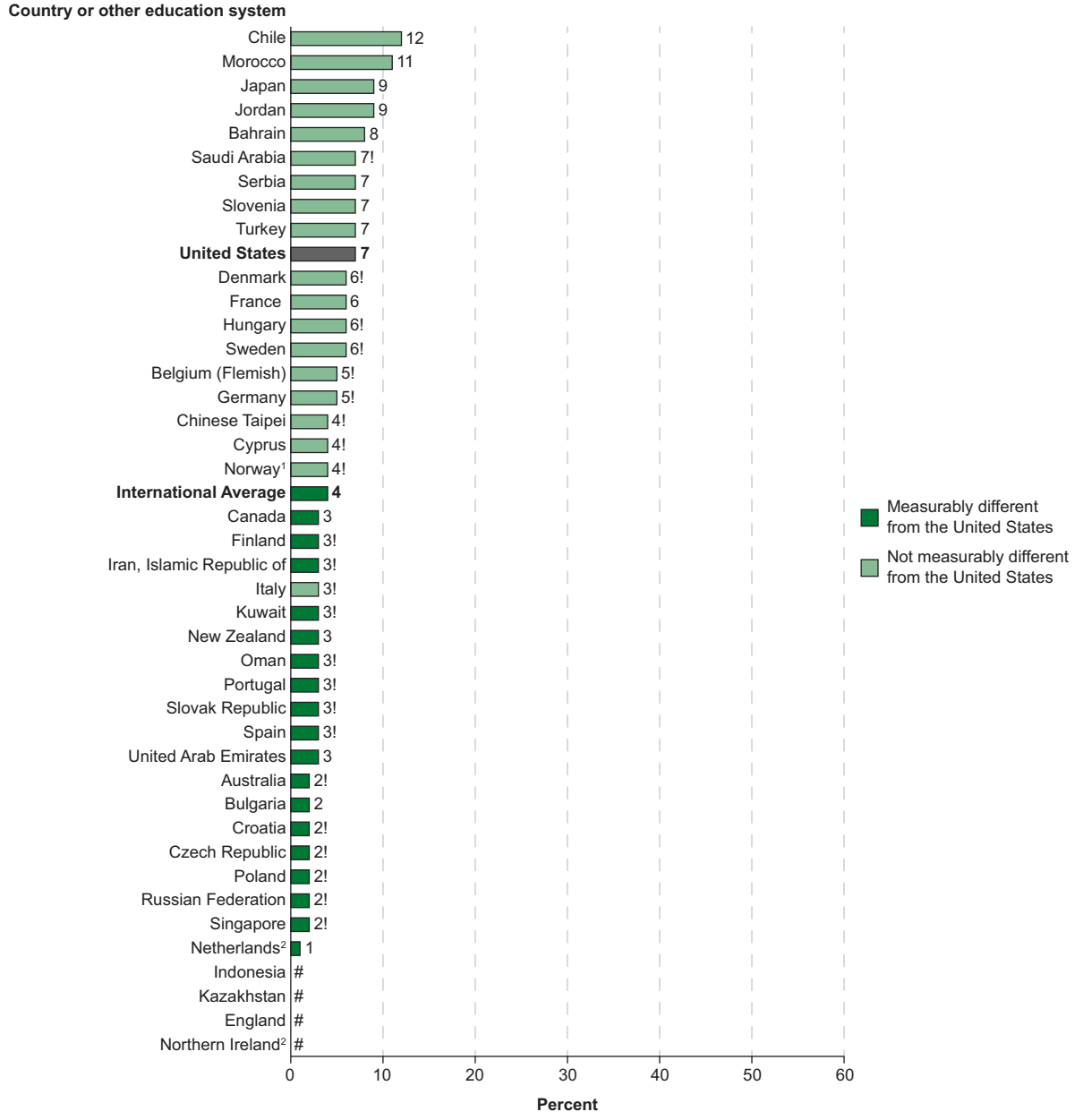
Figure S1.2. Percentage of eighth-grade students who reported experiencing bullying at least once a month during the school year, by country or other education system: 2015



[1] Norway collected data from students in their 9th year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

In the United States, 7 percent of participating fourth-grade students attended schools that were less than safe and orderly, according to the data reported by their teachers (figure S1.3 and table S1.2). This was higher than the international average of 4 percent. The percentage of U.S. fourth-grade students whose teachers reported that their school was less than safe and orderly was higher than the percentages in 22 countries and not measurably different from the percentages in 19 countries.

Figure S1.3. Percentage of fourth-grade students whose teachers rated the school as less than safe and orderly, by country or other education system: 2015



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Norway collected data from students in their 9th year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten.
[2] Data are available for at least 70 percent but less than 85 percent of the students.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates. Georgia, Hong Kong (China), Ireland, Lithuania, Qatar, and Republic of Korea are excluded from the figure, because their data did not meet reporting standards (the coefficient of variation is 50 percent or greater).
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

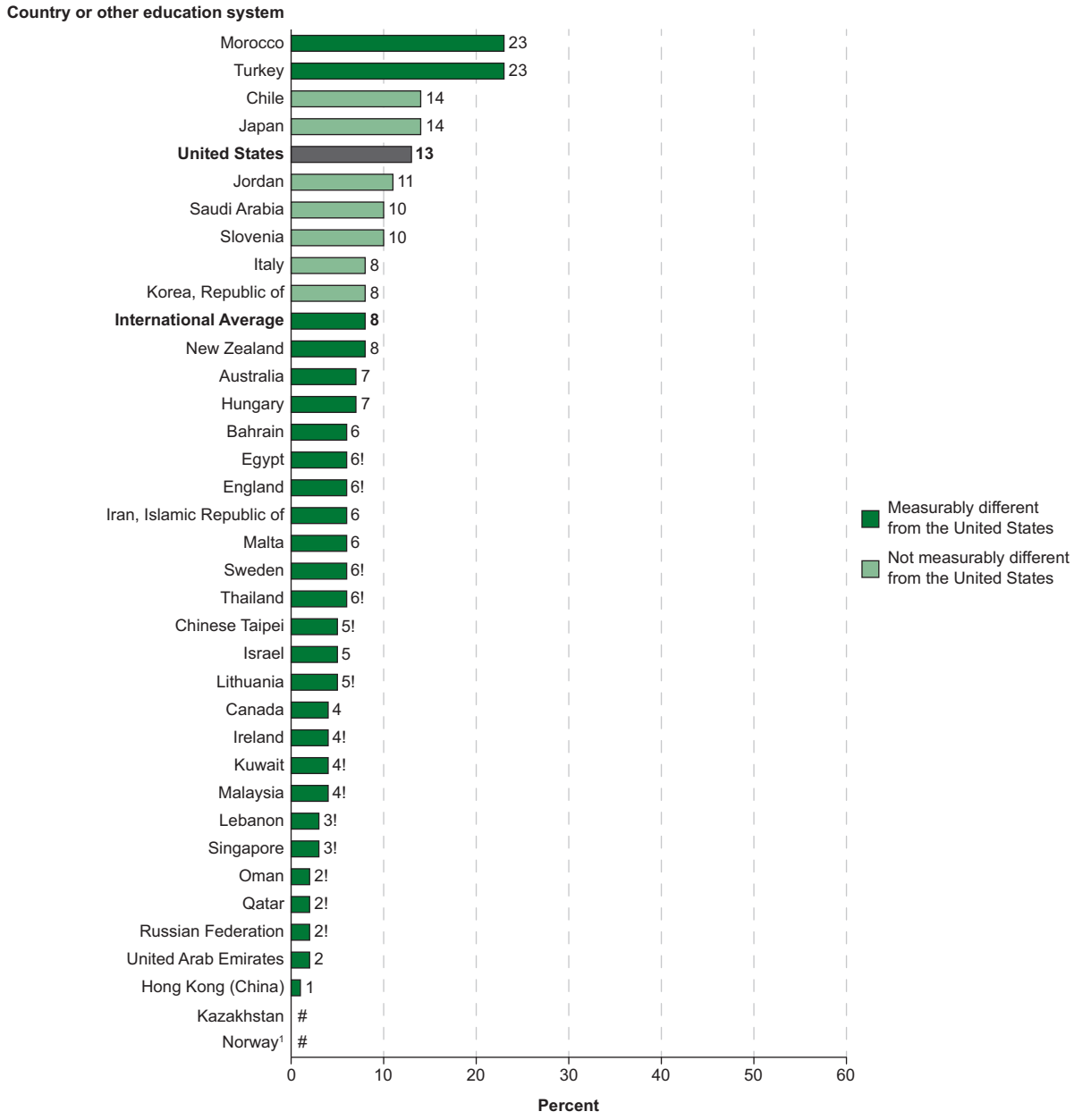
About 13 percent of participating U.S. eighth-grade students attended schools that were less than safe and orderly, according to the data reported by their teachers (figure S1.4 and table S1.2). As was the case with U.S. fourth-graders, the percentage of U.S. eight-graders whose teachers reported that their schools were less than safe and orderly was higher than the international average of 8 percent. The percentage of U.S. eighth-graders whose teachers reported their school was less than safe and orderly was lower than the percentages in 2 countries, higher than the percentages in 26 countries, and not measurably different from the percentages in 7 countries.

On the 2015 TIMSS questionnaire, principals of participating fourth- and eighth-grade students were asked to report on the severity of school discipline problems. The questionnaire item asked, "To what degree is each of the following a problem among [fourth-grade/eighth-grade] students in your school?" These behaviors or occurrences were listed following the questionnaire item: Arriving late at school; Absenteeism (i.e., unjustified absences); Classroom disturbance; Cheating; Profanity; Vandalism; Theft; Intimidation or verbal abuse among students (including texting, e-mailing, etc.); Intimidation or verbal abuse of teachers or staff (including texting, e-mailing, etc.); Physical fights among students (only asked of fourth-grade principals); Physical injury to other students (only asked of eighth-grade principals); and Physical injury to teachers or staff (only asked of eighth-grade principals).

The response options for each behavior or occurrence listed were: "not a problem," "minor problem," "moderate problem," and "serious problem." These responses were used to construct a scale of school discipline problems consisting of three categories of severity: Hardly any problems, minor problems, and moderate to severe problems.

The discussion in this indicator focuses on those principals who reported their schools had "moderate to severe discipline problems." For principals of fourth-graders, "moderate to severe" discipline problems corresponded with their reporting, on the TIMSS questionnaire, that at least five of the ten behaviors or occurrences were a "moderate or severe problem." For principals of eighth-graders, "moderate to severe" discipline problems corresponded with their reporting, on the TIMSS questionnaire, that at least six of the eleven behaviors or occurrences were a "moderate or severe problem."

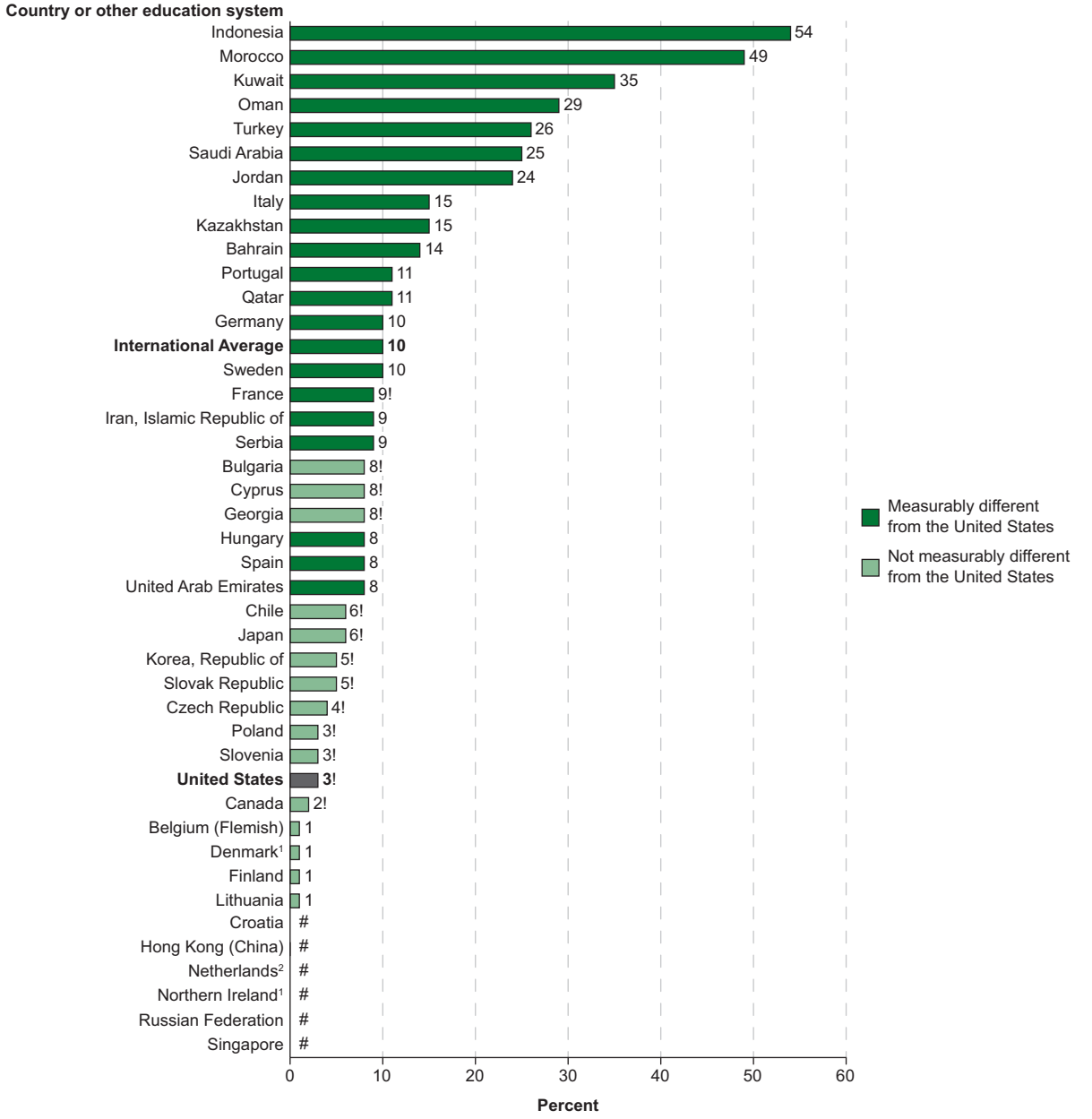
Figure S1.4. Percentage of eighth-grade students whose teachers rated the school as less than safe and orderly, by country or other education system: 2015



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Norway collected data from students in their 9th year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates. Georgia is excluded from the figure, because the data did not meet reporting standards (the coefficient of variation is 50 percent or greater).
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

In the United States, 3 percent of participating fourth-grade students attended schools with moderate to severe discipline problems, according to the data reported by their principals (figure S1.5 and table S1.3). This was lower than the international average of 10 percent. The percentage of U.S. fourth-grade students whose principals reported moderate to severe discipline problems was lower than the percentages in 20 countries, higher than the percentages in 6 countries—in each of these countries the percentage of fourth-graders whose principals reported that there were moderate to severe problems at their school rounded to zero—and not measurably different from the percentages in 15 countries.

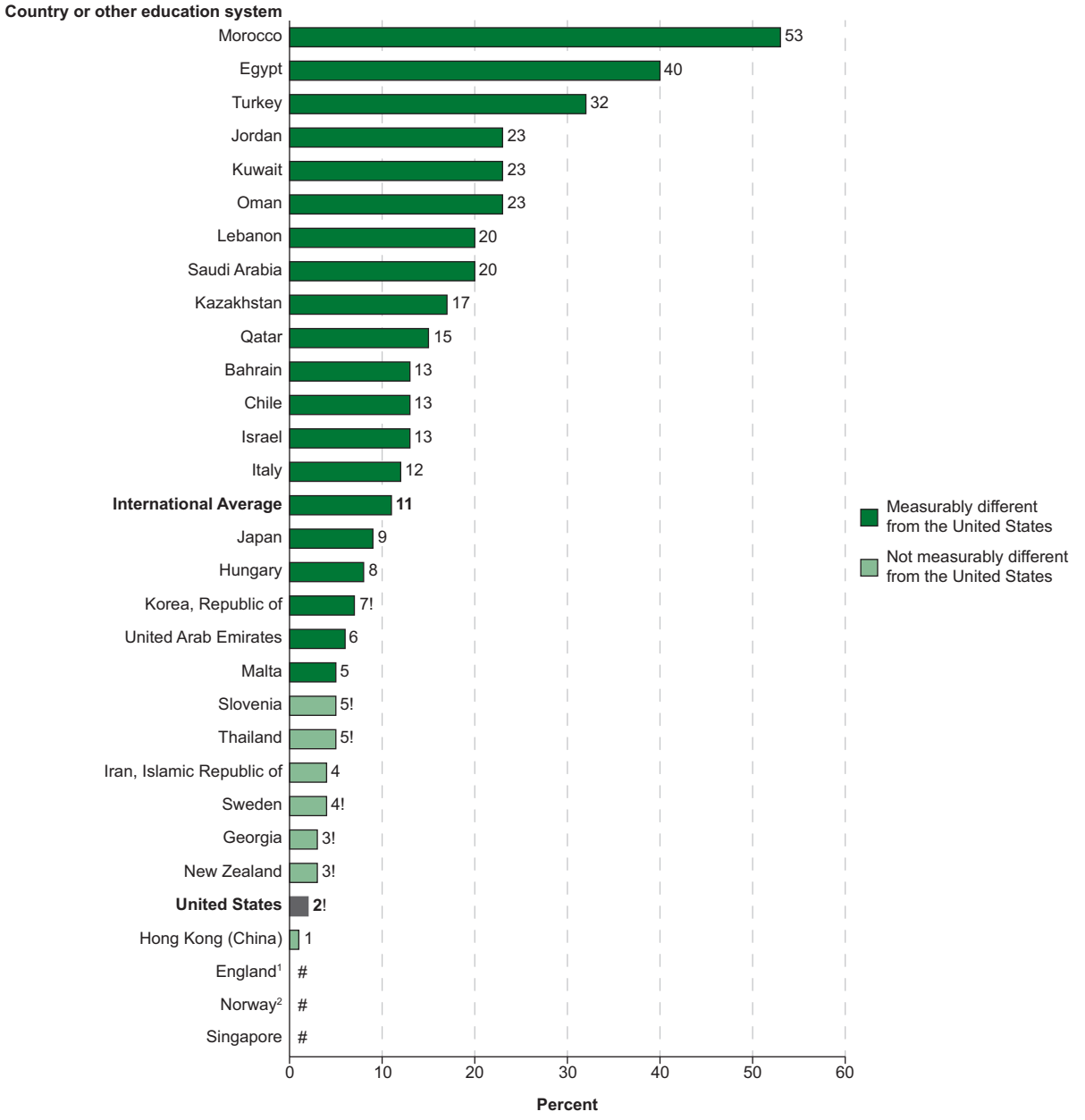
Figure S1.5. Percentage of fourth-grade students whose principals reported that school discipline problems were moderate to severe, by country or other education system: 2015



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Data are available for at least 50 percent but less than 70 percent of the students.
[2] Data are available for at least 70 percent but less than 85 percent of the students.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates. Australia, Chinese Taipei, England, Ireland, New Zealand, and Norway are excluded from the figure, because their data did not meet reporting standards (the coefficient of variation is 50 percent or greater).
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

About 2 percent of participating U.S. eighth-grade students attended schools with moderate to severe discipline problems, according to the data reported by their principals (figure S1.6 and table S1.3). As was the case with U.S. fourth-graders, the percentage U.S. eighth-graders whose principals reported that there were moderate to severe discipline problems at their school was lower than the international average of 11 percent. The percentage of U.S. eighth-grade students whose principals reported moderate to severe discipline problems was lower than the percentages in 19 countries, higher than the percentages in 3 countries—in each of these countries the percentage of eighth-graders who reported that there were moderate to severe problems at their school rounded to zero—and not measurably different from the percentages in 7 countries.

Figure S1.6. Percentage of eighth-grade students whose principals reported that school discipline problems were moderate to severe, by country or other education system: 2015



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Data are available for at least 70 percent but less than 85 percent of the students.
[2] Norway collected data from students in their 9th year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten.
NOTE: Most of the education systems represent complete countries, but some represent subnational entities; England, for example, is part of the United Kingdom. Data are based on rounded estimates. Australia, Canada, Chinese Taipei, Ireland, Lithuania, Malaysia, and Russian Federation are excluded from the figure, because their data did not meet reporting standards (the coefficient of variation is 50 percent or greater).
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015.

Spotlight 2

Peer Victimization in Third Grade

In the spring of 2014, when most fall 2010 first-time kindergartners were in third grade, about 15 percent of these students reported that they were frequently teased, made fun of, or called names by other students; 22 percent were frequently the subject of lies or untrue stories; 14 percent were frequently pushed, shoved, slapped, hit, or kicked; and 15 percent were frequently excluded from play on purpose. Students who reported that they were frequently victimized scored lower in reading, mathematics, and science than their peers who reported that they were never victimized or that they were sometimes or rarely victimized.

Students of any age may experience instances of peer victimization, including being teased, lied about, pushed or hit, or intentionally excluded from activities by their classmates. However, few peer victimization studies have been conducted with young children. Those that have been published suggest that peer victimization and bullying are experienced by many children and are related to negative academic and developmental outcomes.[3] Glew et al.'s (2005) study of third- through fifth-graders found that 22 percent of children were classified as victims, bullies, or both. Victims, including children who were both victims of bullying and had bullied others, had lower achievement scores and were more likely to feel like they did not belong at school compared with bystanders who observed bullying but who were not direct victims of it.

Recently released data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provide insight on the prevalence of peer victimization in third grade and its relationship with academic skills based on direct reports from students and teachers. More broadly, the ECLS-K:2011 survey provides comprehensive data about children's early learning and development, as well as the children's transition into kindergarten and progress through 2016, when most of the children were in fifth grade.

Using data collected in the spring of 2014, when most of the ECLS-K:2011 fall 2010 first-time kindergartners were in third grade,[4] this spotlight explores three aspects of peer victimization. First, this spotlight describes the percentages of third-graders who reported that they were frequently victimized by their peers, overall and in relation to child, family, and school characteristics. Next, it explores whether students' victimization status was related to their reading, mathematics, and science knowledge and skills in the spring of third grade. Finally, this spotlight presents information on the percentages of frequent victims whose teachers identified them as frequently victimizing their peers.

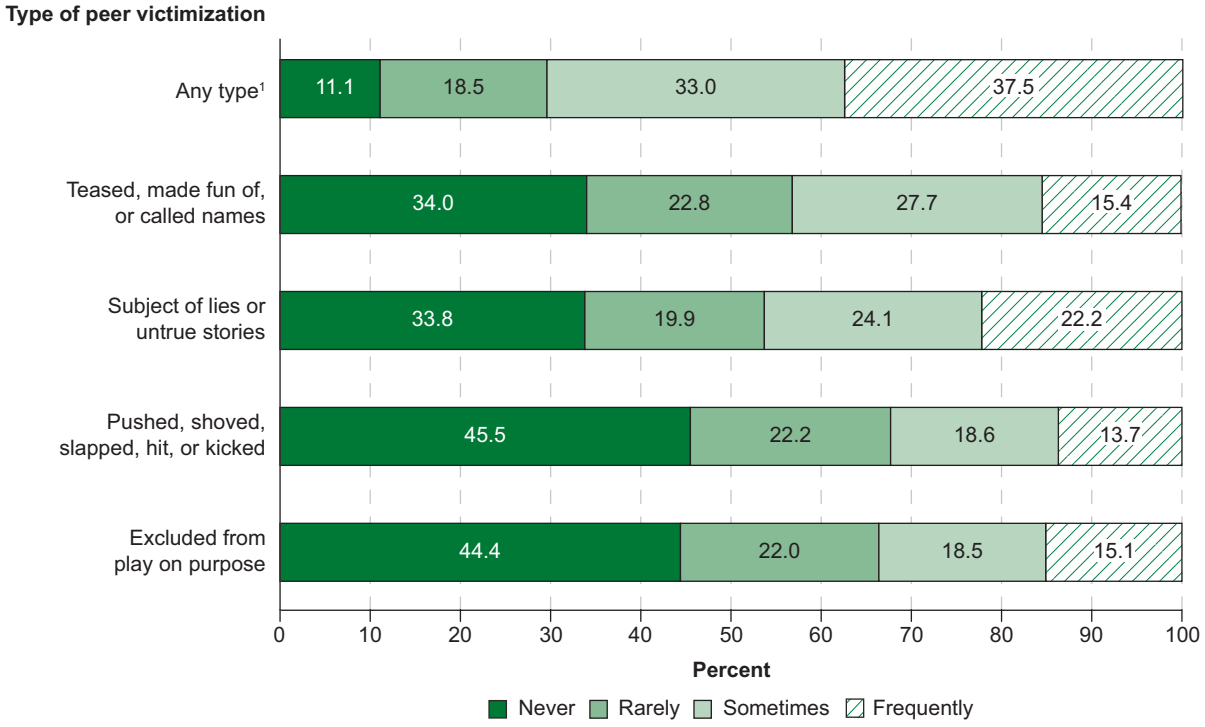
Students are identified in this spotlight as being frequently victimized by their peers if they reported that they "Often" or "Very often" experienced at least one of four types of incidents: 1) being teased, made fun of, or called names; 2) being the subject of lies or untrue stories; 3) being pushed, shoved, slapped, hit, or kicked; and 4) being excluded from play on purpose. While these types of actions are typically associated with bullying behaviors, the data in this study were not evaluated with respect to the ongoing nature of the actions and whether they represented a power differential. As a result, the self-reported peer victimization discussed here cannot be considered to be synonymous with bullying.

[3] Bullying is defined by the U.S. Department of Education and the Centers for Disease Control and Prevention as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm (Gladden, Vivolo-Kantor, Hamburger, and Lumpkin 2014).

[4] In the spring of 2014, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Off-grade status could relate to many of the variables explored in this report, which is a consideration readers should keep in mind. In this spotlight, all students are referred to as "third-graders," even if they were enrolled in a different grade in the spring of 2014.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S2.1 and S2.2, and http://nces.ed.gov/ecls/kindergarten2011.asp.

Figure S2.1. Percentage distribution of fall 2010 first-time kindergartners, by type and frequency of self-reported peer victimization in third grade: Spring 2014



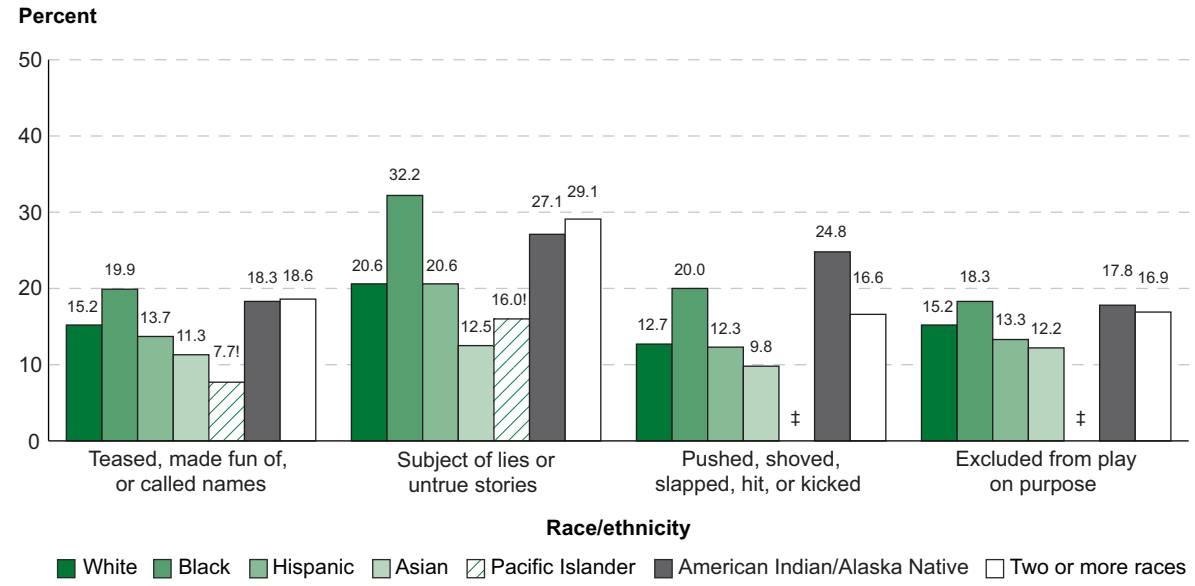
[1] Children who reported experiencing more than one type of victimization are counted only once in the total percentage of children who experienced any type of victimization.

NOTE: Students were identified as being frequently victimized by their peers in a specific way if they reported that they "Often" or "Very often" experienced that type of peer victimization. Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Detail may not sum to totals because of rounding and survey item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

In the spring of 2014, about 37 percent of third-graders reported that they frequently experienced at least one of the four types of peer victimization measured in the ECLS-K:2011, 33 percent sometimes experienced at least one type of victimization, 18 percent rarely experienced at least one type of victimization, and 11 percent reported never experiencing any of the four types of peer victimization (figure S2.1 and table S2.1). About 15 percent of students reported that they were frequently teased, made fun of, or called names by other students; 22 percent reported that they were frequently the subject of lies or untrue stories; 14 percent reported that they were frequently pushed, shoved, slapped, hit, or kicked; and 15 percent reported that they were frequently excluded from play on purpose. The percentage of third-graders who reported that they frequently experienced peer victimization incidents differed by child, family, and school characteristics.

Figure S2.2. Percentage of fall 2010 first-time kindergartners reporting that they were frequently victimized by their peers in third grade, by type of peer victimization and student race/ethnicity: Spring 2014



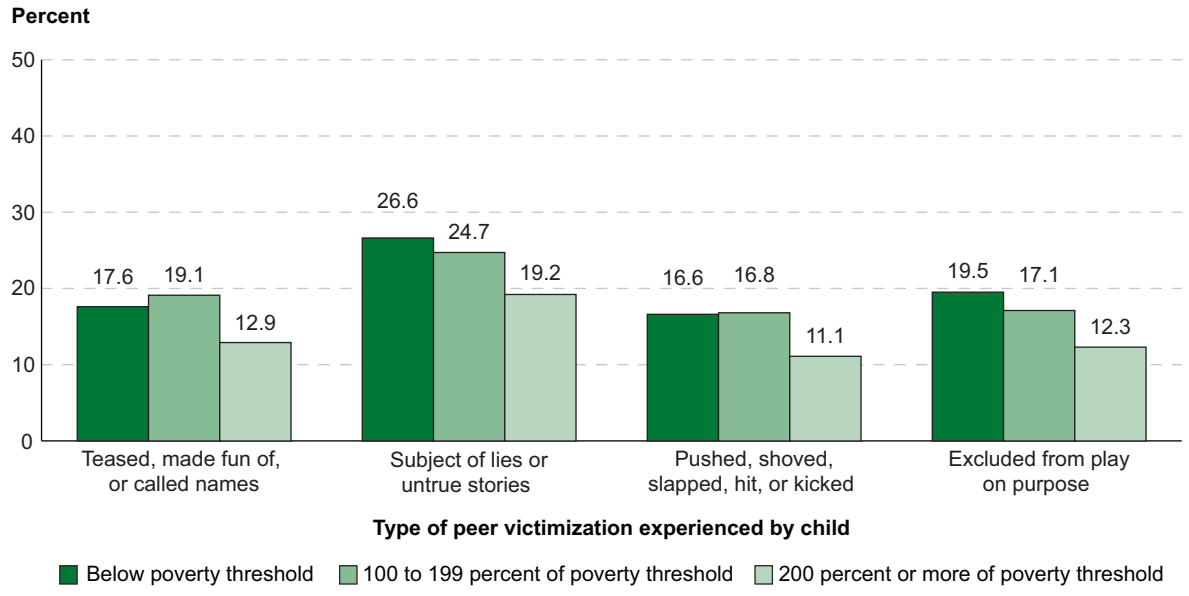
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. The coefficient of variation (CV) is 50 percent or greater.
NOTE: Students were identified as being frequently victimized by their peers in a specific way if they reported that they "Often" or "Very often" experienced that type of peer victimization. Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

It was more common for Black and American Indian/Alaska Native third-graders than for White, Hispanic, and Asian third-graders to report that they were frequently the subject of lies or untrue stories, or that they were pushed, shoved, slapped, hit, or kicked.[5] For instance, 32 percent of Black students and 27 percent of American Indian/Alaska Native students reported that they were frequently the subject of lies or untrue stories, compared with 21 percent each of White and Hispanic students and 13 percent of Asian students (figure S2.2 and table S2.1). In addition, a higher percentage of Black students (20 percent) than of White (15 percent), Hispanic (14 percent), and Asian students (11 percent) reported that they were frequently teased, made fun of, or called names; and a higher percentage of Black students (18 percent) than of Hispanic (13 percent) and Asian students (12 percent) reported that they were frequently excluded from play on purpose.

Higher percentages of male than of female third-graders reported that they were frequently the subject of lies or untrue stories (24 vs. 21 percent) and that they were frequently pushed, shoved, slapped, hit, or kicked by other students (16 vs. 11 percent).

[5] For some peer victimization estimates, comparisons cannot be made across subgroups, or large percentage differences are not significantly different, due to small sample sizes.

Figure S2.3. Percentage of fall 2010 first-time kindergartners reporting that they were frequently victimized by their peers in third grade, by type of peer victimization and household poverty status: Spring 2014

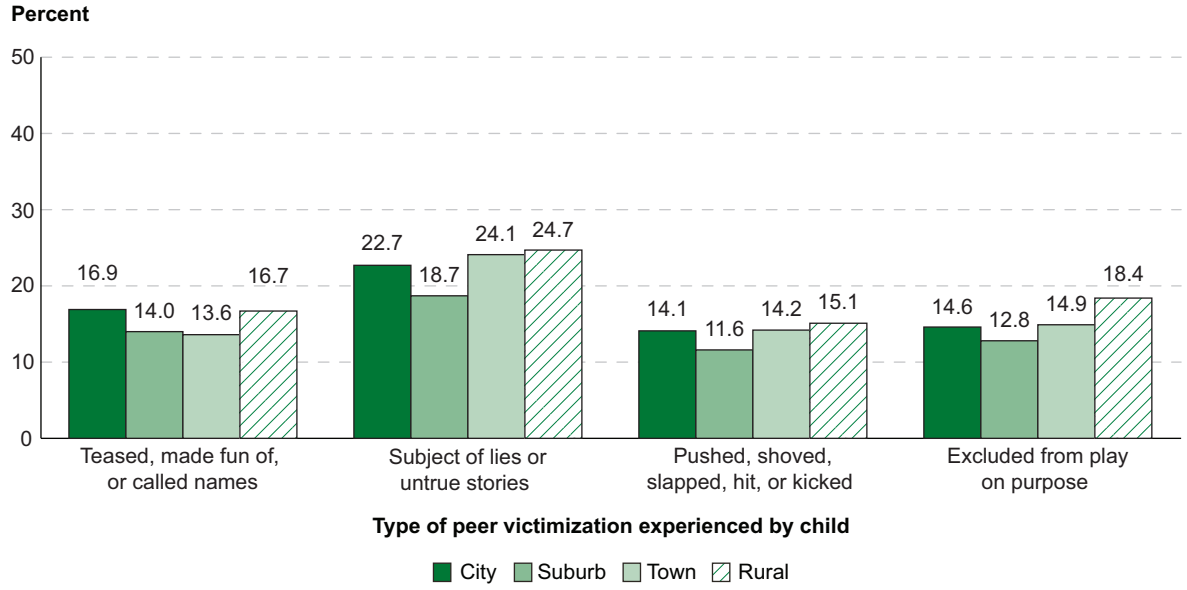


NOTE: Students were identified as being frequently victimized by their peers in a specific way if they reported that they "Often" or "Very often" experienced that type of peer victimization. Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Poverty status is based on U.S. Census weighted average income thresholds for 2013, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than $18,552 in 2013.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

For all four types of incidents, it was more common for third-graders living below the poverty threshold or living between 100 and 199 percent of the poverty threshold to report that they were frequently victimized than it was for third-graders who were living at 200 percent or more of the poverty threshold. For instance, 18 percent of students living below the poverty threshold and 19 percent living between 100 and 199 percent of the poverty threshold reported that they were frequently teased, made fun of, or called names, compared with 13 percent of students who were living at 200 percent or more of the poverty threshold (figure S2.3 and table S2.1).

The percentages of third-graders who reported that they frequently experienced any type of peer victimization tended to be higher for students whose parents had lower levels of educational attainment. For instance, 15 to 16 percent each of students whose parents' highest level of education was less than high school, high school completion, or some college/vocational education were frequently pushed, shoved, slapped, hit, or kicked by other students, compared with 12 percent of those whose parents' highest level of education was a bachelor's degree and 10 percent of those whose parents' highest level of education was any graduate education.

Figure S2.4. Percentage of fall 2010 first-time kindergartners reporting that they were frequently victimized by their peers in third grade, by type of peer victimization and school locale: Spring 2014



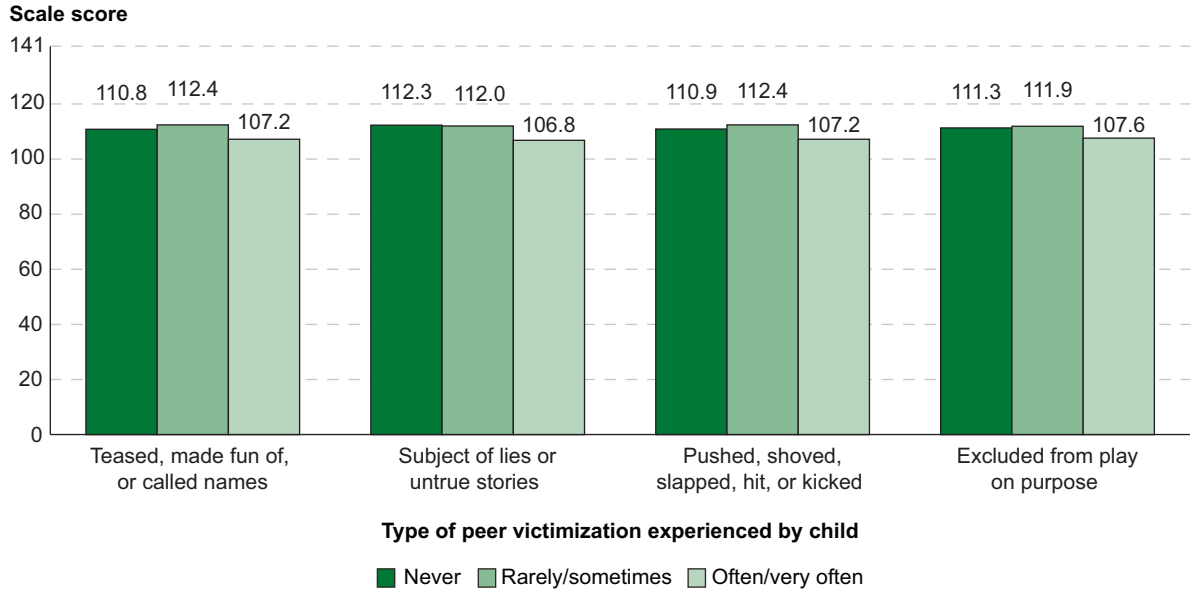
NOTE: Students were identified as being frequently victimized by their peers in a specific way if they reported that they "Often" or "Very often" experienced that type of peer victimization. Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

The percentages of third-graders who reported that they were frequently victimized varied by school locale. For instance, lower percentages of students from suburban schools than from city schools reported that they were frequently teased, made fun of, or called names (14 vs. 17 percent); frequently the subject of lies or untrue stories (19 vs. 23 percent); and frequently pushed, shoved, slapped, hit, or kicked (12 vs. 14 percent; figure S2.4 and table S2.1). The percentage of students from suburban schools who reported that they were frequently the subject of lies or untrue stories (19 percent) was also lower than the percentages for students from rural (25 percent) and town schools (24 percent). Also, lower percentages of students from suburban schools than from rural schools reported that they were frequently pushed, shoved, slapped, hit, or kicked (12 vs. 15 percent) and excluded from play on purpose (13 vs. 18 percent).

With respect to school control, higher percentages of third-graders from public schools than from private schools reported that they were frequently the subject of lies or untrue stories (23 vs. 18 percent) and that they were frequently excluded from play on purpose (15 vs. 12 percent).

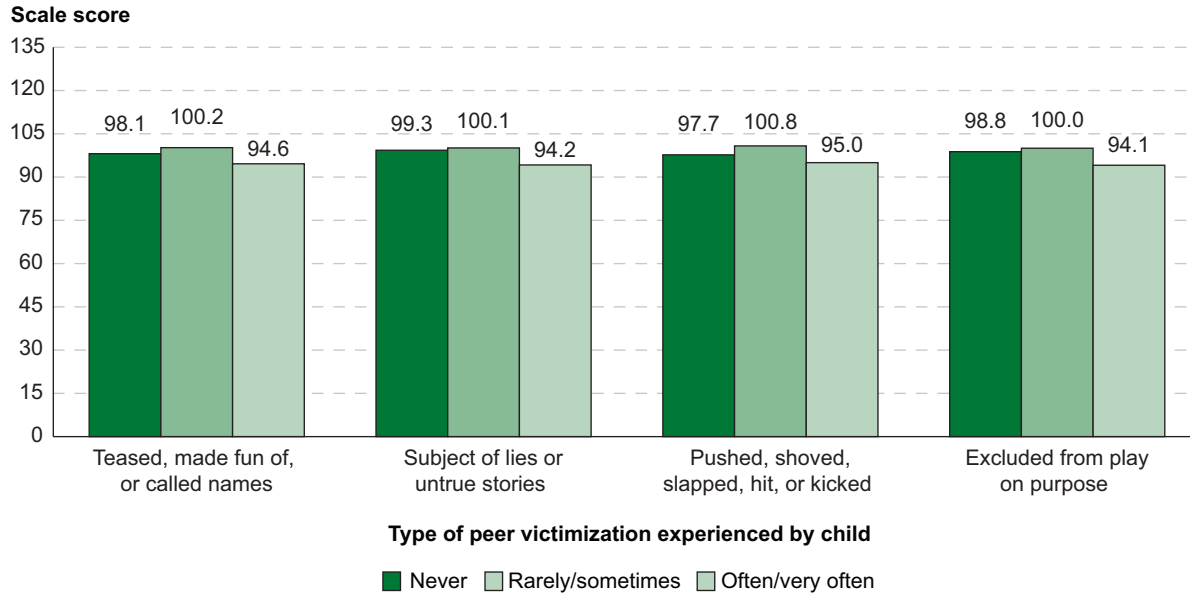
In addition to collecting information from students on the frequency with which they experienced different types of peer victimization incidents, students were directly assessed in reading, mathematics, and science in the spring of 2014. The reading assessment reflects performance on questions measuring basic skills (e.g., word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences within texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141. The mathematics assessment reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and patterns, algebra, and functions. Possible scores for the mathematics assessment range from 0 to 135. The science assessment reflects performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 87. These assessment data allow for an examination of the relationship between peer victimization and student's academic achievement.

Figure S2.5. Fall 2010 first-time kindergartners' mean reading scale scores in third grade, by type of peer victimization and frequency that students reported being victimized: Spring 2014



NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Reading scores reflect performance on questions measuring basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

Figure S2.6. Fall 2010 first-time kindergartners' mean mathematics scale scores in third grade, by type of peer victimization and frequency that students reported being victimized: Spring 2014

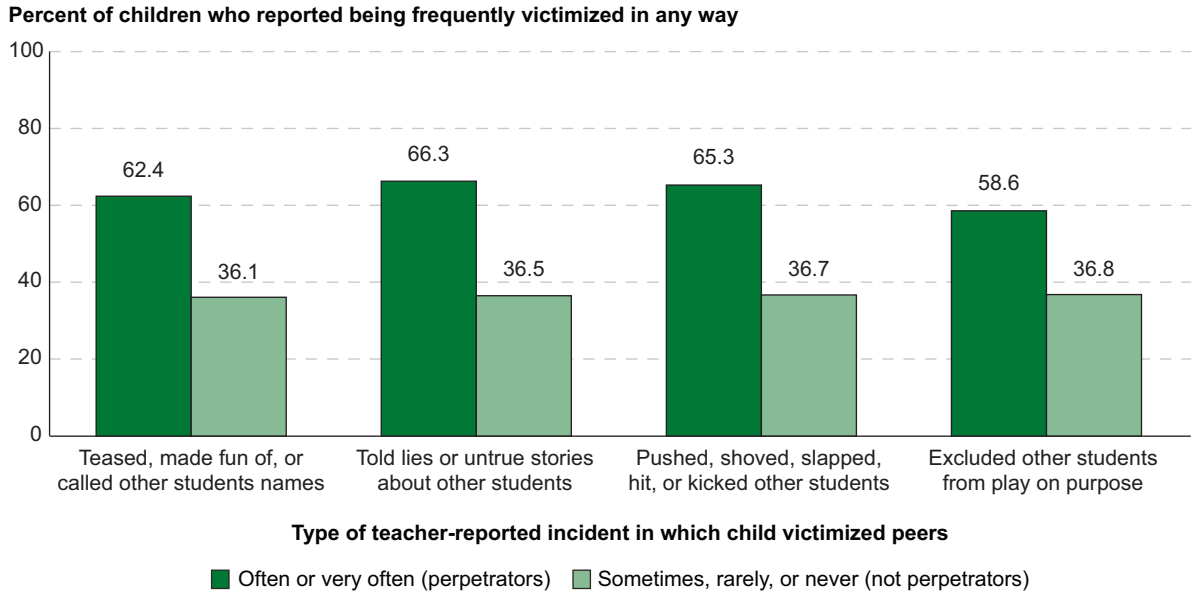


NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Math scores reflect performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children's ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessment range from 0 to 135.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

For each type of peer victimization explored in this spotlight, third-graders who reported that they were frequently victimized had lower scores in reading, mathematics, and science than their peers who reported that they were never victimized or that they were sometimes or rarely victimized. For instance, in reading, the mean score for students who reported that they were frequently the subject of lies or untrue stories was 107 points, compared with scores of 112 points each for those who reported that they were never or were sometimes or rarely victimized in that manner (figure S2.5 and table S2.2). In mathematics, the mean score for students who reported that they were frequently excluded from play on purpose (94 points) was lower than the mean scores for those who reported that they were never or who were sometimes or rarely victimized in that manner (99 to 100 points; figure S2.6 and table S2.2). Note, however, that comparisons of assessment scores for students who experienced different frequencies of victimization do not account for other, potentially related factors and also cannot be used to establish a cause-and-effect relationship.

Along with students' self-report on the frequency with which they were victimized by their peers in different ways, teachers of ECLS-K:2011 students completed paper-and-pencil questionnaires in the spring of 2014 on a variety of topics, including the frequency that students victimized their peers. Students are identified in this spotlight as perpetrators if their teacher reported that they "Often" or "Very often" victimized their peers through any one of the four types of incidents: 1) teasing, making fun of, or calling other students names; 2) telling lies or untrue stories about other students; 3) pushing, shoving, slapping, hitting, or kicking other students; and 4) excluding other students from play on purpose. Students are not identified as perpetrators if their teacher reported that they "Sometimes," "Rarely," or "Never" victimized their peers through any of the types of incidents.

Figure S2.7. Percentage of fall 2010 first-time kindergartners who reported that they were frequently victimized by their peers in any way in the third grade, by type of victimization and frequency that students' teachers reported the students victimized their peers in different ways: Spring 2014



NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Students were identified as being frequently victimized by their peers in any way if they reported that they "Often" or "Very often" experienced at least one of four types of incidents: 1) being teased, made fun of, or called names; 2) being the subject of lies or untrue stories; 3) being pushed, shoved, slapped, hit, or kicked; and 4) being excluded from play on purpose.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File.

The percentages of third-graders who indicated they were frequent victims of any type of peer victimization were higher for students who were identified by teachers as perpetrators of specific types of incidents than for students who were not identified as perpetrators. For example, 66 percent of students whose teachers reported that they were perpetrators of telling lies or untrue stories about other children self-reported that they themselves were frequent victims of any type of peer victimization, compared with 36 percent of those whose teachers indicated that the students were not perpetrators of telling lies or untrue stories (figure S2.7 and table S2.1). Similarly, 65 percent of students whose teachers reported that they were perpetrators of pushing, shoving, slapping, hitting, or kicking other students self-reported that they themselves were frequent victims of any type of peer victimization, compared with 37 percent of those whose teachers indicated that the students were not perpetrators of this type of incident.

The ECLS-K:2011 is the only nationally representative survey with self-reported victimization data in the early grades. Data collected in this study offer a new contribution to the existing literature on peer victimization in elementary school. Results from this spotlight find that male students, Black students, students living in poverty, and students with parents with lower levels of educational attainment reported that they were more frequently victimized by their peers than did other students, and that students who reported being frequently victimized tended to score lower in reading, mathematics, and science in the spring of third grade. This study also found that students who reported being frequently victimized by their peers were identified more often by their teachers as frequently victimizing other students than students who reported less frequent victimization. Although the characteristics examined in this spotlight may be related to one another, the complex interactions and relationships among them were not explored in this spotlight. For instance, other research using ECLS-K:2011 third-grade data found that Black and Hispanic students scored lower in reading, mathematics, and science than White and Asian students, and that scores in these subjects were lowest for students living in poverty when they were in kindergarten and highest for those not living in poverty (Mulligan et al. 2016). Future research using more complex methods, such as multivariate analyses, can further explore relationships between peer victimization and academic outcomes after taking into account other characteristics of students, families, and schools that are also related to academic performance.

Spotlight 3

Student Victimization and Risk Behaviors by Sexual Orientation

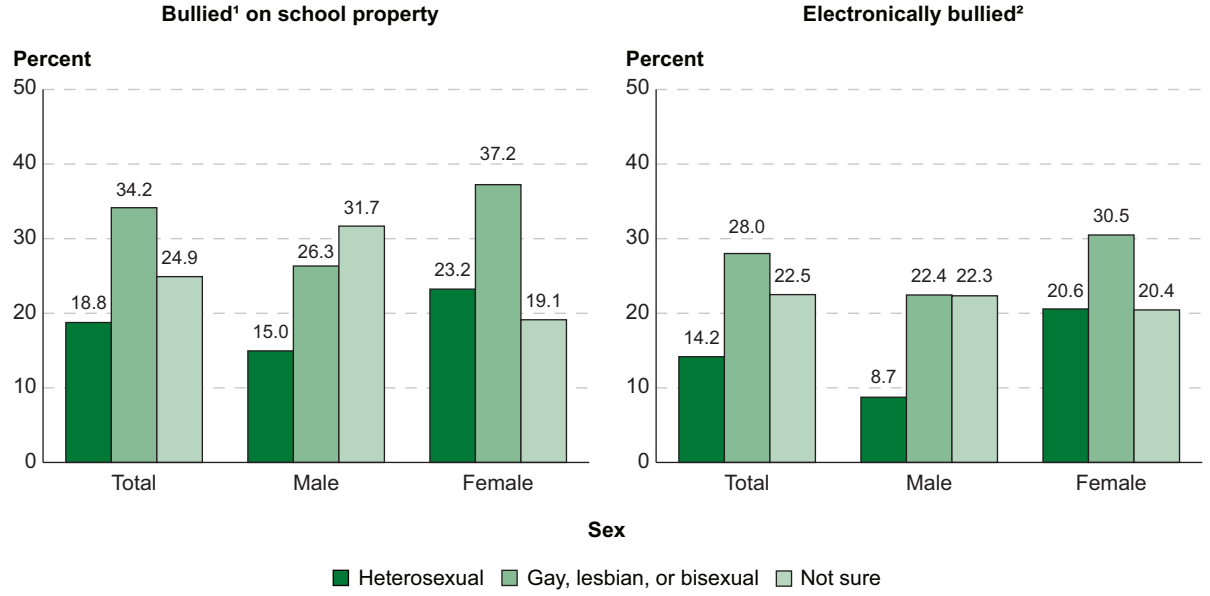
In 2015, a higher percentage of gay, lesbian, or bisexual students in grades 9–12 (34 percent) than of heterosexual students (19 percent) reported that they had been bullied on school property during the previous 12 months.

Sexual minority youth (those who identify as gay, lesbian, and bisexual and those who are not sure about their sexual orientation) are at a greater risk of harassment, victimization, and social isolation, compared to heterosexual youth (Williams et al. 2005; Button, O'Connell, and Gealt 2012). These experiences can lead to more depression symptoms, suicidal thoughts, and problem behaviors among sexual minority youth, as well as lower academic outcomes and increased unexcused absences from school (Burton et al. 2013; Kosciw et al. 2013; Robinson and Espelage 2011). These hostile experiences, combined with their resulting negative outcomes, were also found to be factors contributing to sexual minority youth's higher rates of substance abuse (Goldbach et al. 2014).

This spotlight uses the 2015 Youth Risk Behavior Survey (YRBS) to examine the differences in students' reports of bullying and electronic bullying, involvement in physical fights and weapon-related incidents, alcohol and marijuana use, and illegal drug availability by sex and sexual orientation. In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure." In this spotlight, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Table S3.1, and Centers for Disease Control and Prevention (2016b), (http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf).

Figure S3.1. Percentage of students in grades 9–12 who reported being bullied on school property and electronically bullied during the previous 12 months, by sex and sexual orientation: 2015



[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."
[2] Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting."
NOTE: "On school property" was not defined for survey respondents. Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

In 2015, approximately 89 percent of students in grades 9–12 identified as heterosexual, 8 percent identified as gay, lesbian, or bisexual, and 3 percent were not sure about their sexual orientation (table S3.1). Among male students, 93 percent identified as heterosexual, 4 percent identified as gay or bisexual, and 3 percent were not sure about their sexual orientation. Among female students, 85 percent identified as heterosexual, 12 percent identified as lesbian or bisexual, and 4 percent were not sure about their sexual orientation.

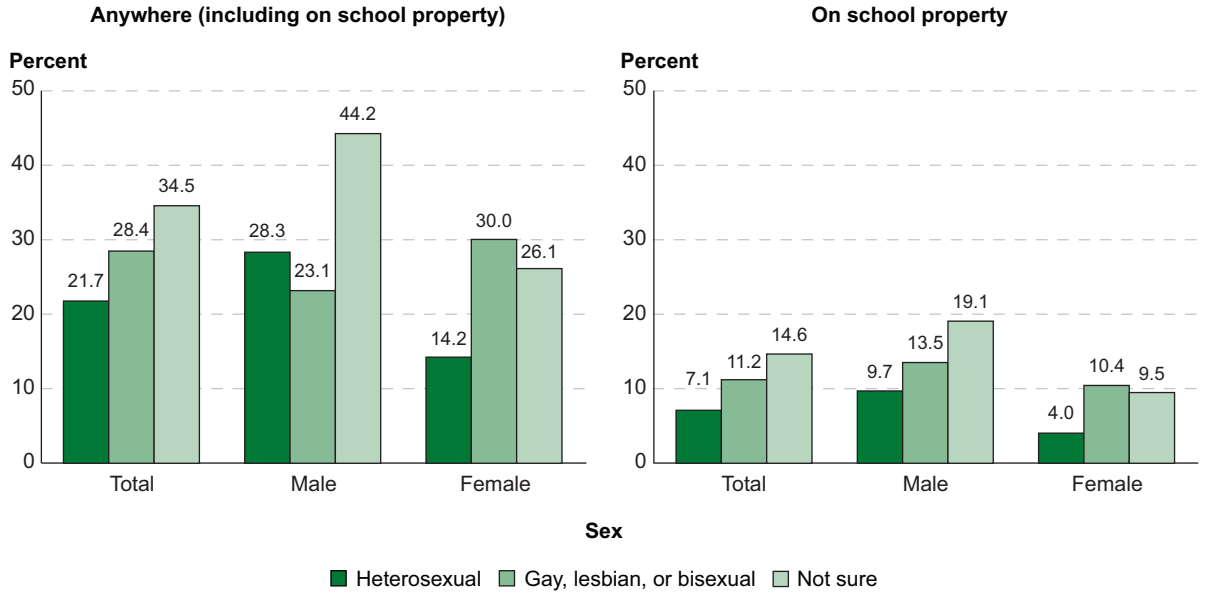
In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they had been bullied[6] on school property[7] during the previous 12 months, overall (34 vs. 19 percent) as well as among male (26 vs. 15 percent) and female students (37 vs. 23 percent; figure S3.1 and table S3.1). The percentage of students reporting being bullied on school property was also higher for students who were not sure about their sexual orientation than for heterosexual students, overall (25 vs. 19 percent) and among male students (32 vs. 15 percent). Additionally, a higher percentage of lesbian or bisexual female students than of gay or bisexual male students reported being bullied on school property (37 vs. 26 percent), while a higher percentage of male students who were not sure about their sexual orientation reported such bullying compared to their female counterparts (32 vs. 19 percent).

With respect to electronic bullying,[8] a higher percentage of gay, lesbian, or bisexual students reported being electronically bullied during the previous 12 months in 2015 than did heterosexual students, overall (28 vs. 14 percent) as well as among male (22 vs. 9 percent) and female students (30 vs. 21 percent). The percentage of students who reported being electronically bullied was also higher for students who were not sure about their sexual orientation than for heterosexual students, overall (23 vs. 14 percent) and among male students (22 vs. 9 percent).

[6] 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."
[7] "On school property" was not defined for survey respondents.

[8] Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting."

Figure S3.2. 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 location, sex, and sexual orientation: 2015



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. "On school property" was not defined for survey respondents. Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

In 2015, higher percentages of gay, lesbian, or bisexual students and students who were not sure about their sexual orientation reported being in a physical fight anywhere[9] and on school property during the previous 30 days than did heterosexual students. About 28 percent of gay, lesbian, or bisexual students and 35 percent of students who were not sure about their sexual orientation reported being in a physical fight anywhere, compared with 22 percent of heterosexual students (figure S3.2 and table S3.1). Similarly, 11 percent of gay, lesbian, or bisexual students and 15 percent of students who were not sure about their sexual orientation reported being in a physical fight on school property, compared with 7 percent of heterosexual students.

The same patterns by sexual orientation were observed in the percentages of female students reporting being in a physical fight. Among female students, 30 percent of lesbian or bisexual students and 26 percent of students who were not sure about their sexual orientation reported being in a physical fight anywhere, compared with 14 percent of heterosexual students. In addition, higher percentages of female students who were lesbian or bisexual (10 percent) and not sure about their sexual orientation (9 percent) reported being in a physical fight on school property than did their heterosexual peers (4 percent). Among male students, a higher percentage of students who were not sure about their sexual orientation than of heterosexual students reported being in a physical fight anywhere (44 vs. 28 percent) and on school property (19 vs. 10 percent).

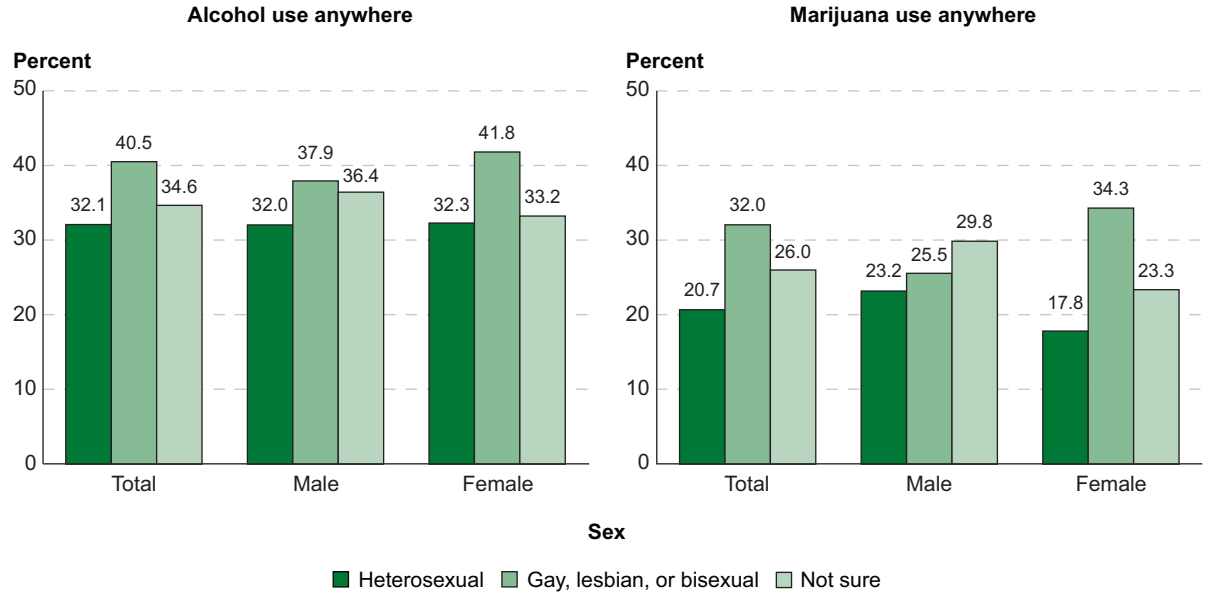
In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they were threatened or injured with a weapon[10] on school property during the previous 12 months, overall (10 vs. 5 percent) as well as among male (12 vs. 6 percent) and female students (9 vs. 4 percent). In addition, the percentage of students reporting being threatened or injured with a weapon on school property was higher for students who were not sure about their sexual orientation than for heterosexual students, overall (13 vs. 5 percent) and among male students (17 vs. 6 percent).

[9] The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior. "Anywhere" includes on school property.

[10] Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club."

There were no measurable differences by sexual orientation in the percentages of all students or male students who reported carrying a weapon[11] anywhere at least 1 day during the previous 30 days in 2015. However, the percentage of female students who reported carrying a weapon anywhere was higher for lesbian or bisexual students than for heterosexual students (16 vs. 6 percent). On school property, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they had carried a weapon at least 1 day during the previous 30 days, overall (6 vs. 4 percent) and among female students (5 vs. 1 percent). The percentage of female students reporting carrying a weapon on school property was also higher for students who were not sure about their sexual orientation than for heterosexual students (4 vs. 1 percent).

Figure S3.3. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days and using marijuana at least one time during the previous 30 days, by sex and sexual orientation: 2015



NOTE: Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior. "Anywhere" includes on school property.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they had used alcohol at least 1 day during the previous 30 days, overall (40 vs. 32 percent) and among female students (42 vs. 32 percent; figure S3.3 and table S3.1). A higher percentage of gay, lesbian, or bisexual students than of heterosexual students also reported using marijuana at least one time during the previous 30 days, overall (32 vs. 21 percent) and among female students (34 vs. 18 percent). Among all students, the percentage who reported using marijuana at least one time during the previous 30 days was higher for students who were not sure about their sexual orientation than for heterosexual students (26 vs. 21 percent).

Higher percentages of gay, lesbian, or bisexual students and students who were not sure about their sexual orientation reported that illegal drugs were offered, sold, or given to them on school property during the previous 12 months in 2015 than did heterosexual students, overall (29 and 28 percent, respectively, vs. 21 percent) and among female students (30 and 26 percent, respectively, vs. 17 percent). No measurable differences by sexual orientation were observed in the percentages of male students who reported alcohol use anywhere, marijuana use anywhere, or the availability of illegal drugs on school property.

[11] Respondents were asked about carrying "a weapon such as a gun, knife, or club."

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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 Death Surveillance System (SAVD-SS), as well as data on total suicides collected through the Web-based Injury Statistics Query and Reporting System Fatal and data on total homicides collected through the Supplementary Homicide Reports. The SAVD-SS defines a school-associated violent death as "a homicide, suicide, or legal intervention death[12] (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 also 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 may include not only students and staff members, but also others at school,[13] such as students' parents or community members.

The most recent data released by the SAVD-SS cover the period from July 1, 2013 through June 30, 2014. During this period, there were a total of 48 student, staff, and other nonstudent school-associated violent deaths in the United States, which included 26 homicides, 20 suicides, 1 legal intervention death, and 1 undetermined violent death[14,15] (figure 1.1 and table 1.1). Of these 48 school-associated violent deaths, 12 homicides and 8 suicides were of school-age youth (ages 5–18; also referred to as "youth" in this indicator). When instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 student homicide or suicide at school for every 2.8 million students enrolled.[16]

Data on total violent deaths, consisting of those occurring at school and away from school, were included as a point of comparison for violent deaths occurring at school. The most recent data available for total suicides of school-age youth are for the 2013 calendar year; the most recent data available for total homicides of youth are for the 2013–14 school year.[17] During the 2013–14 school year, there were 1,053 homicides of youth in the United States (figure 1.2 and table 1.1). During the 2013 calendar year, there were 1,645 suicides of youth.

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 2013–14, even though the absolute number of homicides of school-age youth at school varied across the years.[18] Between 1992–93 and 2013–14, 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.

[12] A legal intervention death is defined as a death caused 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.

[13] "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. In this indicator, the term "at school" is comparable in meaning to the term "school-associated."

[14] An undetermined violent death is a violent death for which the manner was undetermined. That is, the information pointing to one manner of death was no more compelling than one or more other competing manners of death when all available information was considered.

[15] Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and 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.

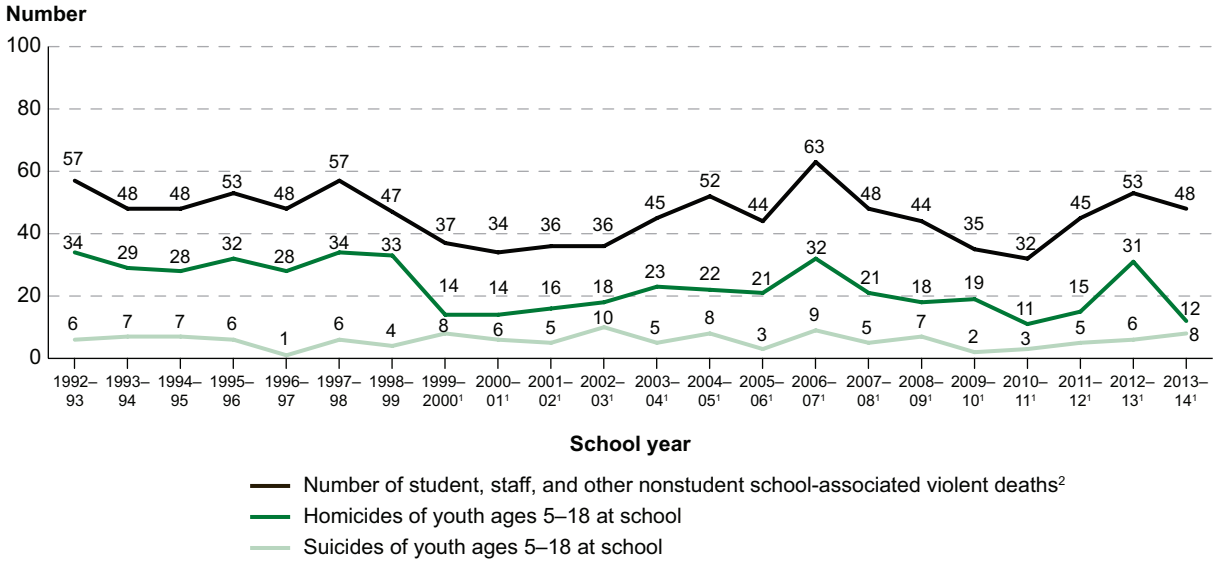
[16] The total number of students enrolled in prekindergarten through 12th grade during the 2013–14 school year was 55,440,261 (see table 105.30 in Snyder and Dillow 2016).

[17] Data on total suicides are from the Web-based Injury Statistics Query and Reporting System Fatal and data on total homicides are from the Supplementary Homicide Reports. 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, typically July through June. Due to these differences in reference periods, please use caution when comparing total suicides to other categories.

[18] 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.

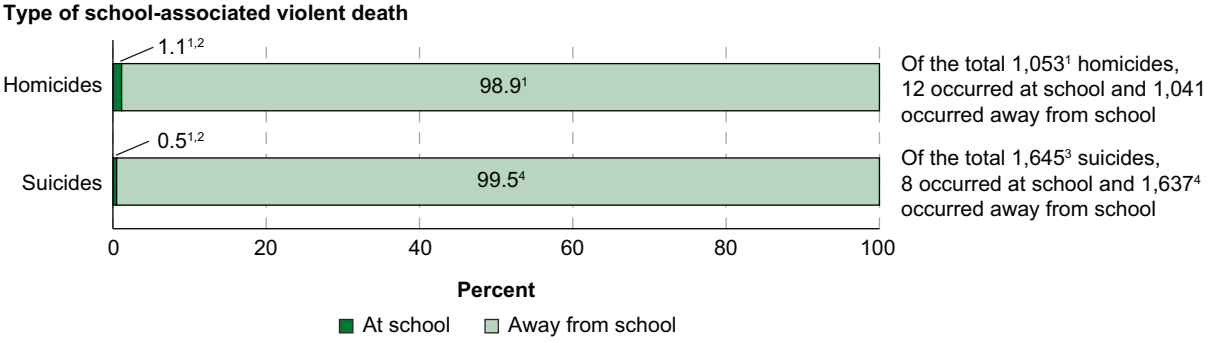
This indicator has been updated to include 2013–14 data for school-associated violent deaths and total youth homicides, and 2013 data for total youth suicides. For more information: Table 1.1, and http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html.

Figure 1.1. Number of student, staff, and other nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2013–14



[1] Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and 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 death (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, 2014.
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. In this indicator, the term "at school" is comparable in meaning to the term "school-associated."
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2014 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (November 2016).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2013–14



[1] Youth ages 5–18 from July 1, 2013, through June 30, 2014.
[2] Data from the School-Associated Violent Death Surveillance System (SAVD-SS) 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 2013 calendar year.
[4] Because data reported on total youth suicides are for calendar year 2013, numbers for total suicides and suicides occurring away from school during school year 2013–14 are 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), 2014 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (November 2016); 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), 2013, retrieved July 2016 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 2013–14 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 (August 2016).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away From School[19]

For students ages 12–18, the rate of violent victimization in 2015 was higher at school than away from school. The 2015 violent victimization rates were 21 per 1,000 students at school and 11 per 1,000 students away from school. This difference was driven primarily by higher rates of simple assault at school.

In 2015, data from the National Crime Victimization Survey showed that students ages 12–18 experienced more nonfatal victimizations at school than away from school.[20] Students ages 12–18 experienced 841,100 nonfatal victimizations (theft[21] and violent victimization[22]) at school and 545,100 nonfatal victimizations away from school (table 2.1). These figures represent total nonfatal victimization rates, hereafter referred to as victimization rates, of 33 victimizations per 1,000 students at school and 21 per 1,000 students away from school.

Between 1992 and 2015, 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 2015. The total victimization rate away from school declined 88 percent, from 173 victimizations per 1,000 students in 1992 to 21 victimizations per 1,000 students in 2015.

Thefts, violent victimizations, and serious violent victimizations both at and away from school all declined between 1992 and 2015. Thefts at school declined from a rate of 114 per 1,000 students to 12 per 1,000, and thefts away from school declined from a rate of 79 thefts per 1,000 students to 10 per 1,000. The rate of violent victimization at school declined overall from 68 victimizations per 1,000 students in 1992 to 21 per 1,000 in 2015. The rate of violent victimization away from school declined from 94 victimizations per 1,000 students in 1992 to 11 per 1,000 in 2015. Serious violent victimizations at school declined from 8 per 1,000 students in 1992 to 4 per 1,000 in 2015. The rate of serious violent victimization away from school declined from 43 victimizations per 1,000 students in 1992 to 4 per 1,000 in 2015.

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. For every year between 2009 and 2015 (except in 2012), there were no measurable differences between the rates of theft at school and away from school.

The rate of theft at school was 12 thefts per 1,000 students in 2015 and 14 thefts per 1,000 students in 2014; these rates were not measurably different. The rate of theft away from school also did not differ measurably in 2015 (10 thefts per 1,000 students) from that in 2014 (11 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 2015, the rate of violent victimization at school (21 per 1,000 students) was greater than the rate of violent victimization away from school (11 per 1,000 students). This difference was driven primarily by higher rates of simple assault[23] at school (17 per 1,000 students) than away from school (7 per 1,000 students).

[19] 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.

[20] "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.

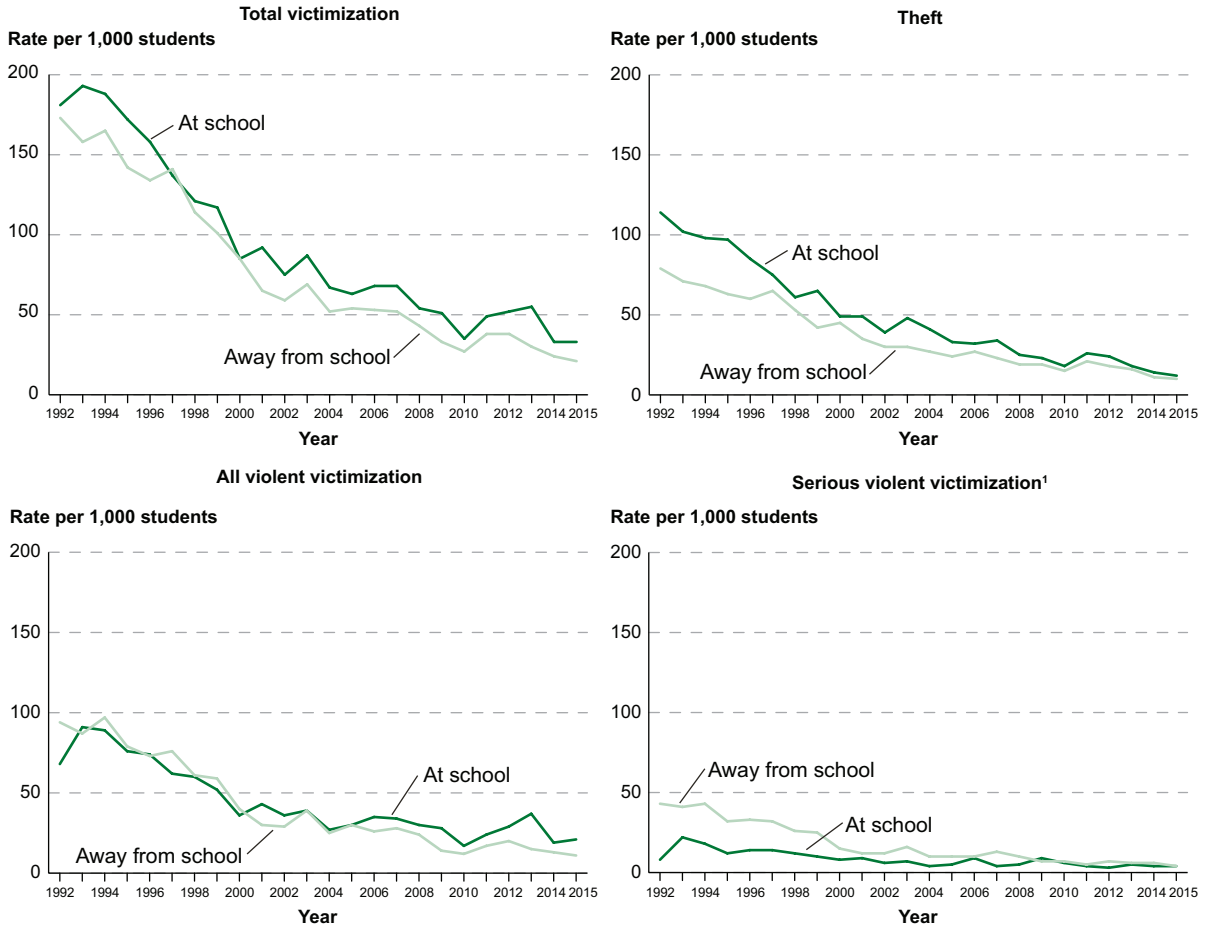
[21] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

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

[23] "Simple assault" is the difference between total violence and serious violence. It includes threats and attacks without a weapon or serious injury.

This indicator has been updated to include 2015 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 2015



[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, and 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,581,700 in 2015. 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 2015.

The rate of serious violent victimization[24] against students ages 12–18 was lower at school than away from school in most survey years between 1992 and 2008. Between 2009 and 2015, the rate at school was not measurably different from the rate away from school. The 2015 serious violent victimization rate for students ages 12–18 did not differ measurably from the 2014 rate either at school or away from school. In 2015, students experienced about 4 serious violent victimizations per 1,000 students at school and 4 serious violent victimizations per 1,000 students away from school.

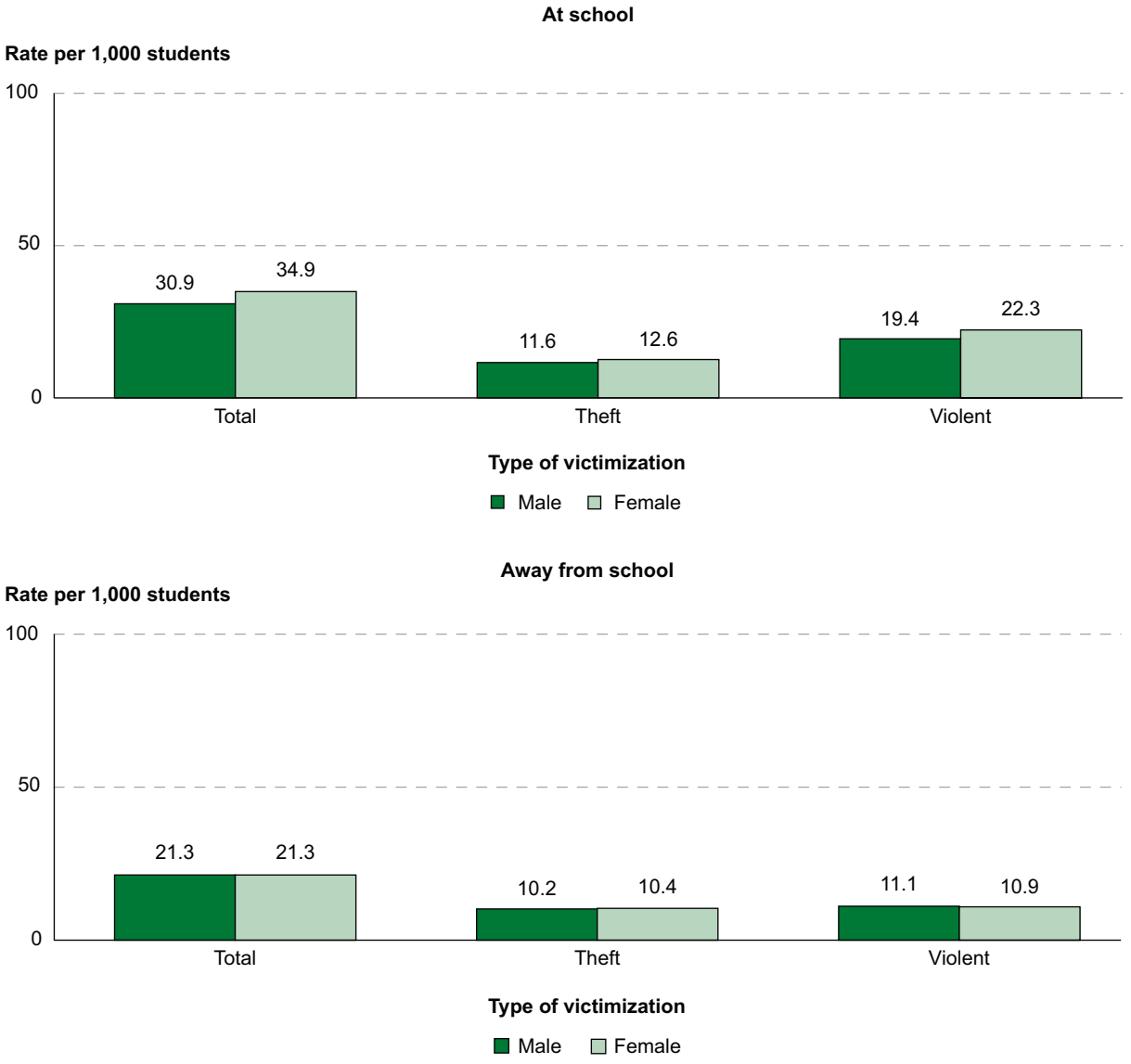
In 2015, the rates of total victimization, theft, and violent victimization for males did not differ measurably from the rates for females; this pattern held both at school and away from school. In 2015, the rate of total victimization at school for males was 31 victimizations per 1,000 students and the rate for females was 35 victimizations per 1,000 students (figure 2.2 and table 2.2). The total victimization rate away from school was 21 victimizations per 1,000 students for both males and females. The rate of violent victimization at school for males was 19 victimizations per 1,000 students, and the rate for females was 22 victimizations per 1,000 students. The violent victimization rate away from school was 11 victimizations per 1,000 students for both males and females.

In 2015, the rate of total victimization at school was higher for students ages 12–14 (41 victimizations per 1,000) than for students ages 15–18 (25 victimizations per 1,000; figure 2.3 and table 2.2). This difference was primarily due to a higher rate of violent victimizations at school for students ages 12–14 (31 victimizations per 1,000) than for students ages 15–18 (11 victimizations per 1,000). The rate of theft at school did not differ measurably for students ages 12–14 from the rate for students ages 15–18 in 2015. Away from school, 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 in 2015.

Differences in the rate of total victimization of students ages 12–18 at school by urbanicity were observed in 2015 (table 2.2). In 2015, students residing in rural areas had a lower rate of total victimization at school (18 victimizations per 1,000 students) than students residing in urban areas (35 victimizations per 1,000 students) and suburban areas (36 victimizations per 1,000 students). In 2015, there were no measurable differences by urbanicity in the total victimization rate for victimizations that occurred away from school.

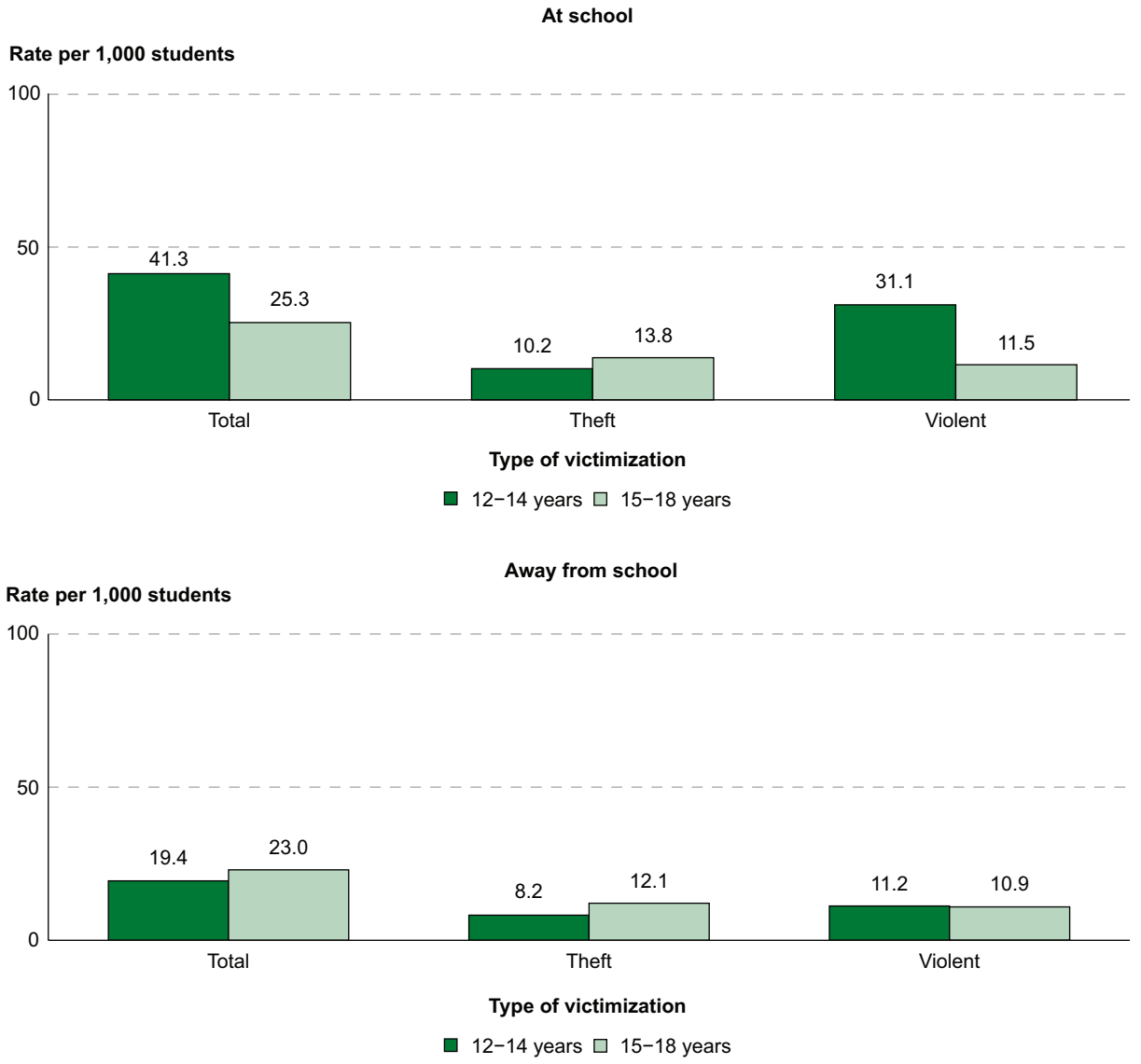
[24] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2015



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, and 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,581,700 in 2015. 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), 2015.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2015



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, and 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,581,700 in 2015. 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), 2015.

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Indicator 3

Prevalence of Victimization at School

In 2015, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 2 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 2015, 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)[25] to the National Crime Victimization Survey (NCVS) allows for the comparison of victimization rate data across student demographic characteristics (e.g., grade, sex, and race/ethnicity). Results from the most recent data collection show that in 2015 approximately 3 percent of students ages 12–18 reported being victimized at school[26] during the previous 6 months (figure 3.1 and table 3.1). About 2 percent of students reported theft,[27] 1 percent reported violent victimization,[28] and less than one-half of 1 percent reported serious violent victimization.[29]

In 2015, the percentage of students who reported being victimized at school during the previous 6 months was higher for 6th-, 7th-, and 9th-graders (3 percent each) as well as for 11th-graders (4 percent) than for 12th-graders (1 percent; figure 3.2 and table 3.1). Also, a higher percentage of 7th- and 11th-graders reported being victimized at school than of 10th-graders (2 percent). The percentage of students who reported theft was higher for 11th-graders (3 percent) than for 10th- and 12th-graders (1 percent each). In addition, the percentage of students who reported violent victimization was higher for 7th-graders (2 percent) than for 8th-graders (1 percent). 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 2015, the percentage reporting being victimized at school during the previous 6 months was higher for students from urban and suburban areas (3 percent each) than for students from rural areas (2 percent).

[25] 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. 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.

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

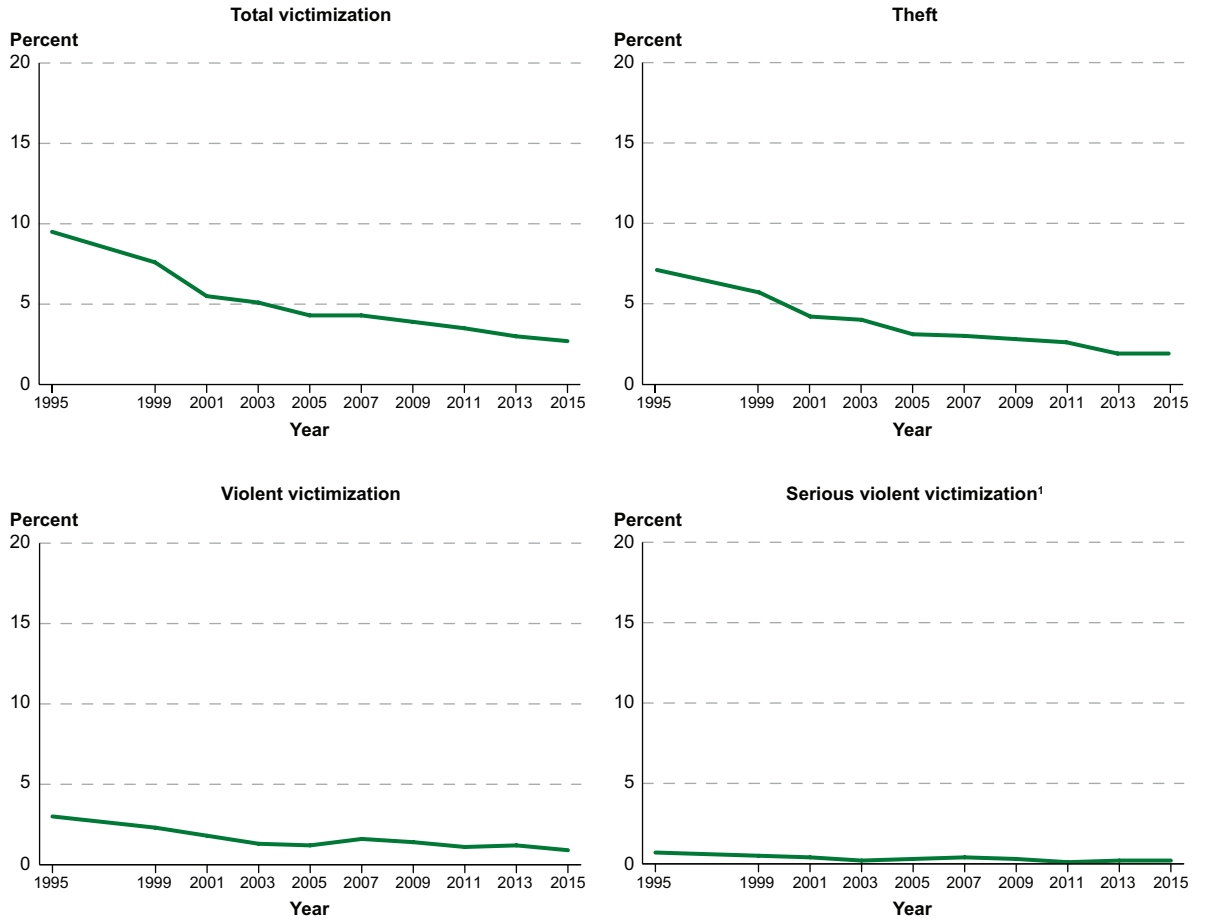
[27] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

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

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

This indicator has been updated to include 2015 data. For more information: Table 3.1, and https://nces.ed.gov/programs/crime/.

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 2015



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

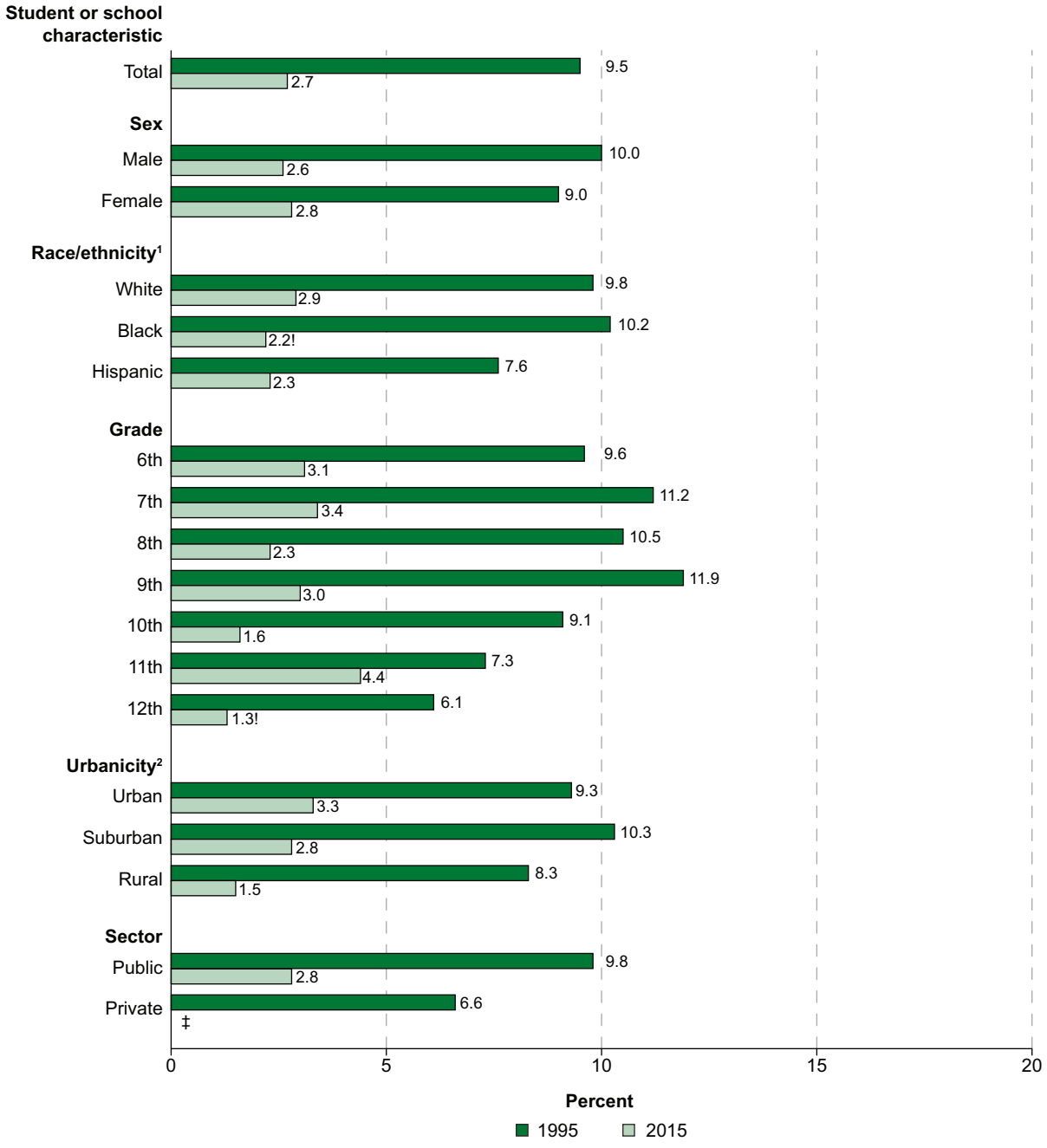
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use 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 in 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015.

Between 1995 and 2015, 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 2015 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 2 percent), and Hispanic students (from 8 to 2 percent). In addition, the percentages of students who reported being victimized decreased between 1995 and 2015 for all grades 6 through 12.

A decrease between 1995 and 2015 in the percentage of students reporting being victimized also occurred across 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 2015. About 10 percent of public school students reported being victimized at school in 1995; the percentage decreased to 3 percent of public school students in 2015.

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 2015



! 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] 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 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 in 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. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 and 2015.

Indicator 4

Threats and Injuries With Weapons on School Property

In 2015, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property during the previous 12 months. In each survey year from 1993 to 2015, a lower percentage of female students than of male students in grades 9–12 reported being threatened or injured with a weapon on school property during the previous 12 months.

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[30] during the 12 months preceding the survey. In 2015, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property (figure 4.1 and table 4.1). The percentage of students who reported being threatened or injured with a weapon on school property was lower in 2015 than in every survey year between 1993 (7 percent; the first year of data collection) and 2011 (7 percent). However, there was no measurable difference between the percentages in 2013 and 2015.

In each survey year from 1993 to 2015, a lower percentage of female students than of male students in grades 9–12 reported being threatened or injured with a weapon on school property during the previous 12 months. In 2015, approximately 5 percent of female students reported being threatened or injured with a weapon on school property, compared with 7 percent of male students. The percentage of female students who reported being threatened or injured with a weapon on school property was lower in 2015 than in 2013 (5 vs. 6 percent); however, the percentage for male students was not measurably different between these two years.

The percentage of students who reported being threatened or injured with a weapon on school property differed by race/ethnicity and grade level. In 2015, lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students (8 percent) and Pacific Islander students (20 percent) reported being threatened or injured with a weapon on school property during the previous 12 months (figure 4.2 and table 4.1). In addition, the percentage of students who reported being threatened or injured with a weapon on school property was lower for White students than for Hispanic students (5 vs. 7 percent). In 2015, lower percentages of 12th- (4 percent) and 11th-graders (5 percent) than of 9th-graders (7 percent) reported being threatened or injured with a weapon on school property.

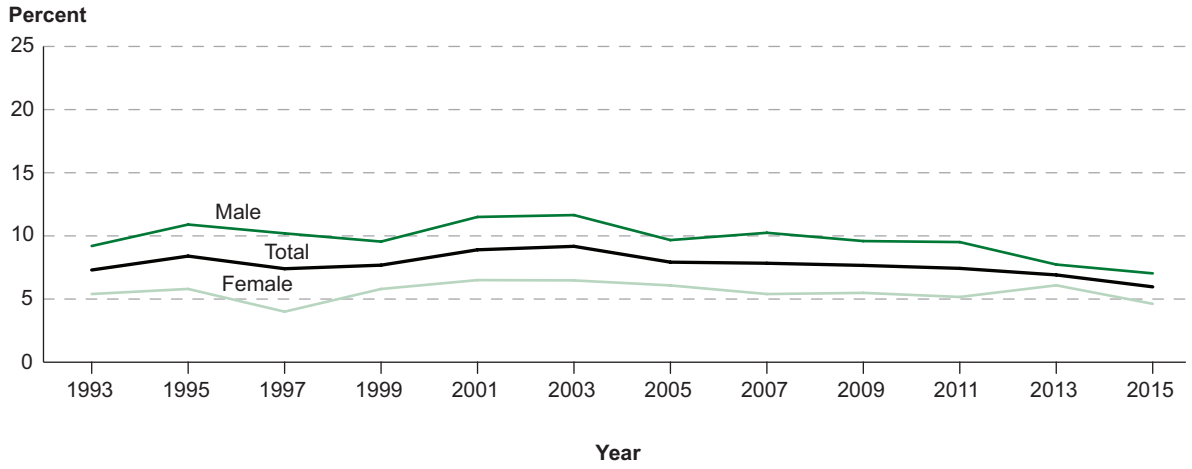
Students in grades 9–12 were asked how many times they had been threatened or injured with a weapon on school property during the previous 12 months. In 2015, about 94 percent of students reported that they had not been threatened or injured with a weapon on school property (table 4.1). In contrast, 3 percent of students in grades 9–12 reported being threatened or injured with a weapon on school property once during the previous 12 months, and 1 percent each reported being threatened or injured with a weapon on school property 2 or 3 times, 4 to 11 times, and 12 or more times (figure 4.3).

In 2015, data on the percentage of public school students who reported being threatened or injured with a weapon on school property during the previous 12 months were available for 30 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being threatened or injured with a weapon on school property ranged from 4 percent in Massachusetts to 11 percent in Arkansas (table 4.2).

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

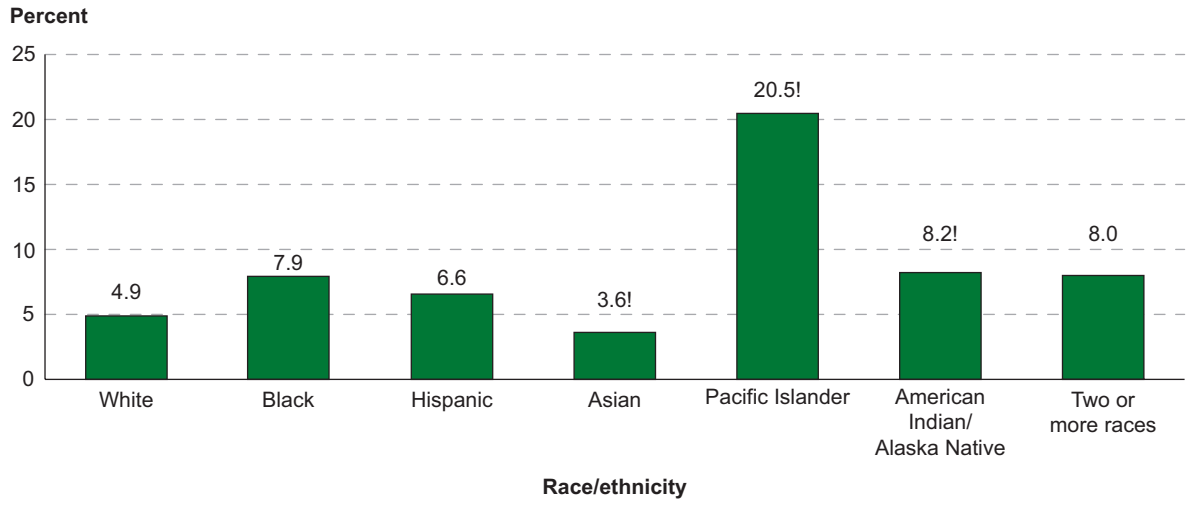
This indicator has been updated to include 2015 data. For more information: Tables 4.1 and 4.2, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf).

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 2015



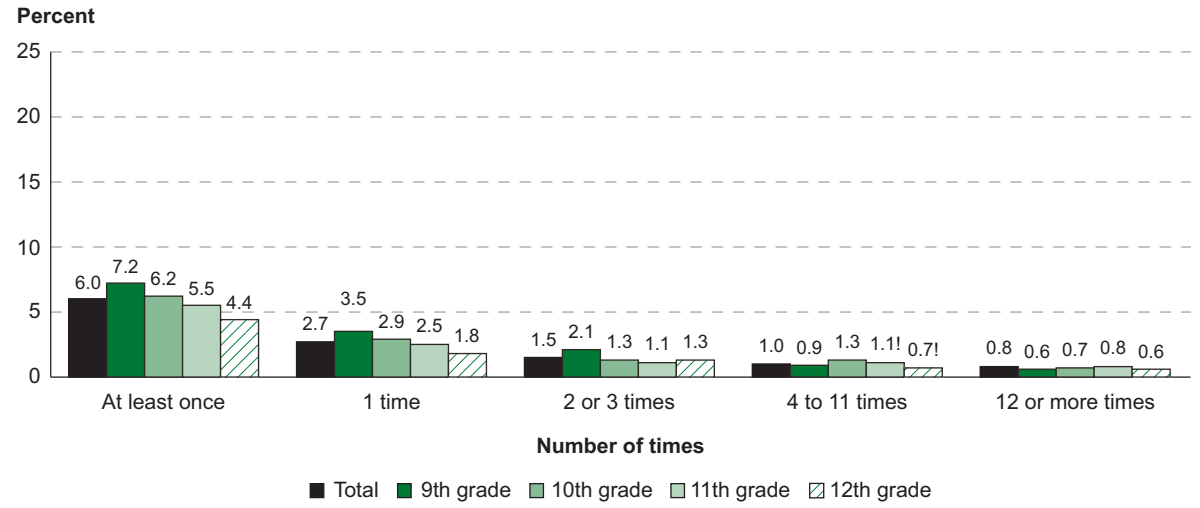
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

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: 2015



! 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), 2015.

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: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
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), 2015.

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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.

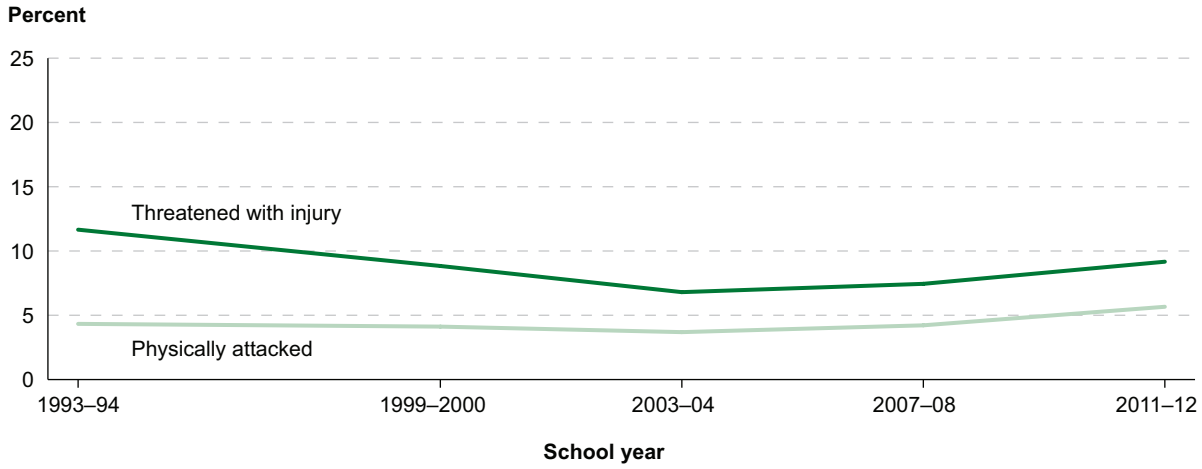
There were some differences in the percentages of teachers who reported being threatened by a student and being physically attacked by the race/ethnicity of the teacher. In the 2011–12 school year, a higher percentage of Black teachers (14 percent) than White teachers and teachers of other racial/ethnic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

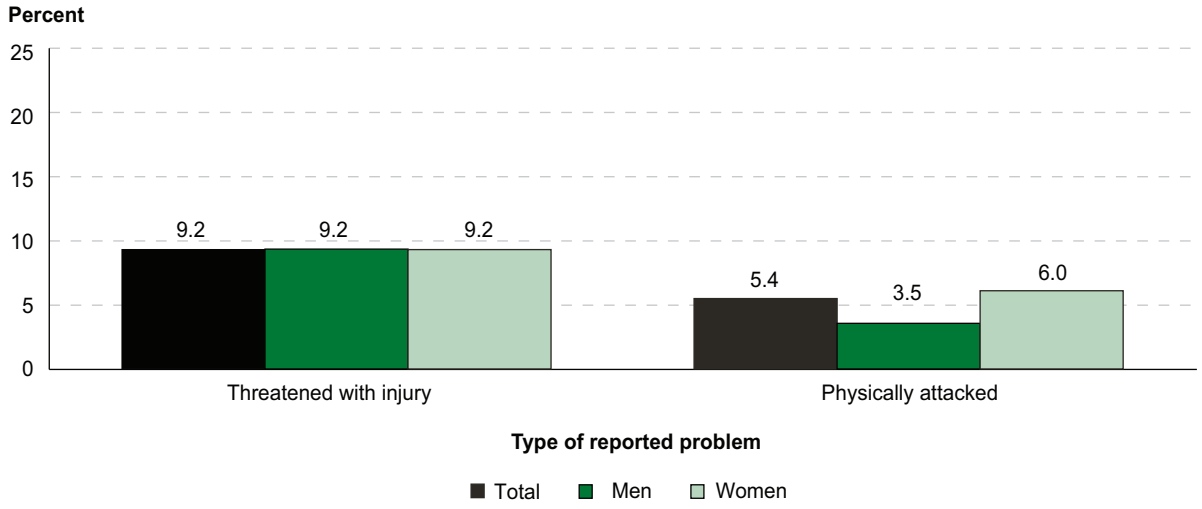
This indicator repeats information first reported in the Indicators of School Crime and Safety: 2013 report. For more information: Tables 5.1 and 5.2, and appendix B for definitions of instructional levels.

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



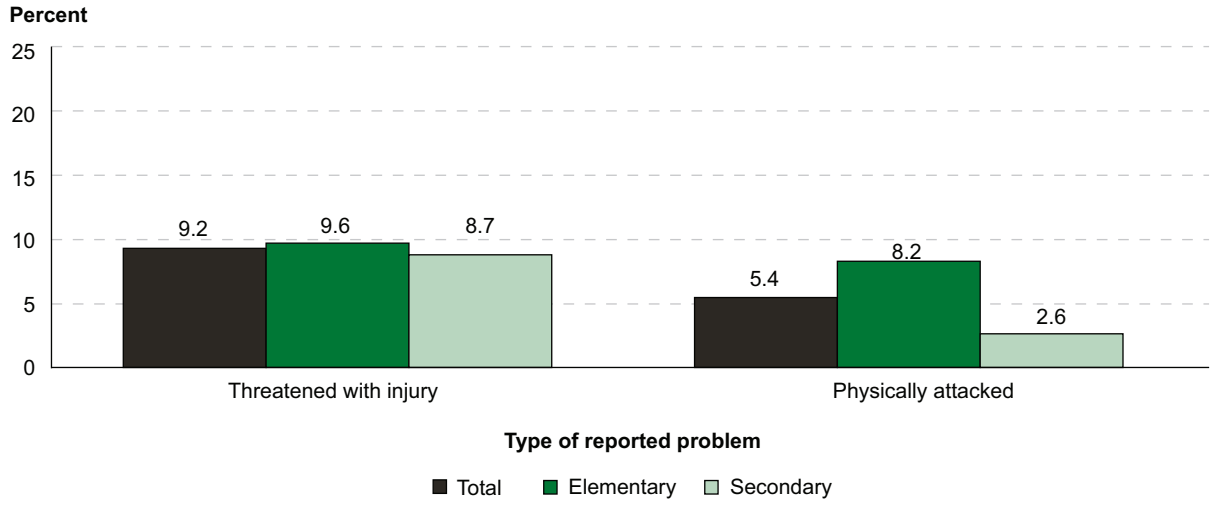
NOTE: Teachers who taught only prekindergarten students are excluded. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School 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[31] and serious violent crime[32] that occurred at their school[33] 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.[34] 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[35] 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.

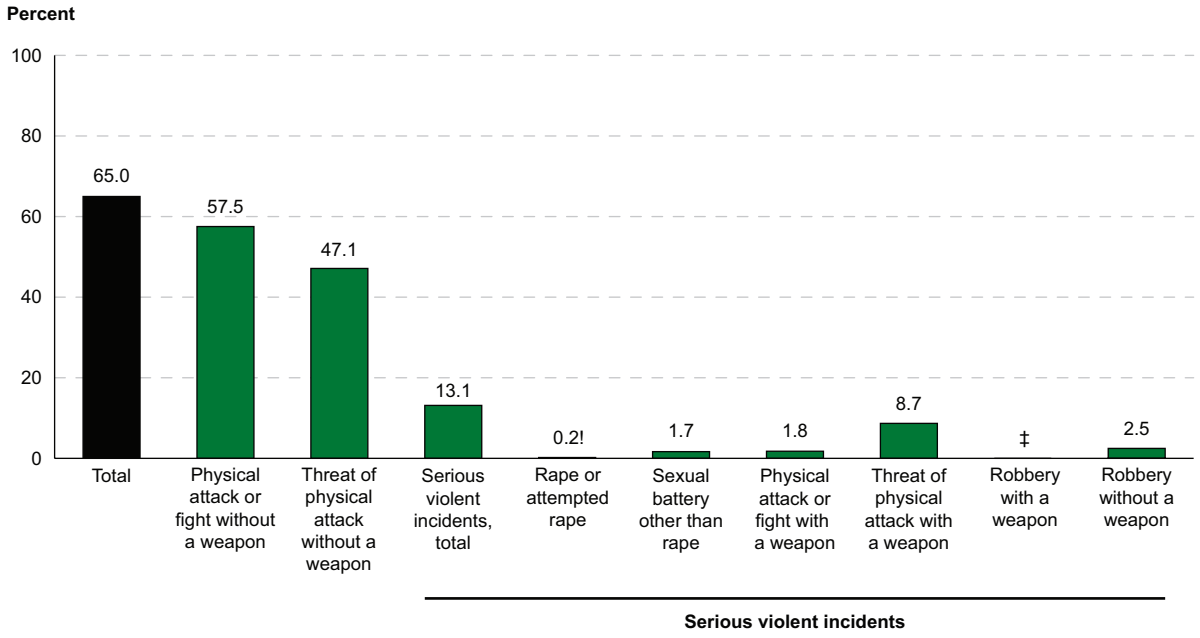
Violent incidents can be examined by the specific types of incidents that schools recorded. In 2013–14, about 58 percent of public schools reported one or more incidents of a physical attack or fight without a weapon. This percentage translates to approximately 453,000 incidents at a rate of about 9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

[31] "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.
[32] "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.
[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 include incidents that occurred before, during, or after normal school hours, or when school activities or events were in session.
[34] Hereafter referred to as the rate of crime per 1,000 students.
[35] "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 repeats information from the *Indicators of School Crime and Safety: 2015* report. 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).

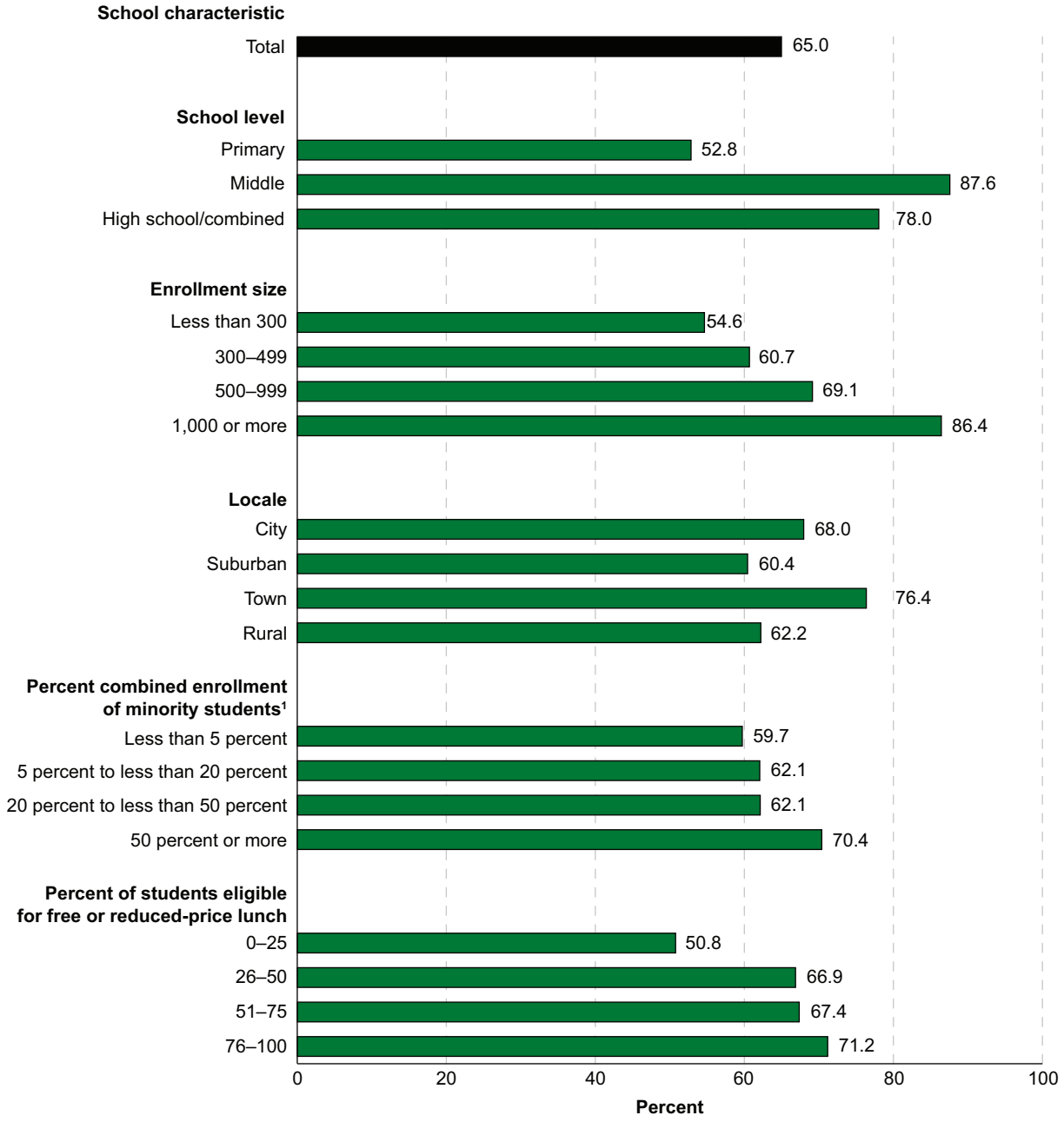
In 2013–14, about 86 percent of public schools with 1,000 or more students enrolled recorded violent incidents at school, higher than the percentages reported by schools with fewer students enrolled. The same pattern by enrollment size was observed for the percentage of schools recording serious violent 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[36] 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[37] 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.

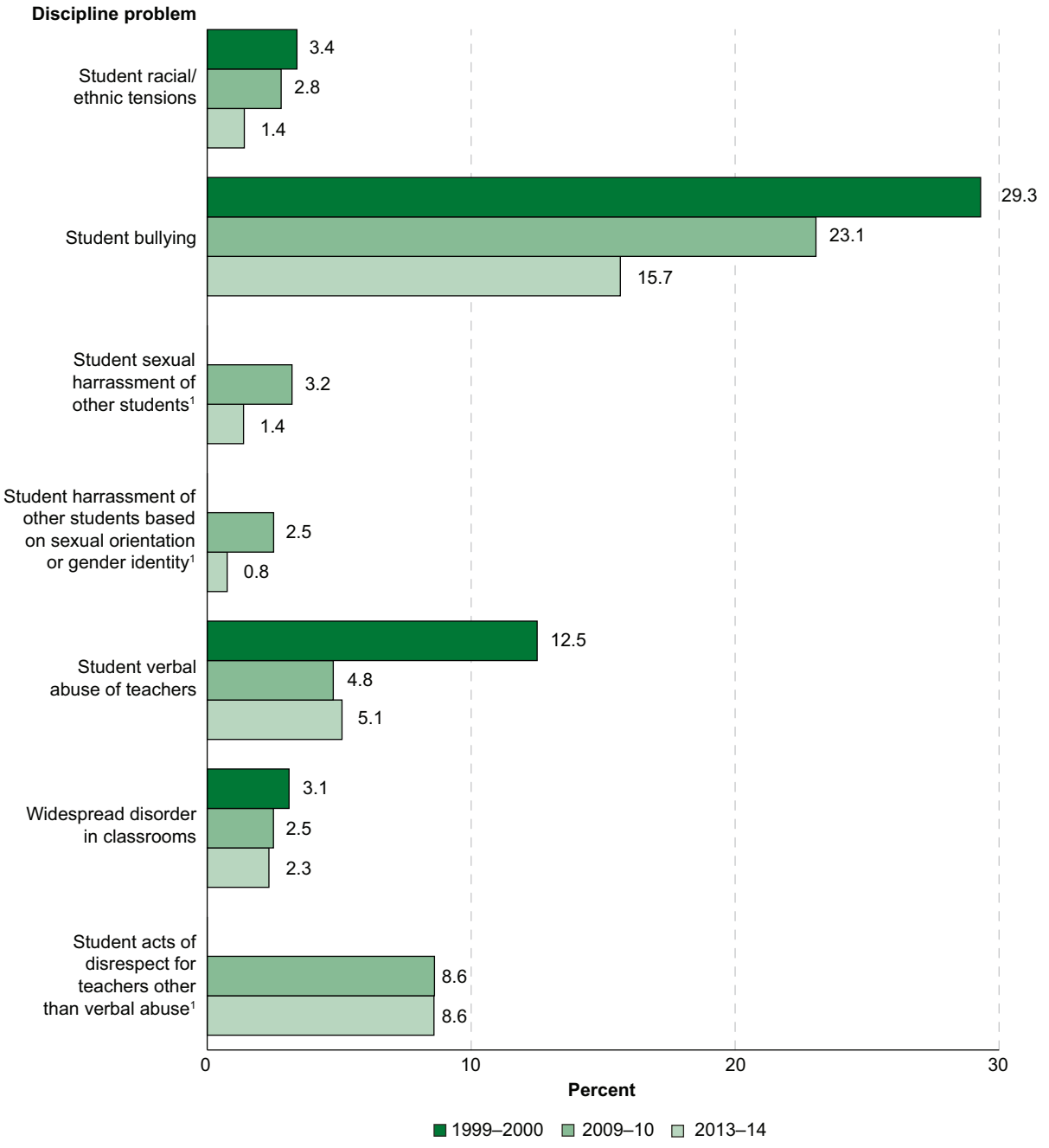
There was no measurable difference in the percentage of schools that reported widespread disorder in the classroom in 1999–2000 and 2013–14 (figure 7.1 and table 7.1). Similarly, there was no measurable difference in the percentage of schools reporting student acts of disrespect for teachers other than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

[36] "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.

[37] "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 repeats information from the *Indicators of School Crime and Safety: 2015* report. 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.

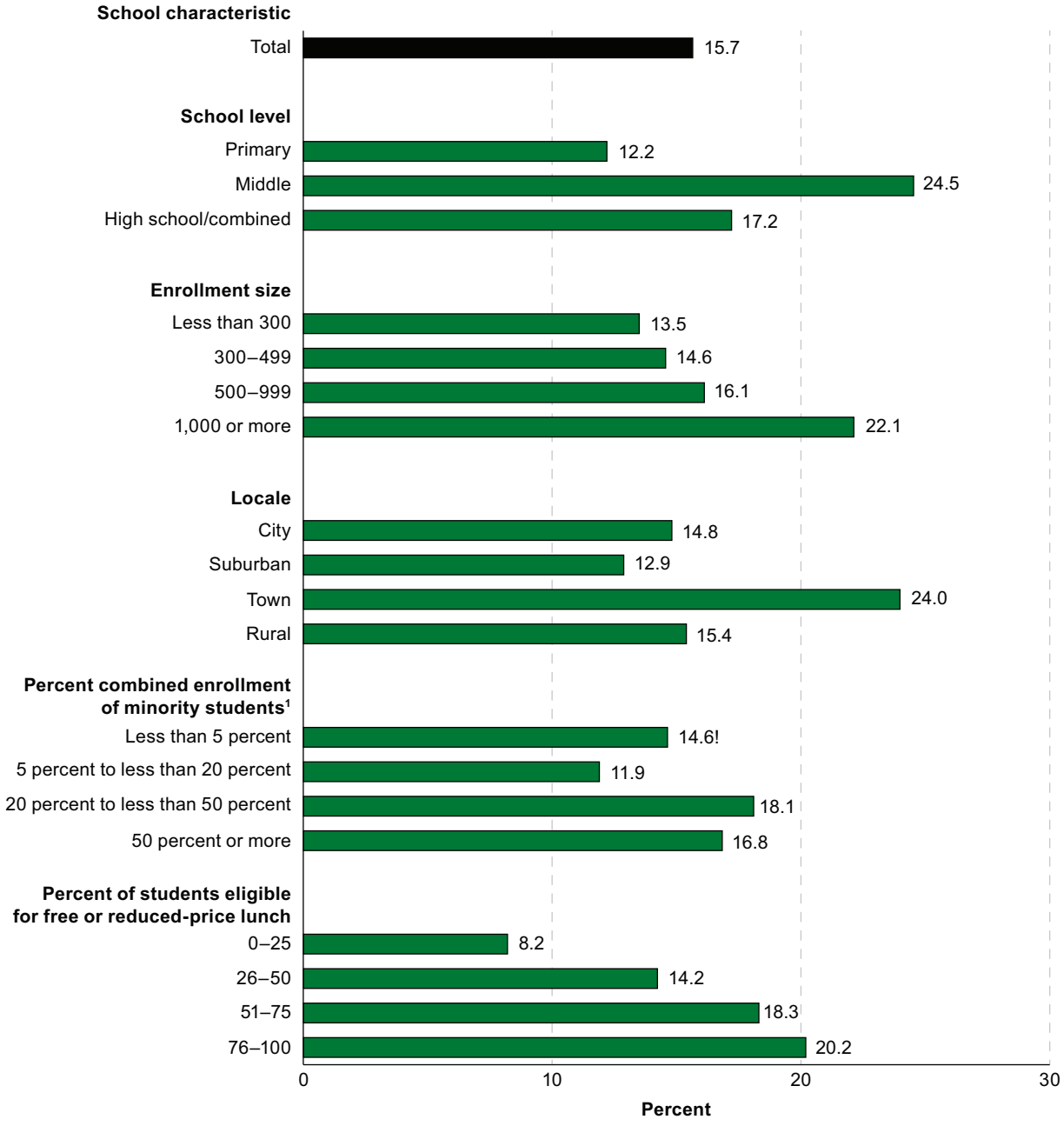
During the 2013–14 school year, the most commonly reported discipline problem among public schools was student bullying. The percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (25 percent) than high schools and combined elementary/secondary 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.[38]

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.

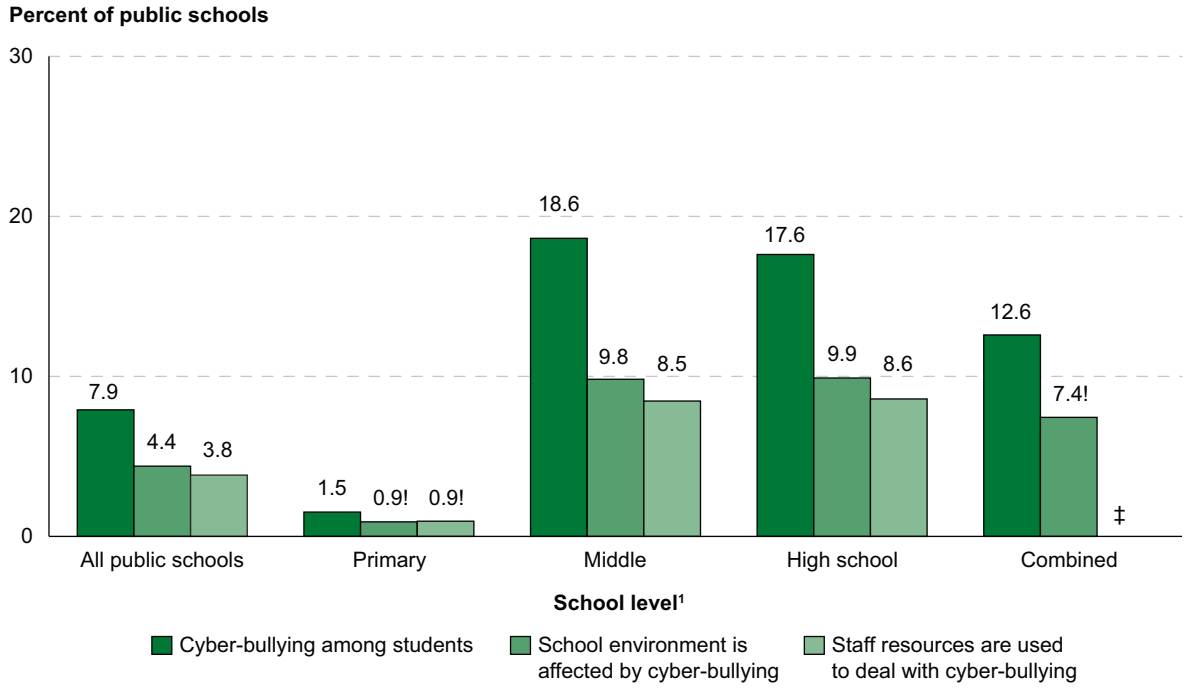
[38] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty.

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

Between 2001 and 2015, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 11 percent. The percentage who reported gangs were present at their school was also lower in 2015 than in 2013 (12 percent). A higher percentage of students from urban areas (15 percent) reported a gang presence than of students from suburban (10 percent) and rural areas (4 percent) in 2015.

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[39] during the school year. All gangs, whether or not they are involved in violent or illegal activity, are included. Between 2001 and 2015, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 11 percent. The percentage who reported gangs were present at their school was also lower in 2015 than in 2013 (12 percent; figure 8.1 and table 8.1).

In 2015, a higher percentage of students from urban areas (15 percent) reported a gang presence at their school than of students from suburban (10 percent) and rural areas (4 percent). The percentage of students from urban areas who reported a gang presence at their school was lower in 2015 than in every survey year between 2001 (29 percent) and 2011 (23 percent). However, there was no measurable change in this percentage between 2013 and 2015. The same pattern was observed for students from suburban and rural areas, with lower percentages of students reporting a gang presence in 2015 than in all years from 2001 to 2011, but no measurable change between 2013 and 2015.

A higher percentage of students attending public schools (11 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2015. The percentage of public school students who reported a gang presence was lower in 2015 than in 2013 (13 percent). However, the percentage of private school students reporting a gang presence at their school in 2015 was not measurably different from the percentage in 2013.

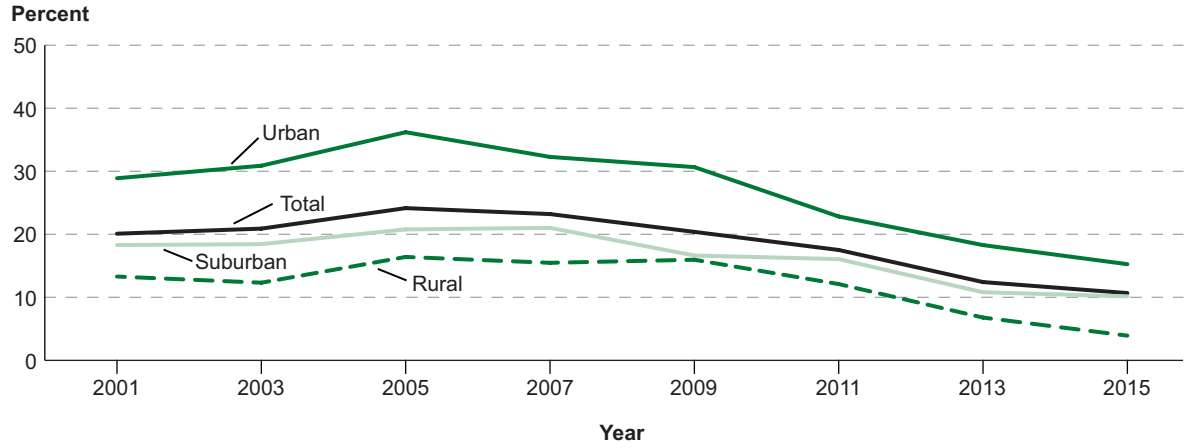
In 2015, higher percentages of Black (17 percent) and Hispanic (15 percent) students reported the presence of gangs at their school than of White (7 percent) and Asian (4 percent) students (figure 8.2 and table 8.1). In addition, a higher percentage of White students than of Asian students reported a gang presence. The percentage of students who reported a gang presence was lower in 2015 than in 2013 for both Hispanic (15 vs. 20 percent) and Asian (4 vs. 9 percent) students, while the percentages reported in 2015 by White and Black students and students of other racial/ethnic groups were not measurably different from the percentages reported in 2013.

The percentages of students in 9th through 12th grade who reported a gang presence at their school were higher than the percentages for students in 6th through 8th grade in 2015. About 13 percent each of 9th-, 10th-, 11th-, and 12th-graders reported the presence of gangs, compared with 7 percent each of 7th- and 8th-graders and 6 percent of 6th-graders.

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

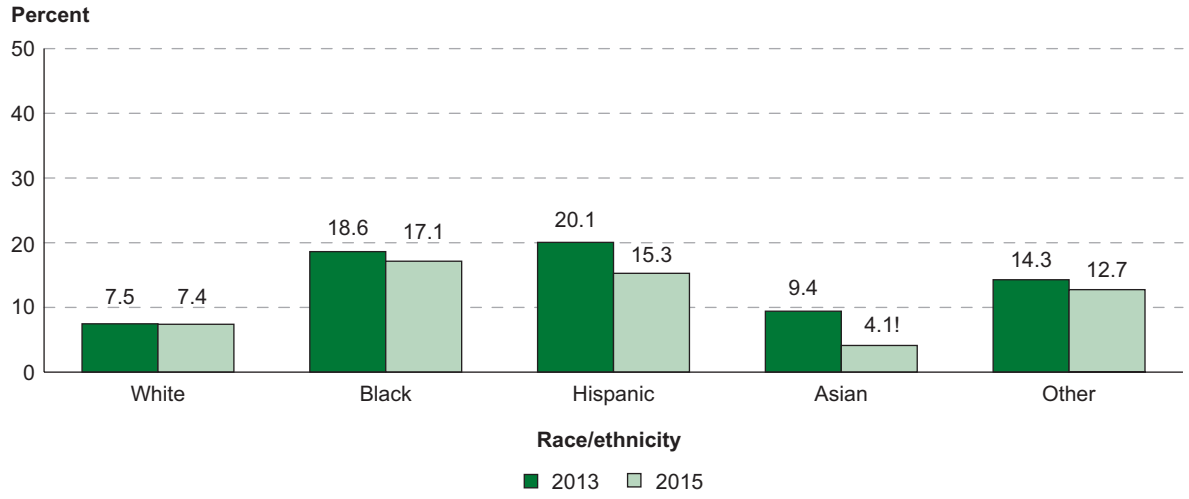
This indicator has been updated to include 2015 data. For more information: Table 8.1, and https://nces.ed.gov/programs/crime/.

Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: Selected years, 2001 through 2015



NOTE: "Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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, 2001 through 2015.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by race/ethnicity: 2013 and 2015



! 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. "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, 2013 and 2015.

Indicator 9

Illegal Drug Availability and Drug-Related Discipline Incidents

The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 32 percent in 1995 to 22 percent in 2015.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students who had been offered, sold, or given an illegal drug on school property, and then uses state data from the ED*Facts* data collection to look at the number of discipline incidents resulting in the removal of a student for at least an entire school day that involved 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.[40] The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 32 percent in 1995 to 22 percent in 2015 (figure 9.1 and table 9.1). However, no measurable differences were found between the percentages in 1993 (the first year of data collection) and 2015 and between the percentages in 2013 and 2015.

In every survey year from 1993 to 2015, a lower percentage of female than of male students reported that illegal drugs were offered, sold, or given to them on school property. For instance, in 2015, about 19 percent of female students reported that illegal drugs were made available to them on school property, compared with 24 percent of male students who reported so.

In 2015, lower percentages of Asian students (15 percent), White students (20 percent), and Black students (21 percent) than of Hispanic students (27 percent) reported that illegal drugs were made available to them on school property (figure 9.2 and table 9.1). In addition, the percentage of Asian students who reported that illegal drugs were made available to them on school property was lower than that of students of Two or more races (25 percent). The percentage of Asian students who reported that illegal drugs were offered, sold, or given to them on school property was lower in 2015 than in 2013 (15 vs. 23 percent); however, no measurable differences were found between the 2013 and 2015 percentages for students of any other racial/ethnic groups.

In 2015, public school students' reports of the availability of illegal drugs on school property varied across the 32 states for which data were available (table 9.2). Among these states, the percentages of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 15 percent in Maine and Oklahoma to 30 percent in Nevada.

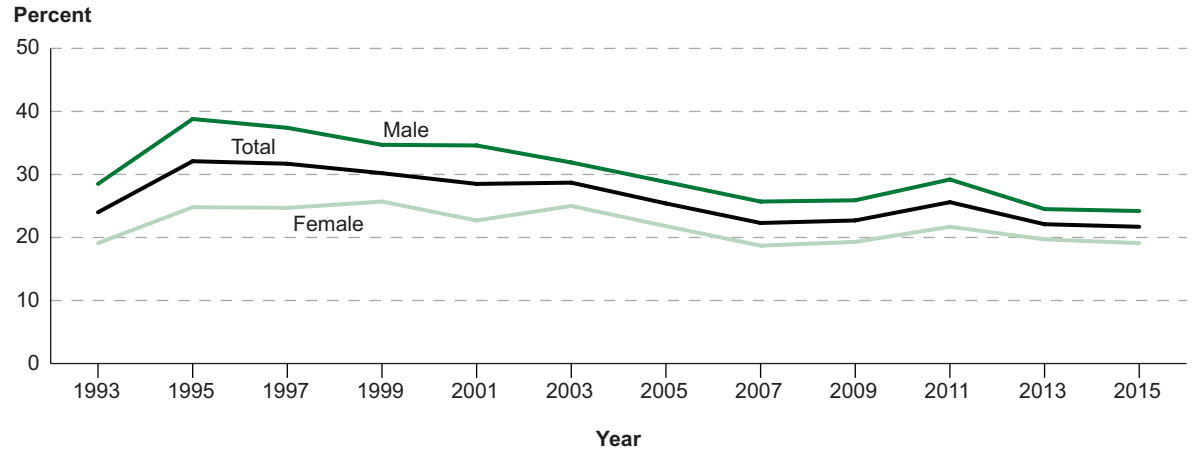
Discipline incidents that result from illicit drug-related activities at school reflect disruptions in the educational process and provide a gauge for the scope of drug use at school. As part of the ED*Facts* data collection, state education agencies report the number of discipline incidents resulting 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.[41] State education agencies compile these data based on incidents that were reported by their schools and school districts.

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

[41] Includes tobacco.

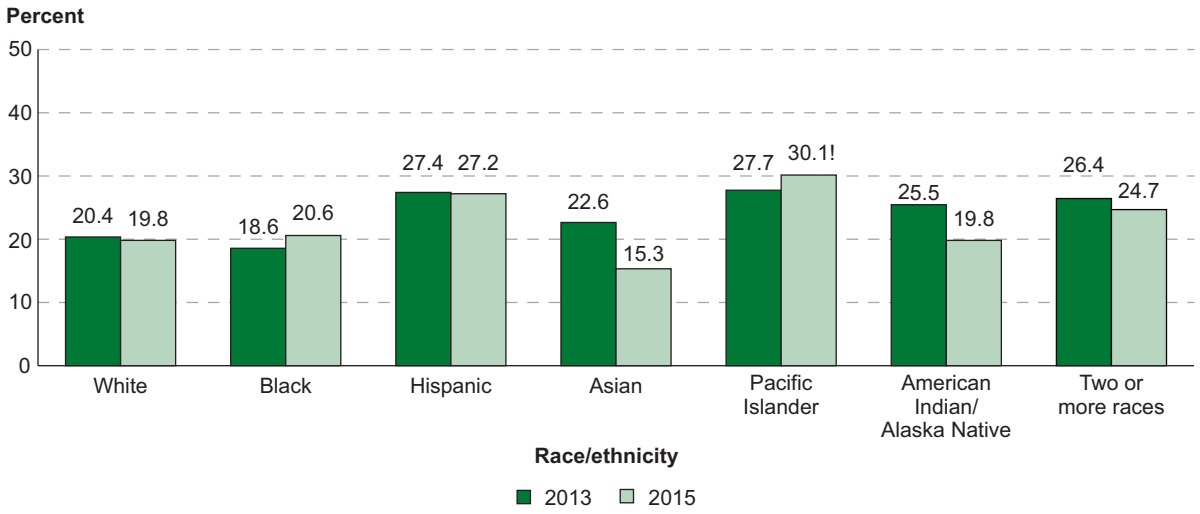
This indicator has been updated to include 2015 data on student-reported information and 2014–15 data on discipline incidents related to illicit drug. For more information: Tables 9.1, 9.2, 9.3, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf).

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 2015



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 2015.

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: 2013 and 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
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), 2013 and 2015.

During the 2014–15 school year, there were 195,000 reported illicit drug-related discipline incidents in the United States (table 9.3).[42] The number of illicit drug-related incidents varied widely across jurisdictions, due in large part to their differing population sizes. 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 jurisdictions. During the 2014–15 school year, the rate of illicit drug-related discipline incidents was 389 per 100,000 students in the United States.

The majority of jurisdictions had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2014–15 school year. Three states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, and Michigan, while Kentucky had the only rate that was above 1,000.

[42] United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for the 2014–15 school year.

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Indicator 10

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

In 2015, about 7 percent of students ages 12–18 reported being the target of hate-related words and 27 percent reported seeing hate-related graffiti at school during the school year. The percentage of students who reported seeing hate-related graffiti at school was higher in 2015 than in 2013 (25 percent). The percentage of students who reported being the target of hate-related words at school in 2015 was not measurably different from the percentage in 2013.

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being the target of hate-related[43] words and seeing hate-related graffiti at school.[44] 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 2015, about 7 percent of students ages 12–18 reported being the target of hate-related words at school during the school year, which represented a decrease from 12 percent in 2001 (the first year of data collection for this item; figure 10.1 and table 10.1). The percentage of students who reported being the target of hate-related words at school in 2015 was not measurably different from the percentage in 2013. In 2015, about 27 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 1999, when data for students' reports of seeing hate-related graffiti at school were first collected. However, the percentage of students who reported seeing hate-related graffiti at school in 2015 was higher than the percentage in 2013 (25 percent).

The percentage of male students who reported being called a hate-related word during the school year did not differ measurably from the percentage for female students in any survey year from 2001 to 2015. During this period, the percentage of male students who reported being called a hate-related word decreased from 13 to 8 percent and the percentage for female students decreased from 12 to 7 percent. However, for both male and female students, there were no measurable differences in the percentage of students who reported being called a hate-related word between 2013 and 2015.

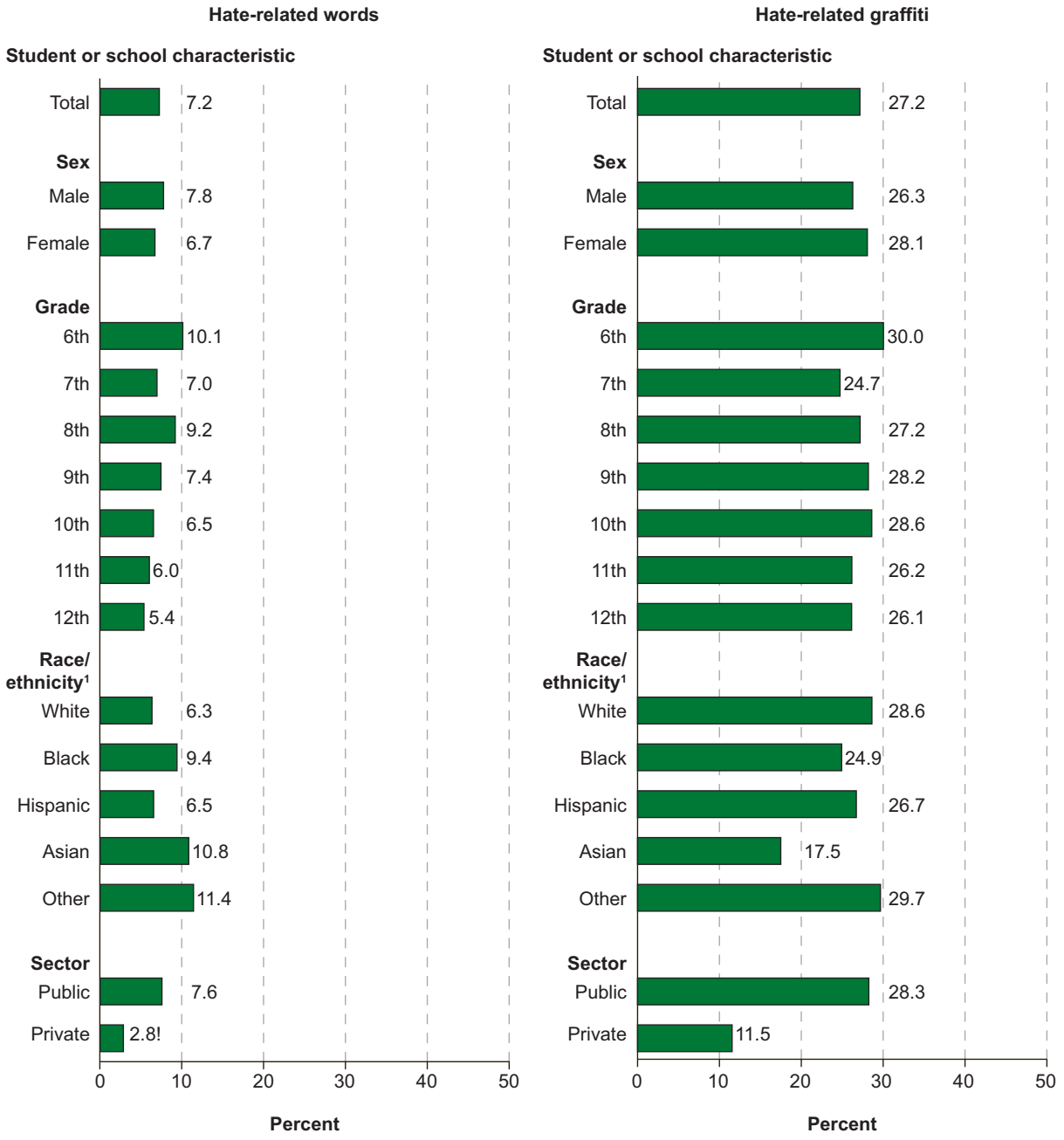
The percentage of male students who reported seeing hate-related graffiti at school during the school year did not measurably differ from the percentage for female students in most survey years from 1999 to 2015. During this period, the percentage of male students who reported seeing hate-related graffiti at school decreased from 34 to 26 percent and the percentage for female students decreased from 39 to 28 percent. However, for both male and female students, no measurable differences were observed between the two most recent survey years (2013 and 2015) in the percentage of students who reported seeing hate-related graffiti at school.

In 2015, lower percentages of White (6 percent) and Hispanic (7 percent) students than of Black (9 percent) students reported being called a hate-related word at school during the school year. Also in 2015, a lower percentage of Asian students than students of any other race/ethnicity reported seeing hate-related graffiti at school during the school year. About 17 percent of Asian students reported seeing hate-related graffiti at school, compared with 25 percent of Black students, 27 percent of Hispanic students, and 29 percent of White students. The percentages of White, Black, and Hispanic students who reported being called a hate-related word at school decreased between 2001 and 2015. Similarly, the percentages of White, Black, and Hispanic students who reported seeing hate-related graffiti at school also decreased between 1999 and 2015.

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

This indicator has been updated to include 2015 data. For more information: Tables 10.1 and 10.2, and https://nces.ed.gov/programs/crime/.

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: 2015



! 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.
NOTE: "At school" includes in 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, 2015.

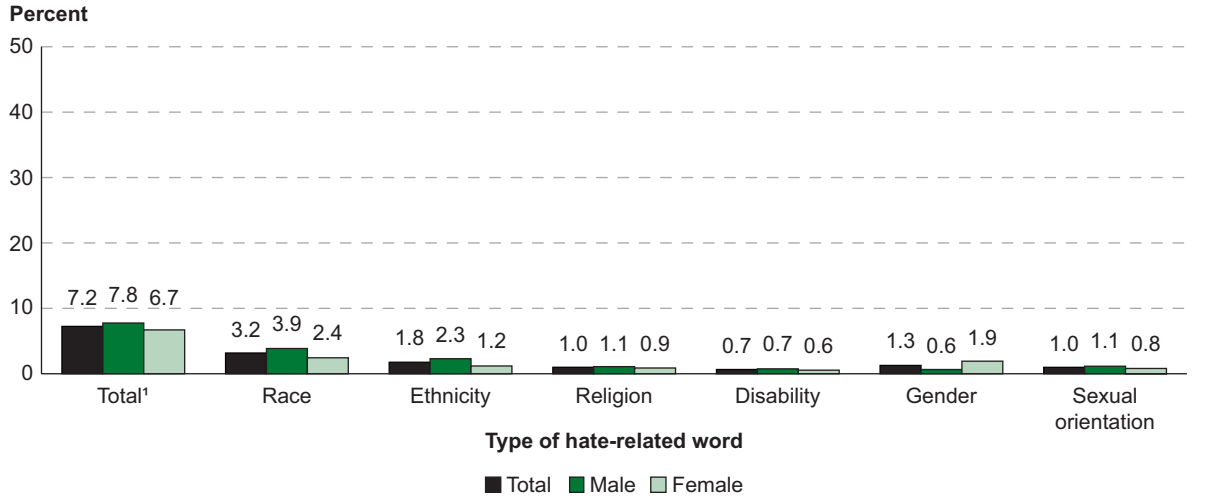
Some measurable differences were observed across grades in students' reports of being called a hate-related word at school. In 2015, lower percentages of 11th- and 12th-graders (6 and 5 percent, respectively) than of 6th- and 8th-graders (10 and 9 percent, respectively) reported being called a hate-related word at school. There were no measurable differences by grade, however, in the percentages of students who reported seeing hate-related graffiti at school in 2015.

In each data collection year between 1999 and 2015, a higher percentage of public school students than of private school students reported seeing hate-related graffiti at school. For instance, in 2015, approximately 28 percent of public school students reported seeing hate-related graffiti at school, compared with 12 percent of private school students. The percentage of public school students who reported being called a hate-related word in 2015 was also higher than the percentage of private school students who reported so (8 vs. 3 percent).

Students who reported being the target of hate-related words at school in 2015 were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2015, a lower percentage of male students than of female students reported being called a hate-related word referring to their gender (1 vs. 2 percent; figure 10.2 and table 10.2).

Race was the most frequently reported characteristic referred to by hate-related words. A lower percentage of White students than students of any other race/ethnicity reported being the target of a hate-related word referring to their race in 2015. Specifically, 2 percent of White students reported being called a hate-related word referring to their race, compared with 4 percent of Hispanic students, 5 percent of Black students, and 9 percent of Asian students.

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: 2015



[1] Students who reported being called hate-related words were asked which specific characteristics these words were related to. If a student reported being called more than one type of hate-related word—e.g., a derogatory term related to race as well as a derogatory term related to sexual orientation—the student was counted only once in the total percentage of students who were the target of any hate-related words.
NOTE: "At school" includes in 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, 2015.

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

Between 2005 and 2015, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 28 to 21 percent. A higher percentage of female than of male students reported being bullied at school during the school year in 2015 (23 vs. 19 percent).

The 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey collected data on bullying[45] by asking students ages 12–18 if they had been bullied at school[46] during the school year. Students were also asked about the types and frequencies of bullying they had been subjected to, the specific characteristics related to the bullying, and whether bullying had a negative effect on various aspects of their life. Until 2013, data on cyber-bullying[47] anywhere were also collected in the SCS. Due to this change in the questionnaire, this indicator primarily discusses bullying at school using SCS data up to 2015 and then briefly discusses cyber-bullying data from the 2013 SCS. This indicator also uses data from the 2015 Youth Risk Behavior Survey (YRBS) to examine the percentages of students in grades 9–12 who reported being bullied on school property[48] or electronically bullied[49] during the previous 12 months by state. Readers should take note of the differing data sources and terminology.

In 2015, about 21 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 13 percent reported that they were made fun of, called names, or insulted; 12 percent reported being the subject of rumors; 5 percent reported that they were pushed, shoved, tripped, or spit on; and 5 percent reported being excluded from activities on purpose. Additionally, 4 percent of students reported being threatened with harm, 3 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 2015, a higher percentage of female than of male students ages 12–18 reported being bullied at school during the school year (23 vs. 19 percent), as well as being the subject of rumors (15 vs. 9 percent). In contrast, a higher percentage of male than of female students reported being threatened with harm (5 vs. 3 percent).

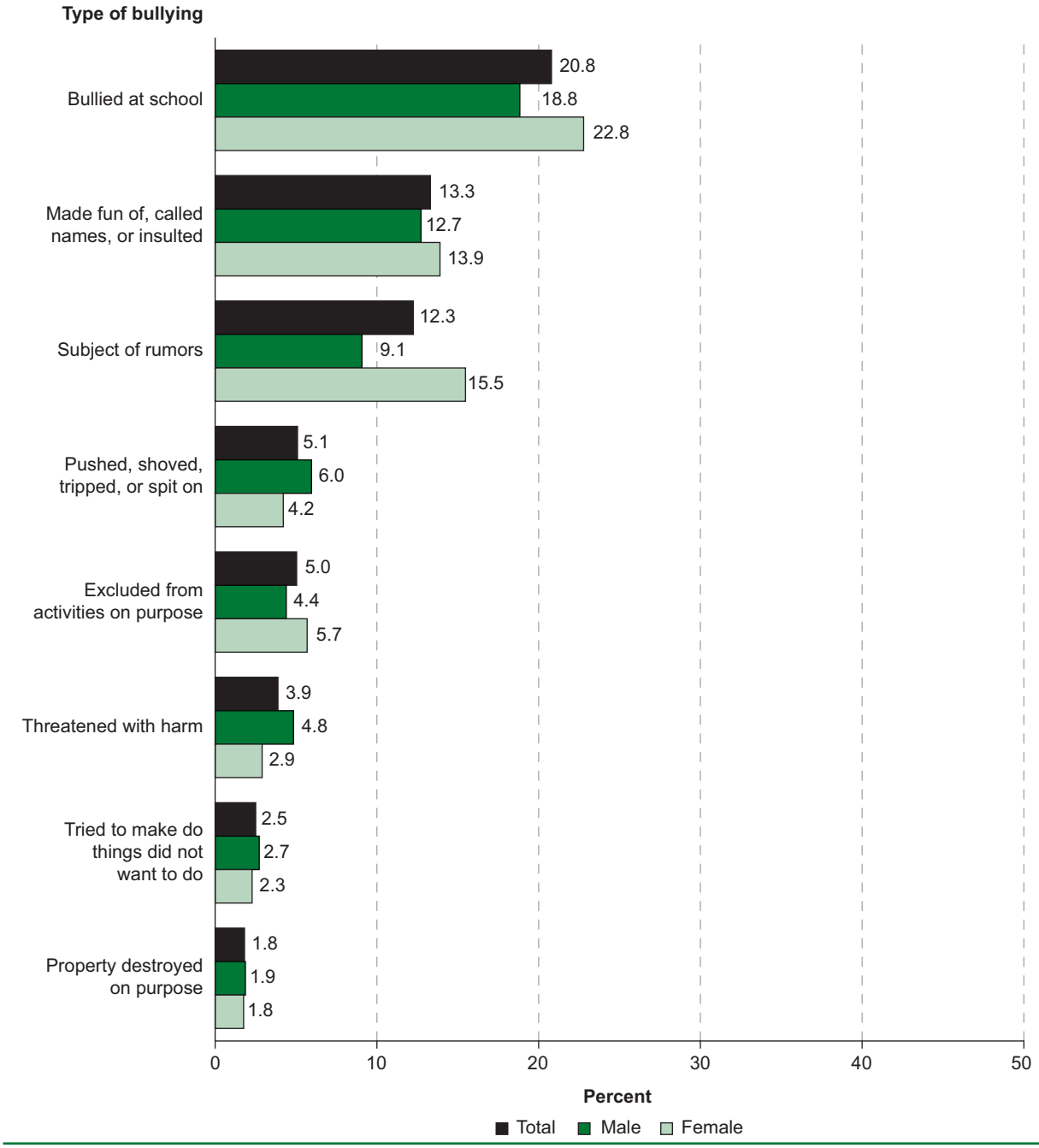
Higher percentages of Black students (25 percent) and White students (22 percent) than of Hispanic students (17 percent) reported being bullied at school in 2015. The percentage of students who reported being made fun of, called names, or insulted was also higher for Black students (17 percent) and White students (14 percent) than for Hispanic students (9 percent). The percentage of students who reported being the subject of rumors was higher for Black students (14 percent), White students (13 percent), and Hispanic students (10 percent) than for Asian students (5 percent).

A higher percentage of students in grade 6 than of students in grades 8 through 12 reported being bullied at school during the school year. In 2015, about 31 percent of 6th-graders reported being bullied at school, compared with 22 percent of 8th-graders, 19 percent of 9th-graders, 21 percent of 10th-graders, 16 percent of 11th-graders, and 15 percent of 12th-graders. In addition, a higher percentage of 7th-graders (25 percent) than of 11th- and 12th-graders reported being bullied at school. The percentage was also higher for 8th- and 10th-graders than for 12th-graders. No measurable differences were observed in the percentage of students who reported being bullied at school by urbanicity or between those in public and private schools.

[45] "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.
[46] "At school" includes in the school building, on school property, on a school bus, and going to and from school.
[47] "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.
[48] 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.
[49] Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting."

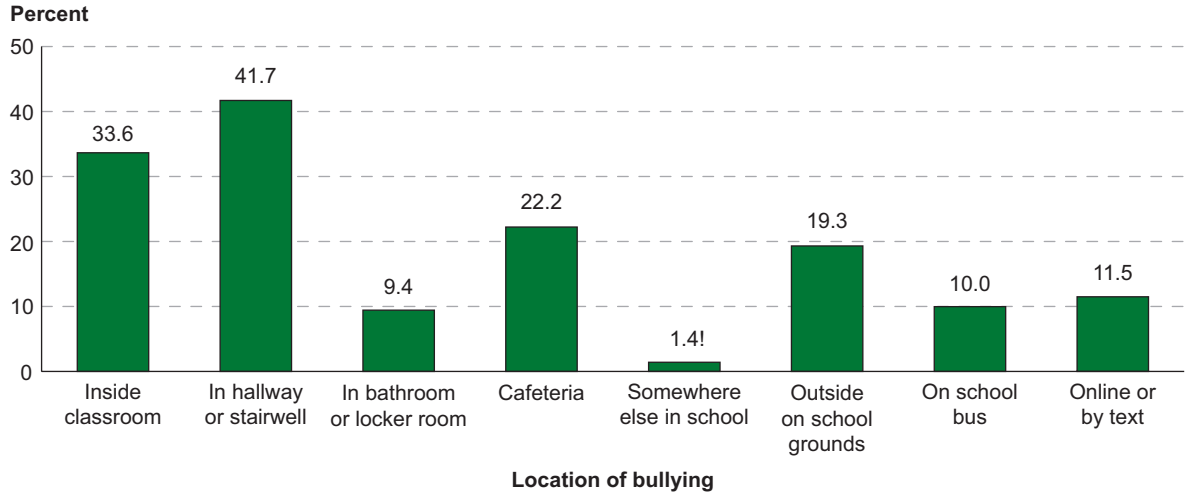
This indicator has been updated to include 2015 data. For more information: Tables 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), Lessne and Cidade (2017), (http://nces.ed.gov/pubs2017/2017004.pdf), and (https://nces.ed.gov/programs/crime/.)

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: 2015



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. 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, 2015.

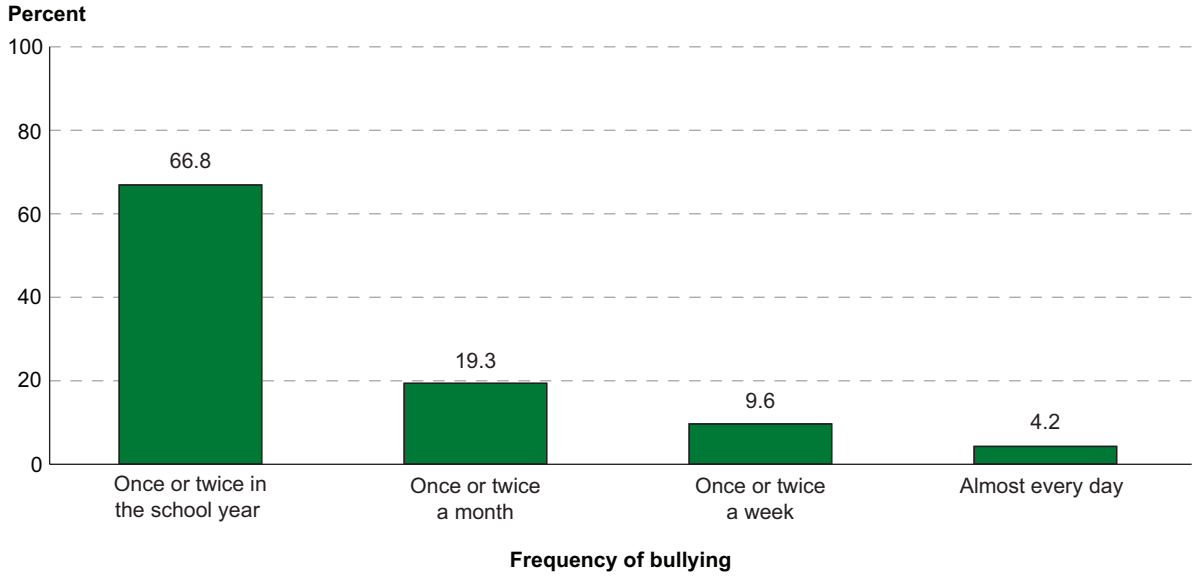
Figure 11.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

The SCS also asked students ages 12–18 who reported being bullied at school to indicate the location where they had been victimized. In 2015, of students who reported being bullied during the school year, 42 percent reported that the bullying occurred in the hallway or stairwell at school, 34 percent reported being bullied inside the classroom, and 22 percent reported being bullied in the cafeteria (figure 11.2 and table 11.2). About 19 percent of students who were bullied reported that the bullying occurred outside on school grounds, 11 percent reported that it occurred online or by text, 10 percent reported that it occurred on the school bus, 9 percent reported that it occurred in the bathroom or locker room, and 1 percent reported that it occurred somewhere else in school.

Figure 11.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying: 2015

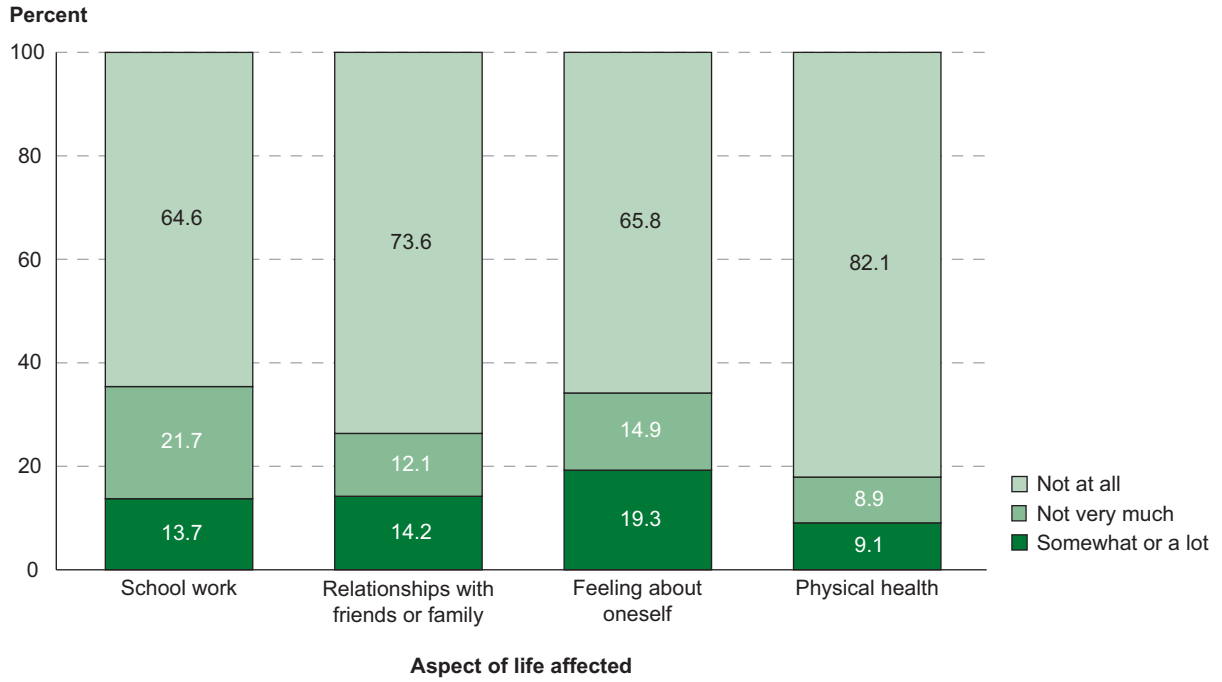


NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

In 2015, about 67 percent of students who reported being bullied at school indicated that they were bullied once or twice in the school year and 33 percent indicated that they were bullied at least once or twice a month during the school year. Specifically, 19 percent reported being bullied once or twice a month, 10 percent reported being bullied once or twice a week, and 4 percent reported being bullied almost every day (figure 11.3 and table 11.3). Of all students who reported being bullied at school in 2015, about 43 percent reported notifying an adult at school[50] about the incident. Higher percentages of 6th- and 7th-graders than of 9th- through 12th-graders and a higher percentage of 8th-graders than of 10th- and 12th-graders reported notifying an adult after being bullied at school. In addition, the percentage of students who reported notifying an adult at school after being bullied was higher for those who reported being bullied once or twice a week than for those who reported being bullied once or twice a year (63 vs. 37 percent).

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

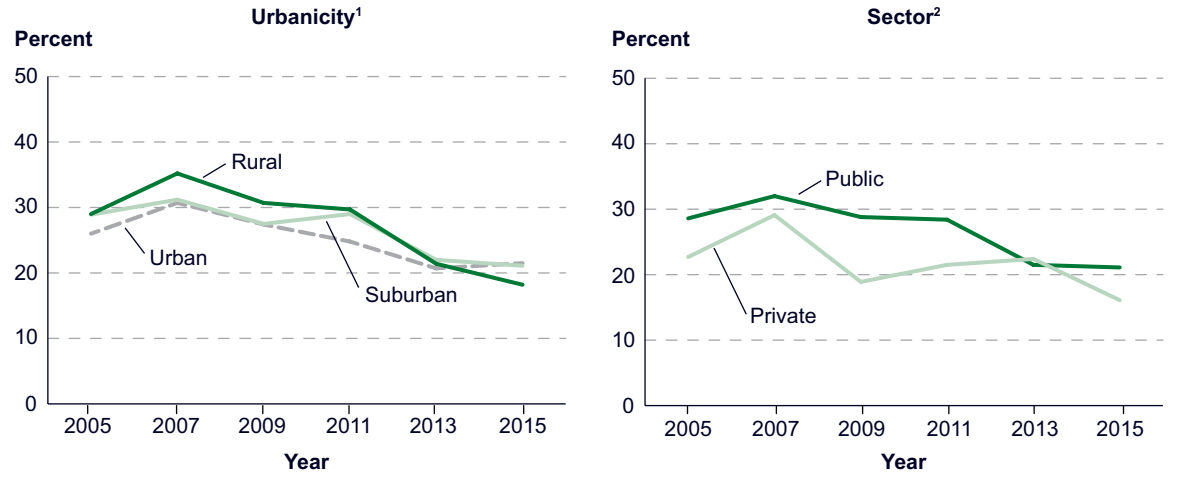
Figure 11.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected: 2015



NOTE: "At school" includes in the school building, on school property, on a school bus, and 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, 2015.

In the 2015 SCS, students who reported being bullied at school during the school year were asked to indicate how much bullying had a negative effect on various aspects of their life. About 19 percent of students who reported being bullied at school reported that bullying had somewhat or a lot of negative effect on how they felt about themselves, 14 percent each reported that bullying had somewhat or a lot of negative effect on their relationships with friends or family and on their school work, and 9 percent reported that bullying had somewhat or a lot of negative effect on their physical health (figure 11.4 and table 11.4).

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 2015



[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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 *Students Reports of Bullying: Results From the 2015 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] 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 *Students Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: "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, 2005 through 2015.

Students were also asked whether they had been subjected to bullying about a specific characteristic in the 2015 SCS. About 39 percent of students who reported being bullied at school indicated that the bullying was related to at least one of the following characteristics: physical appearance (27 percent), race (10 percent), ethnicity (7 percent), gender (7 percent), disability (4 percent), religion (4 percent), and sexual orientation (3 percent; table 11.5).

Between 2005 and 2015, the percentage of students reporting being bullied at school during the school year decreased from 28 to 21 percent (table 11.1).[51] However, there was no measurable difference between the percentages in 2013 and 2015. A declining trend between 2005 and 2015 in the percentage of students who reported being bullied at school was also observed for some of the student and school characteristics examined. For example, the percentage of male students who reported being bullied at school decreased from 27 percent in 2005 to 19 percent in 2015. During the same period, the percentage of students who reported being bullied at school decreased for students in both suburban (from 29 to 21 percent) and rural areas (from 29 to 18 percent), as well as for students in public schools (from 29 to 21 percent; figure 11.5 and table 11.1).

[51] Prior data are excluded from the time series due to a significant redesign of the bullying items in 2005.

Between the 2013 and 2015 SCS data collections, it was determined that cyberbullying is best classified as a means of bullying; thus, the 2015 instrument included "online or by text" in the list of locations where bullying could have occurred, as discussed earlier in this indicator. In 2013 and earlier years, the SCS included a separate series of questions on cyberbullying experiences that occurred anywhere. In 2013, approximately 7 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year (table 11.6). 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.

About 73 percent of students who reported being cyber-bullied anywhere in 2013 indicated that they were cyber-bullied once or twice in the school year and 27 percent 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 (table 11.3). Of all students who reported being cyber-bullied in 2013, about 23 percent reported notifying an adult at school about the incident.

As mentioned in the introduction, the YRBS collects data on bullying and electronic bullying for students in grades 9–12. In 2015, data on the percentages of students in grades 9–12 who reported being bullied on school property during the previous 12 months were available for 35 states and the District of Columbia (table 11.7). Among these jurisdictions, the percentages of students who reported being bullied on school property ranged from 12 percent in the District of Columbia to 26 percent in Michigan, Idaho, and Nebraska. On this survey, 20 percent of students in the United States reported being bullied on school property in 2015. Data on the percentages of students who reported being electronically bullied during the previous 12 months in 2015 were also available for 36 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being electronically bullied ranged from 8 percent in the District of Columbia to 21 percent in Idaho. About 16 percent of students in the United States reported being electronically bullied in 2015.

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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.

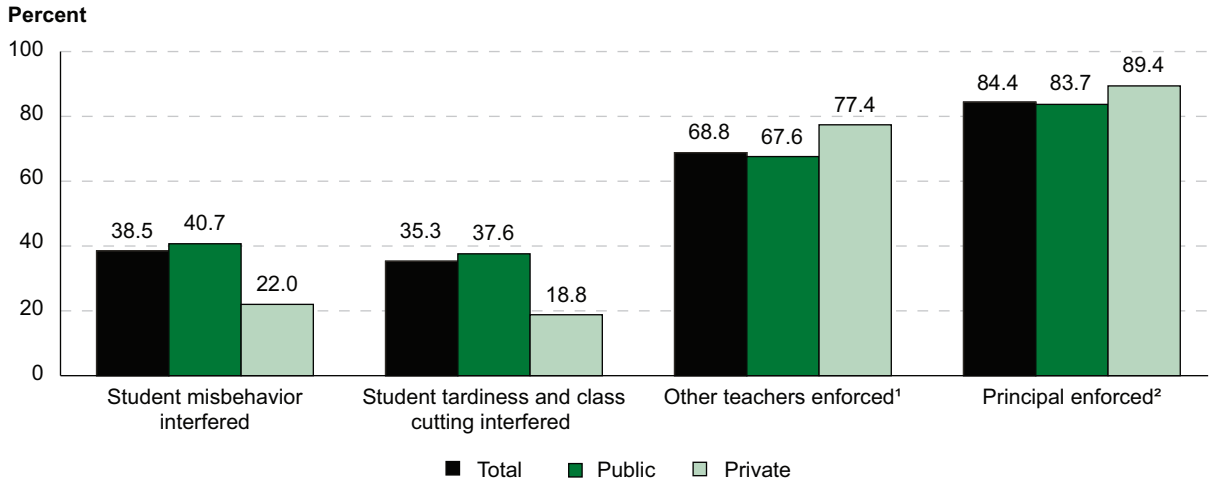
In every survey year, a lower percentage of elementary school teachers than of secondary school teachers reported that student tardiness and class cutting interfered with their teaching; in 2011–12, 31 percent of elementary school teachers and 45 percent of secondary school teachers reported that student 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.

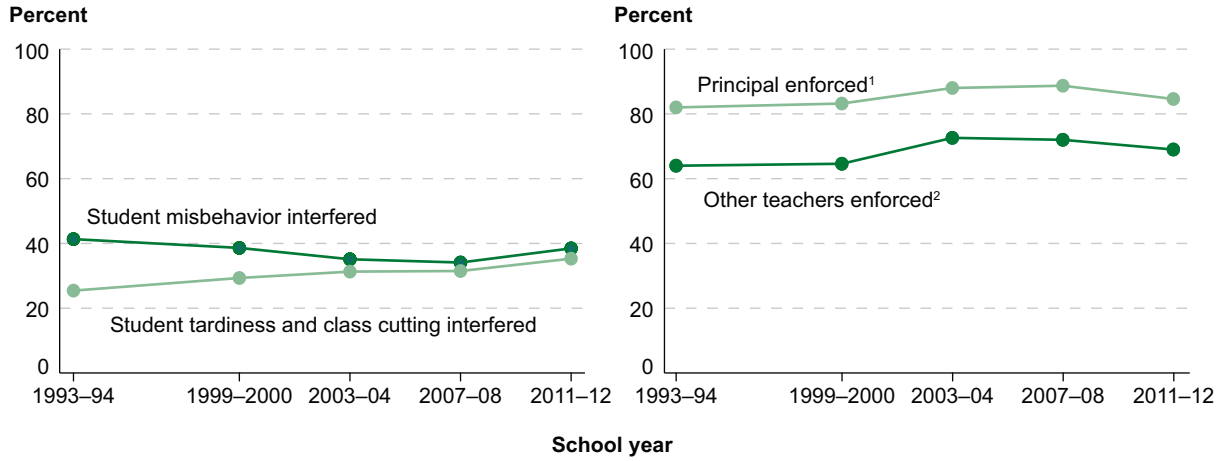
This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 12.1, 12.2, and 12.3, appendix B for definitions of school levels, and Coopersmith (2009), (https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324).

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 2015 (from 42 to 23 percent), and the percentage 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),[52] as well as their involvement in physical fights on school property, during the 12 months preceding the survey.[53] In this indicator, percentages of students reporting involvement in a physical fight occurring anywhere are used as a point of comparison with percentages of students reporting involvement in a physical fight occurring on school property.

Overall, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 (the first year of data collection) and 2015 (from 42 to 23 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). However, no measurable differences were found between the two most recent survey years (2013 and 2015) in the percentage of students in grades 9–12 who reported being in a physical fight anywhere or on school property.

In 2015, the percentage of students who reported being in a physical fight anywhere during the previous 12 months was higher for 9th-graders (28 percent) than for 10th- (23 percent), 11th- (20 percent), and 12th-graders (17 percent), and the percentage was also higher for 10th-graders than for 12th-graders. Similarly, a higher percentage of 9th-graders (12 percent) than of 10th- and 11th-graders (7 percent each) reported being in a physical fight on school property in 2015, and these percentages were all higher than the percentage of 12th-graders who reported doing so (4 percent). From 1993 to 2015, the percentage of students in grades 9–12 who reported being in a physical fight anywhere, as well as the percentage of those who reported being in a physical fight on school property, decreased for all four grade levels.

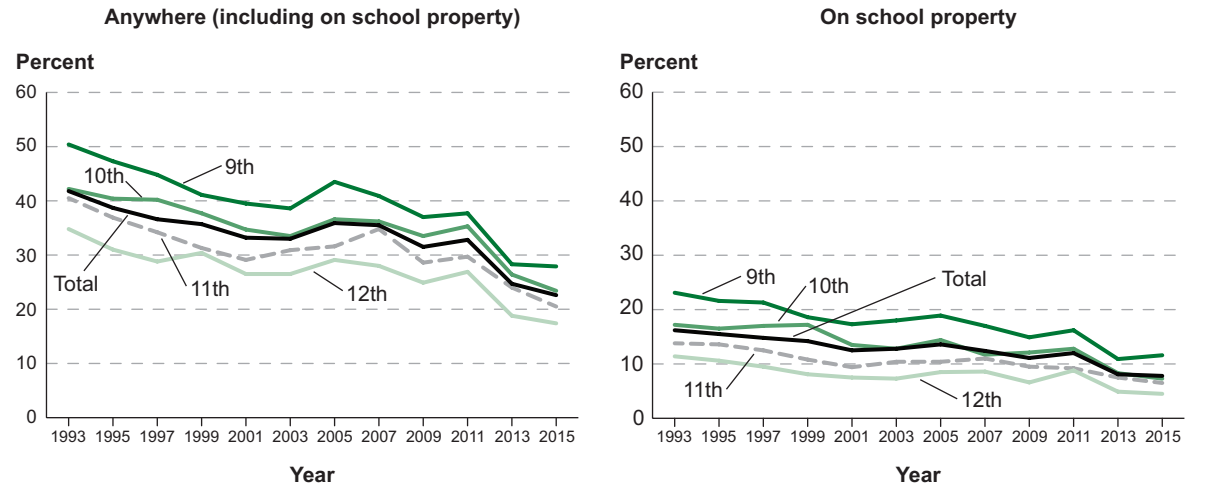
The percentages of students in grades 9–12 who reported being in a physical fight differed by race/ethnicity. For example, in 2015 a higher percentage of Black students (32 percent) reported being in a physical fight anywhere during the previous 12 months than did Hispanic students (23 percent), White students (20 percent), and Asian students (15 percent; figure 13.2 and table 13.1). In addition, the percentage of students who reported being in a physical fight anywhere was higher for American Indian/Alaska Native students (30 percent), students of Two or more races (28 percent), Hispanic students, and White students than for Asian students. With regard to physical fights on school property, higher percentages of Pacific Islander students (21 percent) and Black students (13 percent) reported being in a physical fight on school property in 2015 than did Asian students and White students (6 percent each). The percentage of students who reported being in a physical fight on school property was also higher for American Indian/Alaska Native students (13 percent), students of Two or more races (9 percent), and Hispanic students (9 percent) than for White students.

[52] "Anywhere" includes on school property.

[53] 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.

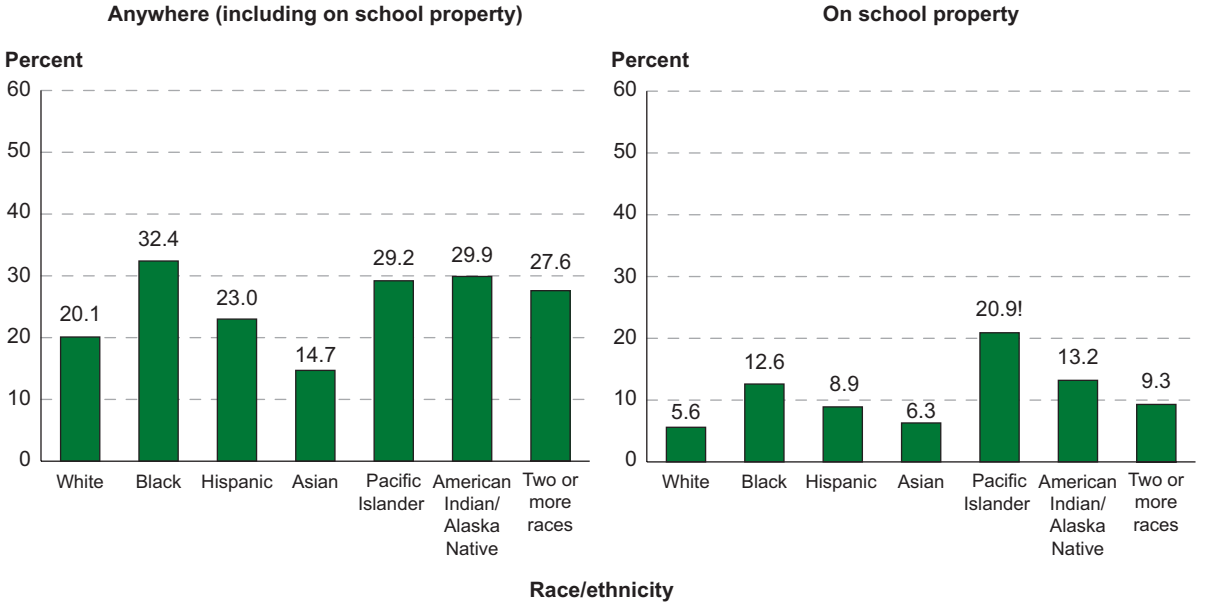
This indicator has been updated to include 2015 data. For more information: Tables 13.1, 13.2, and 13.3, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf).

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 2015



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 2015.

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 location and race/ethnicity: 2015



! 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), 2015.

Between 1993 and 2015, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased for White students (from 40 to 20 percent), Black students (from 49 to 32 percent), Hispanic students (from 43 to 23 percent), and American Indian/Alaska Native students (from 50 to 30 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). Separate data on Asian and Pacific Islander students' involvement in a physical fight have been available since 1999. Between 1999 and 2015, the percentages of Asian students who reported being in a physical fight anywhere and on school property both decreased (from 23 to 15 percent for anywhere and from 10 to 6 percent for on school property). The percentage of Pacific Islander students who reported being in a physical fight anywhere also decreased between 1999 and 2015 (from 51 to 29 percent).

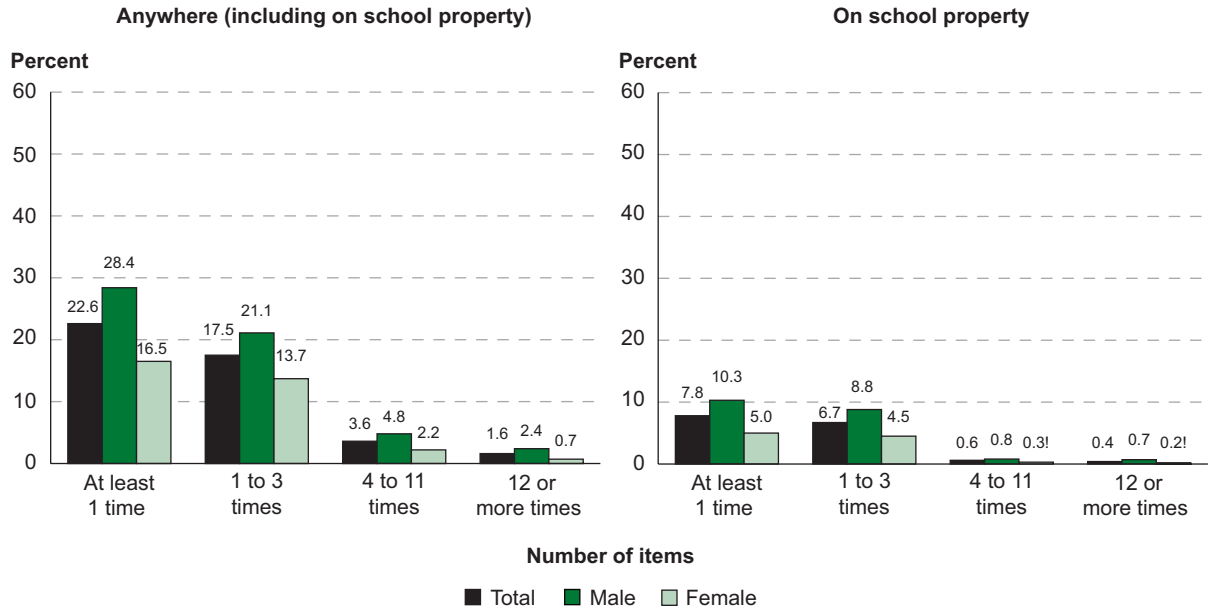
Students in grades 9–12 were asked how many times they had been in a physical fight anywhere or on school property during the previous 12 months. In 2015, about 17 percent of students in these grades reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2 percent reported being in a physical fight anywhere 12 or more times during the previous 12 months (figure 13.3 and table 13.2). When students in these grades were asked about the incidence of physical fights on school property during the previous 12 months, 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.

In 2015, a higher percentage of male than of female 9th- to 12th-graders reported being in a physical fight anywhere during the previous 12 months (28 vs. 16 percent; figure 13.3 and table 13.1). The reported frequency of fights involving students in these grades was also higher for male students than for female students (figure 13.3). Specifically, a higher percentage of male than of female students reported being in a physical fight anywhere 1 to 3 times (21 vs. 14 percent), 4 to 11 times (5 vs. 2 percent), and 12 or more times (2 vs. 1 percent) during the previous 12 months. Similarly, in 2015 a higher percentage of male students than of female students in grades 9–12 reported that they had been in a physical fight on school property (10 vs. 5 percent). In addition, a higher percentage of male than of female students reported being in a physical fight on school property 1 to 3 times (9 vs. 4 percent), 4 to 11 times (1 percent vs. less than 1 percent), and 12 or more times (1 percent vs. less than 1 percent) during the previous 12 months.

The percentages of both male and female students in grades 9–12 who reported being in a physical fight anywhere and on school property decreased between 1993 and 2015 (table 13.1). About 28 percent of male students reported being in a physical fight anywhere in 2015, compared with 51 percent in 1993; and 10 percent of male students reported being in a physical fight on school property in 2015, compared with 24 percent in 1993. About 16 percent of female students reported being in a physical fight anywhere in 2015, compared with 32 percent in 1993; and 5 percent of female students reported being in a physical fight on school property in 2015, compared with 9 percent in 1993.

Data for the percentage of public school students in grades 9–12 who reported being in a physical fight anywhere in 2015 were available for 31 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being in a physical fight anywhere ranged from 15 percent in Hawaii and Maine to 32 percent in the District of Columbia (table 13.3). In 2015, data for physical fights on school property involving these students were available for 33 states and the District of Columbia; the percentages of students who reported being in a physical fight on school property ranged from 5 percent in Maine, North Dakota, and Indiana to 14 percent in the District of Columbia.

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: 2015



! 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), 2015.

Indicator 14

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

Between 1993 and 2015, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days decreased from 22 to 16 percent, and the percentage of students who reported carrying a weapon on school property during the previous 30 days decreased from 12 to 4 percent.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentages of students who carried a weapon on school property and anywhere, then uses state data from the ED*Facts* data collection to look at the numbers of incidents involving students with firearms at school by state. It concludes with a discussion of data from the School Crime Supplement (SCS) to the National Crime Victimization 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 in grades 9–12 were asked if they had carried a weapon such as a gun, knife, or club anywhere during the previous 30 days and if they had carried such a weapon on school property during the same time period.[54] In this indicator, the percentage of students carrying a weapon "anywhere"[55] is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2015, about 16 percent of students reported that they had carried a weapon anywhere at least 1 day during the previous 30 days: 8 percent reported carrying a weapon anywhere on 6 or more days, 5 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). Also in 2015, about 4 percent of students reported carrying a weapon on school property at least 1 day during the previous 30 days. This percentage included 2 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 previous 30 days.

The percentage of students who reported carrying a weapon anywhere during the previous 30 days decreased from 22 percent in 1993 (the first year of YRBS data collection) to 16 percent in 2015, and the percentage of students who reported carrying a weapon on school property during the previous 30 days decreased from 12 percent in 1993 to 4 percent in 2015 (figure 14.1 and table 14.1). The percentage of students who reported carrying a weapon on school property during the previous 30 days was lower in 2015 than in 2013 (5 percent). However, there was no measurable difference between 2013 and 2015 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days.

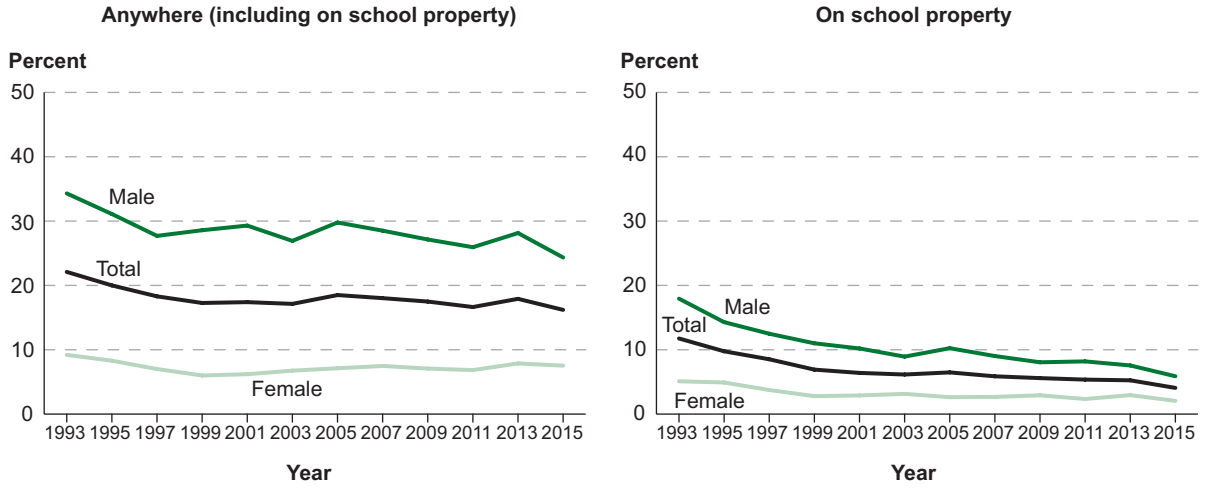
In every survey year from 1993 to 2015, a higher percentage of male students than of female students reported that they had carried a weapon, both anywhere and on school property, during the previous 30 days. In 2015, for example, 24 percent of male students reported carrying a weapon anywhere, compared with 8 percent of female students. In addition, 6 percent of male students reported carrying a weapon on school property, compared with 2 percent of female students.

In 2015, higher percentages of American Indian/Alaska Native students (22 percent), students of Two or more races (21 percent), and White students (18 percent) reported carrying a weapon anywhere during the previous 30 days than did Hispanic students (14 percent), Black students (12 percent), and Asian students (7 percent; figure 14.2 and table 14.1). Additionally, the percentage of students who reported

[54] 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.
[55] "Anywhere" includes on school property.

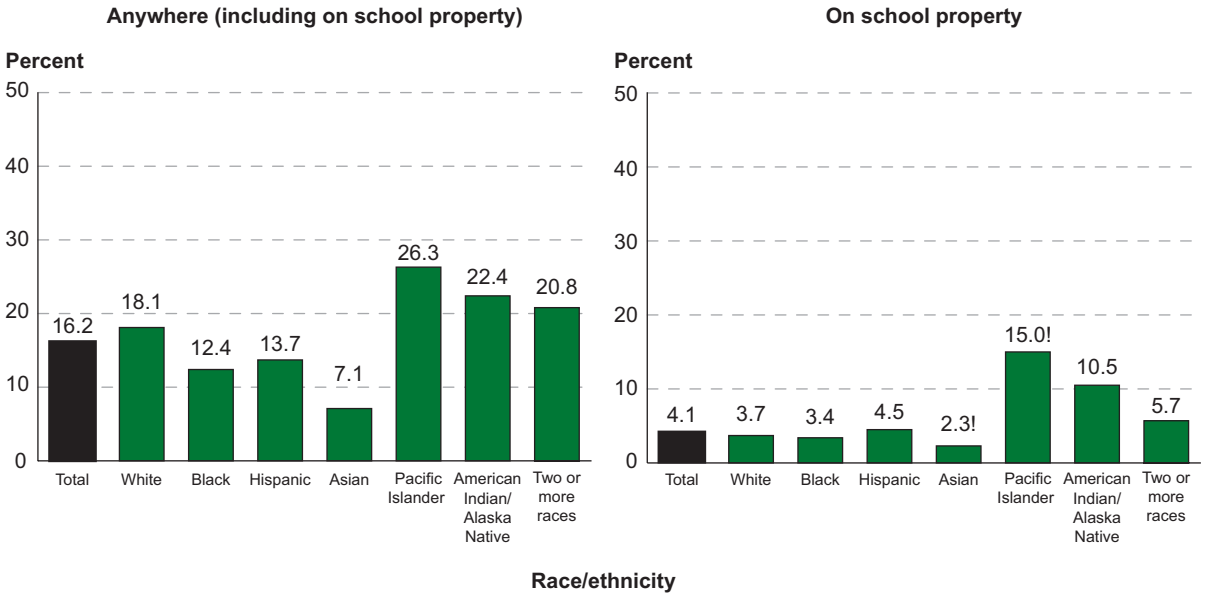
This indicator has been updated to include 2015 data on student-reported information and 2014–15 data on discipline incidents related to weapons possession. For more information: Tables 14.1, 14.2, 14.3, 14.4, and 14.5, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), and https://nces.ed.gov/programs/crime/.

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 2015



NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." 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.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

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 location and race/ethnicity: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." 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.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

carrying a weapon anywhere was higher for Pacific Islander (26 percent), Hispanic, and Black students than for Asian students. With respect to carrying a weapon on school property, a higher percentage of American Indian/Alaska Native students (10 percent) than of Hispanic (5 percent), White (4 percent), Black (3 percent) and Asian (2 percent) students reported that they had carried a weapon on school property during the previous 30 days. The percentage of students reporting that they carried a weapon on school property was also higher for Pacific Islander students (15 percent), students of Two or more races (6 percent), and Hispanic students than for Asian students.

There were no measurable differences by grade in the percentage of students in grades 9 through 12 who reported carrying a weapon anywhere during the previous 30 days in 2015: about 16 percent of students in each grade reported carrying a weapon anywhere during the previous 30 days. Additionally, no measurable differences were observed by grade in the percentage of students who reported carrying a weapon on school property, except the percentage was higher for 11th-graders than for 9th-graders (5 vs. 3 percent).

In 2015, data on percentages of public school students who reported carrying a weapon anywhere were available for 27 states and the District of Columbia (table 14.3). Among these jurisdictions, the percentages of students who reported carrying a weapon anywhere ranged from 9 percent in California to 30 percent in Wyoming. There were also 33 states that had 2015 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 2 percent in Pennsylvania to 11 percent in Montana and Wyoming.

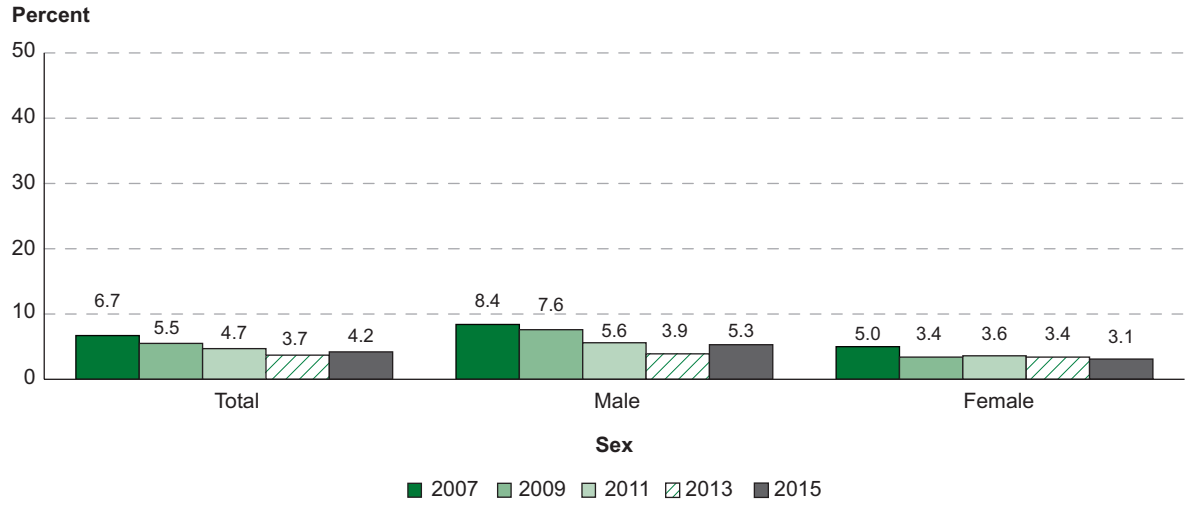
As part of the ED*Facts* data collection, state education agencies report the number of incidents involving students who brought or possessed firearms at school. State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2014–15 school year, there were 1,500 reported firearm possession incidents at schools in the United States (table 14.4).[56] The total number of incidents varies widely across jurisdictions, due in large part to their 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 jurisdictions. During the 2014–15 school year, the rate of firearm possession incidents was 3 per 100,000 students in the United States.

The majority of jurisdictions had rates between 1 and 10 firearm possession incidents per 100,000 students during the 2014–15 school year. Two states, Hawaii and Rhode Island, reported no firearm incidents and therefore had a rate of 0 firearm possession incidents per 100,000 students. Seven other states had rates of firearm possession incidents per 100,000 students below 1: New Jersey, Illinois, Maine, Iowa, Maryland, Idaho, and South Dakota, while two states had rates above 10: Missouri and Arkansas.

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 2015, 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 14.5). The percentage of students ages 12–18 who reported 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 2015. However, there was no measurable difference between 2013 and 2015 in the percentage of students who reported having such access to a loaded gun.

[56] United States total includes 50 states and the District of Columbia.

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 2015



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2015.

In every survey year from 2007 to 2015 (except in 2013), a higher percentage of male students than of female students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school. In 2015, about 5 percent of male students reported having access to a loaded gun without adult permission, compared with 3 percent of female students. The percentages of male and female students who reported having such access to a loaded gun were both lower in 2015 than in 2007 (5 and 8 percent for males; 3 and 5 percent for females), but there were no measurable differences between the percentages in 2013 and 2015.

In 2015, higher percentages of 11th- and 12th-graders reported having access to a loaded gun without adult permission, either at school or away from school, than did 6th-, 7th-, 8th-, and 9th-graders. About 7 percent of 12th-graders and 6 percent of 11th-graders reported having access to a loaded gun without adult permission, compared with 3 percent each of 7th-, 8th-, and 9th-graders and 2 percent of 6th-graders. The percentage of 10th-graders reporting that they had access to a gun without adult permission (5 percent) was also higher than the percentage of 6th-graders reporting such access.

Indicator 15

Students' Use of Alcohol and Alcohol-Related Discipline Incidents

The percentage of students in grades 9–12 who reported consuming alcohol on at least 1 day during the previous 30 days decreased from 48 to 33 percent between 1993 and 2015.

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

In the 2015 YRBS, students in grades 9–12 were asked if they had consumed alcohol on at least 1 day during the previous 30 days. Until 2011, students were also asked if they had consumed alcohol on school property[57] during the previous 30 days. Because this item was dropped from the YRBS after 2011, this indicator primarily discusses students' reports of alcohol consumption anywhere using data up to 2015 and then briefly discusses students' reports of alcohol consumption on school property using data up to 2011.

Between 1993 (the first year of data collection)[58] and 2015, the percentage of students in grades 9–12 who reported consuming alcohol on at least 1 day during the previous 30 days decreased from 48 to 33 percent (figure 15.1 and table 15.1). There was no measurable difference in the percentage who reported consuming alcohol in 2013 and 2015. In 2015, about 18 percent of students in grades 9–12 reported consuming alcohol on 1 or 2 days during the previous 30 days, 14 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 3 to 29 of the previous 30 days was lower in 2015 than in 2013 (14 vs. 17 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 (figure 15.1 and table 15.1). 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 2015. A higher percentage of females than of males reported consuming alcohol on 1 or 2 days (19 vs. 16 percent; figure 15.2 and table 15.2). 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 1 percent).

In 2015, the percentage of students who reported consuming alcohol generally increased with grade level. About 42 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 (23 percent) and 10th-graders (29 percent), although it was not measurably different from the percentage for 11th-graders.

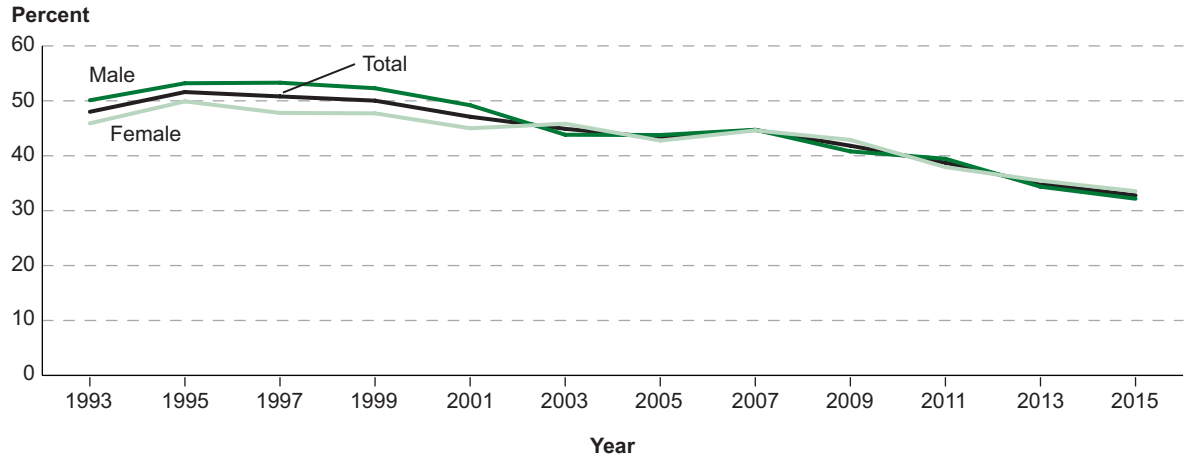
The percentage of students who reported consuming alcohol also varied by race/ethnicity. In 2015, higher percentages of American Indian/Alaska Native students (46 percent), students of Two or more races (40 percent), White students (35 percent), and Hispanic students (34 percent) than of Black students (24 percent) and Asian students (13 percent) reported consuming alcohol on at least 1 day during the previous 30 days. The percentage of Asian students who reported consuming alcohol on at least 1 day was also lower than the percentages reported by Pacific Islander students (37 percent) and Black students.

In 2015, state-level data on the percentages of students who reported consuming alcohol were available for 36 states and the District of Columbia (table 15.3). Among these jurisdictions, the percentages of students who reported consuming alcohol on at least 1 day during the previous 30 days ranged from 20 percent in the District of Columbia to 35 percent in Missouri and Arizona.

[57] In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.
[58] 1991 was the first year of data collection for alcohol consumption anywhere and 1993 was the first year of data collection for alcohol consumption on school property.

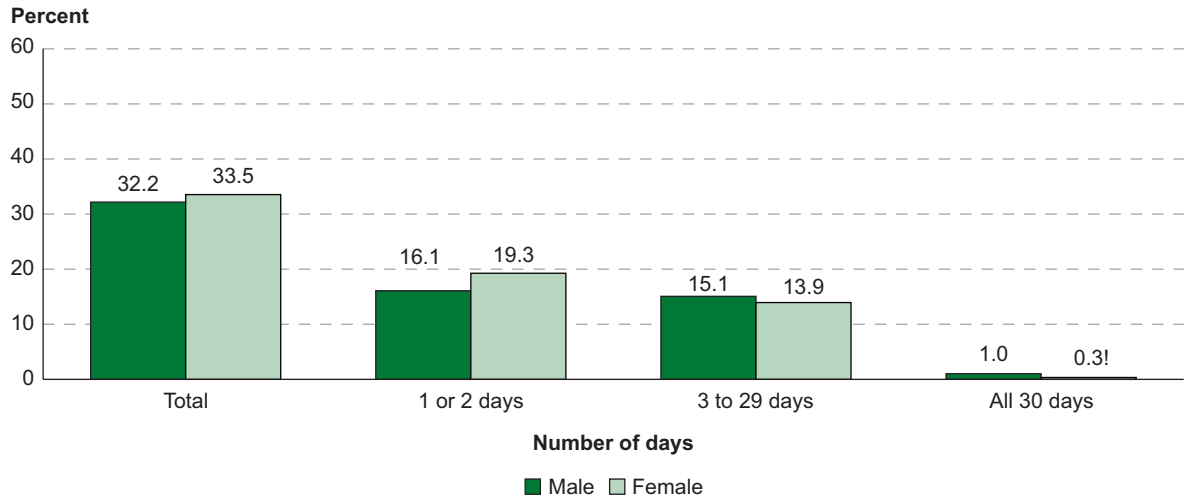
This indicator has been updated to include 2015 data on student-reported information and 2014–15 data on discipline incidents related to alcohol. For more information: Tables 15.1, 15.2, 15.3, and 15.4, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf).

Figure 15.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by sex: Selected years, 1993 through 2015



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 15.2. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by number of days and sex: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
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), 2015.

In 2011 and earlier years, 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 consuming alcohol on school property on at least 1 day, which was not measurably different from the percentage in 1993 (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 (table 15.2). One percent of students reported using alcohol on school property on 3 to 29 of the previous 30 days, and less than 1 percent of students reported using alcohol on school property on all of the previous 30 days.

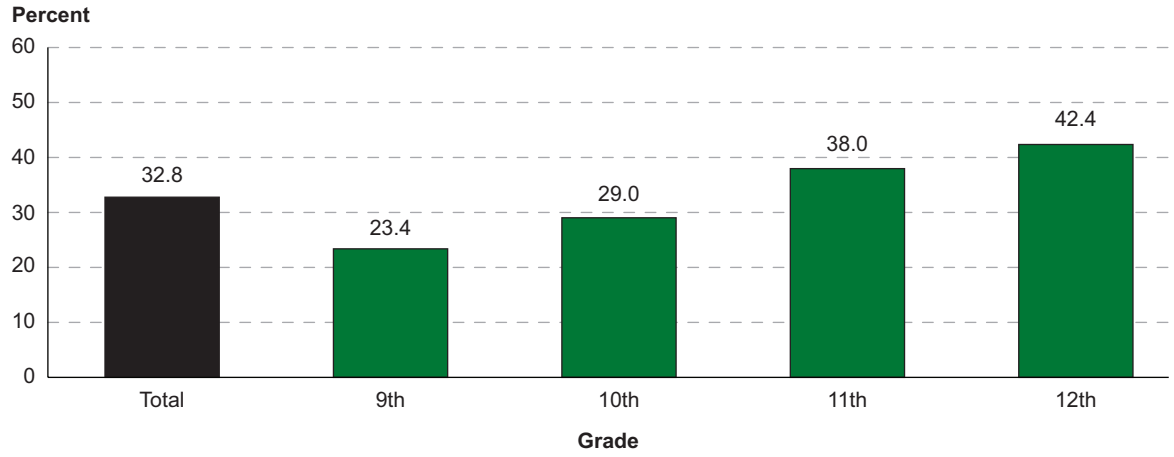
Discipline incidents that result from possession or use of alcohol at school reflect disruptions in the educational process and provide a gauge for the scope of alcohol use at school. As part of the ED*Facts* data collection, state education agencies report the number of discipline incidents involving students' possession or use of alcohol on school grounds that result in the removal of a student for at least an entire school day. State education agencies compile these data based on incidents that were reported by their schools and school districts.

During the 2014–15 school year, there were 22,500 reported alcohol-related discipline incidents in the United States (table 15.4).[59] The number of alcohol-related incidents varies widely across jurisdictions, due in large part to their 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 jurisdictions. During the 2014–15 school year, the rate of alcohol-related discipline incidents was 45 per 100,000 students in the United States.

The majority of jurisdictions had rates between 10 and 100 alcohol-related discipline incidents per 100,000 students during the 2014–15 school year. Two states had rates of alcohol-related discipline incidents per 100,000 students that were below 10: Texas and Wyoming, while six states had rates above 100: Arkansas, Alaska, Missouri, Indiana, Kentucky, and Colorado.

[59] United States total includes 48 states and the District of Columbia. Data for California and Vermont were unavailable for the 2014–15 school year.

Figure 15.3. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by grade: 2015



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

Indicator 16

Students' Use of Marijuana

In 2015, some 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days, which was higher than the percentage reported in 1993 (18 percent) but not measurably different from the percentage reported in 2013.

The 2015 Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana during the previous 30 days. Until 2011, students were also asked whether they had used marijuana on school property[60] during the previous 30 days. Due to this change in the questionnaire, this indicator primarily discusses students' reports of marijuana use anywhere using data up to 2015 and then briefly discusses students' reports of marijuana use on school property using data up to 2011.

In 2015, some 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days, which was higher than the percentage reported in 1993 (18 percent; the first year of data collection)[61] but not measurably different from the percentage reported in 2013 (figure 16.1 and table 16.1). Specifically, in 2015 about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 10 percent reported using marijuana 3 to 39 times during the previous 30 days, and 4 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 during the previous 30 days; in 2013 and 2015, however, there were no measurable differences in the percentages reported by male and female students (figure 16.1 and table 16.1). In 2015, a higher percentage of males (5 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days (figure 16.2 and table 16.2).

In 2015, some differences in the percentages of students who reported marijuana use were observed by race/ethnicity and grade level. The percentage of Asian students (8 percent) who reported using marijuana at least one time during the previous 30 days was lower than the percentages reported by White students (20 percent), students of Two or more races (23 percent), Hispanic students (24 percent), American Indian/Alaska Native students (27 percent), and Black students (27 percent; figure 16.3 and table 16.1). The percentage for White students was also lower than the percentages for Hispanic and Black students. In addition, the percentage of students in 9th grade (15 percent) who reported using marijuana at least one time during the previous 30 days was lower than the percentages of students in 10th grade (20 percent), 11th grade (25 percent), and 12th grade (28 percent) who reported doing so. The percentage for students in 10th grade was also lower than the percentages for students in 11th and 12th grade.

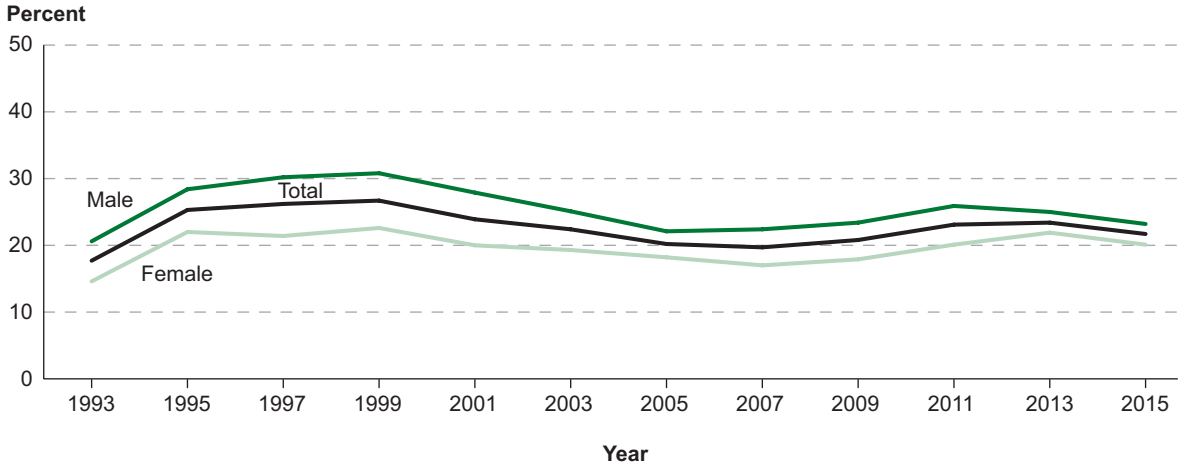
In 2015, state-level data for students who reported using marijuana at least one time during the previous 30 days were available for 36 states and the District of Columbia (table 16.3). Among these jurisdictions, the percentages of students who reported using marijuana ranged from 12 percent in South Dakota to 29 percent in the District of Columbia.

Until 2011, 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 (table 16.1). In 2011, about 3 percent of students reported using marijuana on school property 1 or 2 times during the previous 30 days, 2 percent reported using marijuana on school property 3 to 39 times during the previous 30 days, and 1 percent reported using marijuana on school property 40 or more times during the previous 30 days (table 16.2).

[60] In the question about using marijuana at school, "on school property" was not defined for survey respondents.
[61] 1991 was the first year of data collection for marijuana use anywhere and 1993 was the first year of data collection for marijuana use on school property.

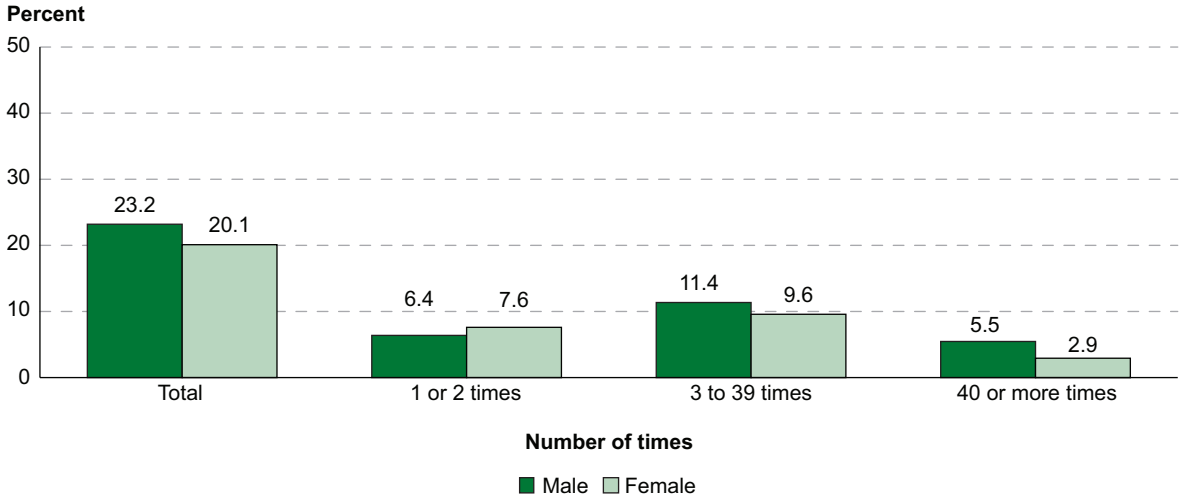
This indicator has been updated to include 2015 data. For more information: Tables 16.1, 16.2, and 16.3, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf).

Figure 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by sex: Selected years, 1993 through 2015



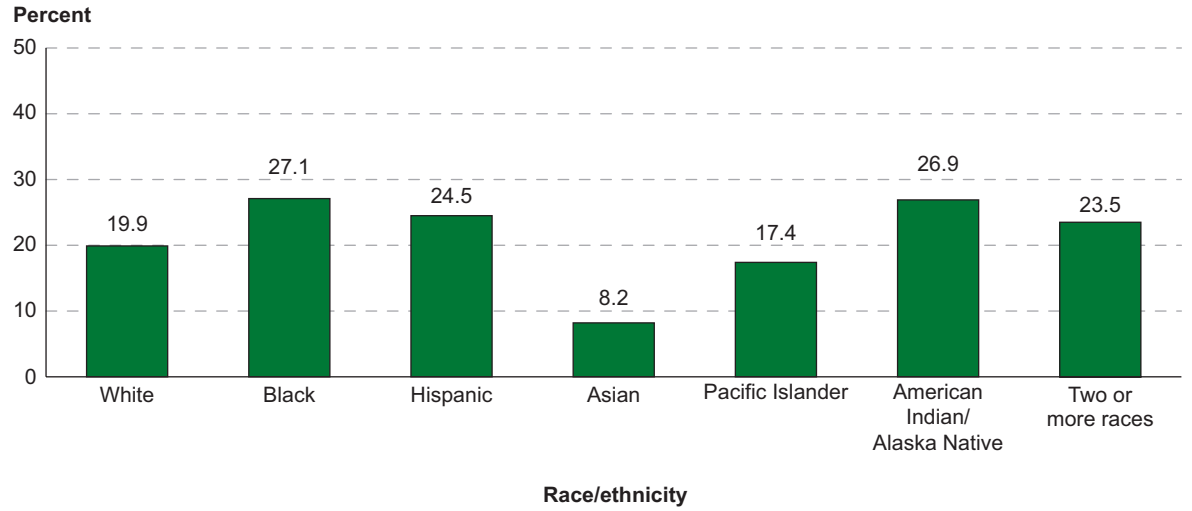
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 16.2. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by number of times and sex: 2015



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), 2015.

Figure 16.3. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by race/ethnicity: 2015



NOTE: 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), 2015.

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 2015, and the percentage of students who reported being afraid of attack or harm away from school decreased from 6 percent in 1999 to 2 percent in 2015.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[62] they had been afraid of attack or harm at school[63] and away from school. In 2015, about 3 percent of students ages 12–18 reported that they were afraid of attack or harm at school during the school year (figure 17.1 and table 17.1). A lower percentage of students (2 percent) reported that they were afraid of attack or harm away from school during the school year.

Between 1995 and 2015, the percentage 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). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 1995 and 2015 for White students (from 8 to 3 percent), Black students (from 20 to 3 percent), and Hispanic students (from 21 to 5 percent). A declining trend was also observed away from school: between 1999 (the first year of data collection for this item) and 2015, the percentage of students who reported being afraid of attack or harm away from school decreased from 6 to 2 percent overall, from 4 to 1 percent for male students, and from 7 to 3 percent for female students. The percentages of White, Black, and Hispanic students who reported being afraid of attack or harm away from school also decreased during this period (from 4 to 2 percent for White students and from 9 to 3 percent each for Black and Hispanic students).

Between the two most recent survey years, 2013 and 2015, 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. However, the percentage of male students who reported being afraid of attack or harm away from school was lower in 2015 (1 percent) than in 2013 (2 percent).

In 2015, a higher percentage of female students than of male students reported being afraid of attack or harm at school (4 vs. 3 percent) and away from school (3 vs. 1 percent). In general, the percentages of students who reported being afraid of attack or harm at school and away from school were not measurably different across racial/ethnic groups. However, a higher percentage of Hispanic students (5 percent) than of White students (3 percent) reported being afraid of attack or harm at school in 2015. Similarly, a higher percentage of Hispanic students (3 percent) 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 8th-graders (4 percent each) reported being afraid of attack or harm at school than did 10th- and 12th-graders (2 percent each) in 2015. The percentage of students who reported being afraid of attack or harm away from school was higher for 8th-graders (3 percent) than for 10th-graders (1 percent).

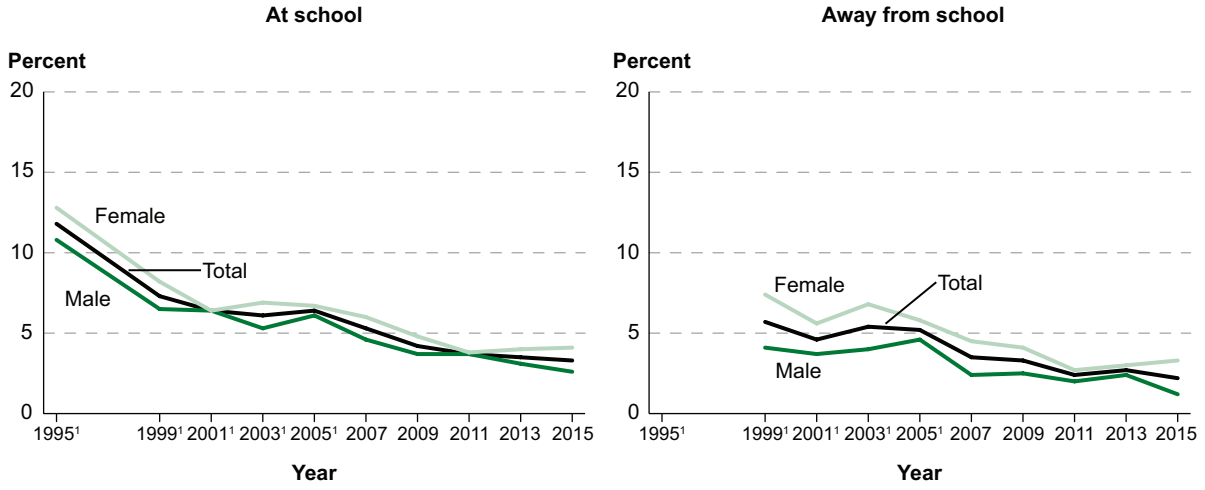
In 2015, higher percentages of students in urban (3 percent) and suburban areas (2 percent) than of students in rural areas (1 percent) reported being afraid of attack or harm away from school (figure 17.2). However, no measurable differences by urbanicity were observed in the percentage of students who reported being afraid of attack or harm at school.

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

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

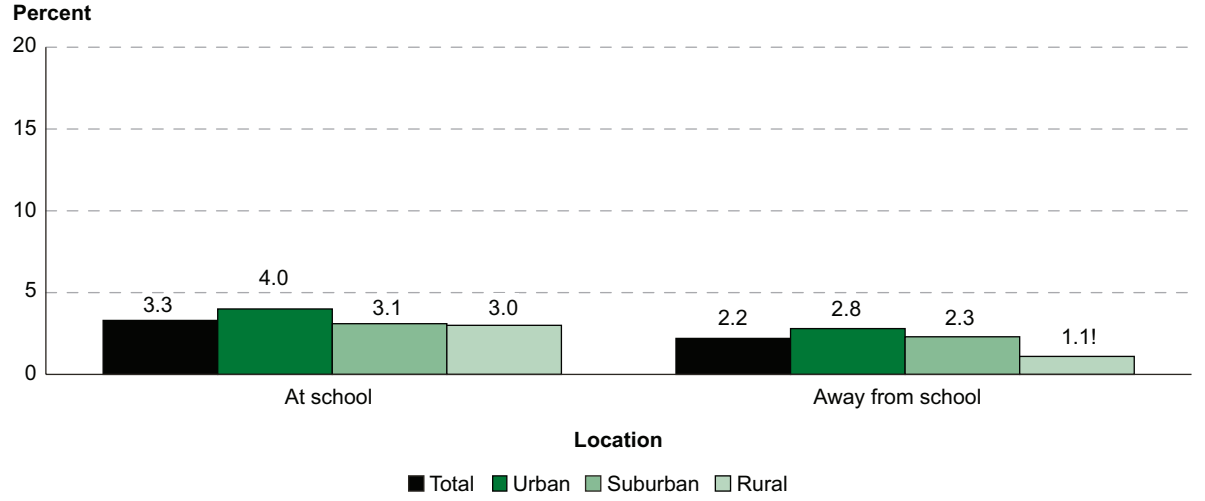
This indicator has been updated to include 2015 data. For more information: Table 17.1, and https://nces.ed.gov/programs/crime/.

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 2015



[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Data on being afraid 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 2015.

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: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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, 2015.

Indicator 18

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

In 2015, 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 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[64] or one or more places in school[65] because they were fearful that someone might attack or harm them.[66] In 2015, 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 thought someone might attack or harm them (figure 18.1 and table 18.1). 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.[67]

There was no overall pattern of increase or decrease between 1999 and 2015 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 2015 was lower than the percentage in 1999 (7 percent) but not measurably different from the percentage in 2013.

In 2015, about 1 percent each of students reported that they avoided any activities, avoided any classes, and stayed home from school because of fear of attack or harm. With respect to avoiding specific places in school, 2 percent each of students reported that they avoided the hallways or stairs in school and any school restrooms, and 1 percent each reported that they avoided parts of the school cafeteria, 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 grade. In 2015, a higher percentage of 6th-graders (6 percent) than of 10th- (3 percent), 11th- (2 percent), and 12th-graders (3 percent) reported avoiding one or more places in school (figure 18.2 and table 18.1). The percentage of students who reported avoiding one or more places in school was also higher for 7th-graders (5 percent) than for 10th- and 11th-graders, and it was higher for 9th-graders (4 percent) than for 11th-graders. There were no measurable differences by sex and race/ethnicity in the percentage of students reporting avoiding one or more places in school because of fear of attack or harm.

In 2015, higher percentages of students in urban (5 percent) and suburban areas (4 percent) reported avoiding one or more places in school than did students in rural areas (2 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (4 vs. 2 percent).

[64] "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. Students who reported more than one type of avoidance of school activities or classes were counted only once in the total for avoiding activities or classes. 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.

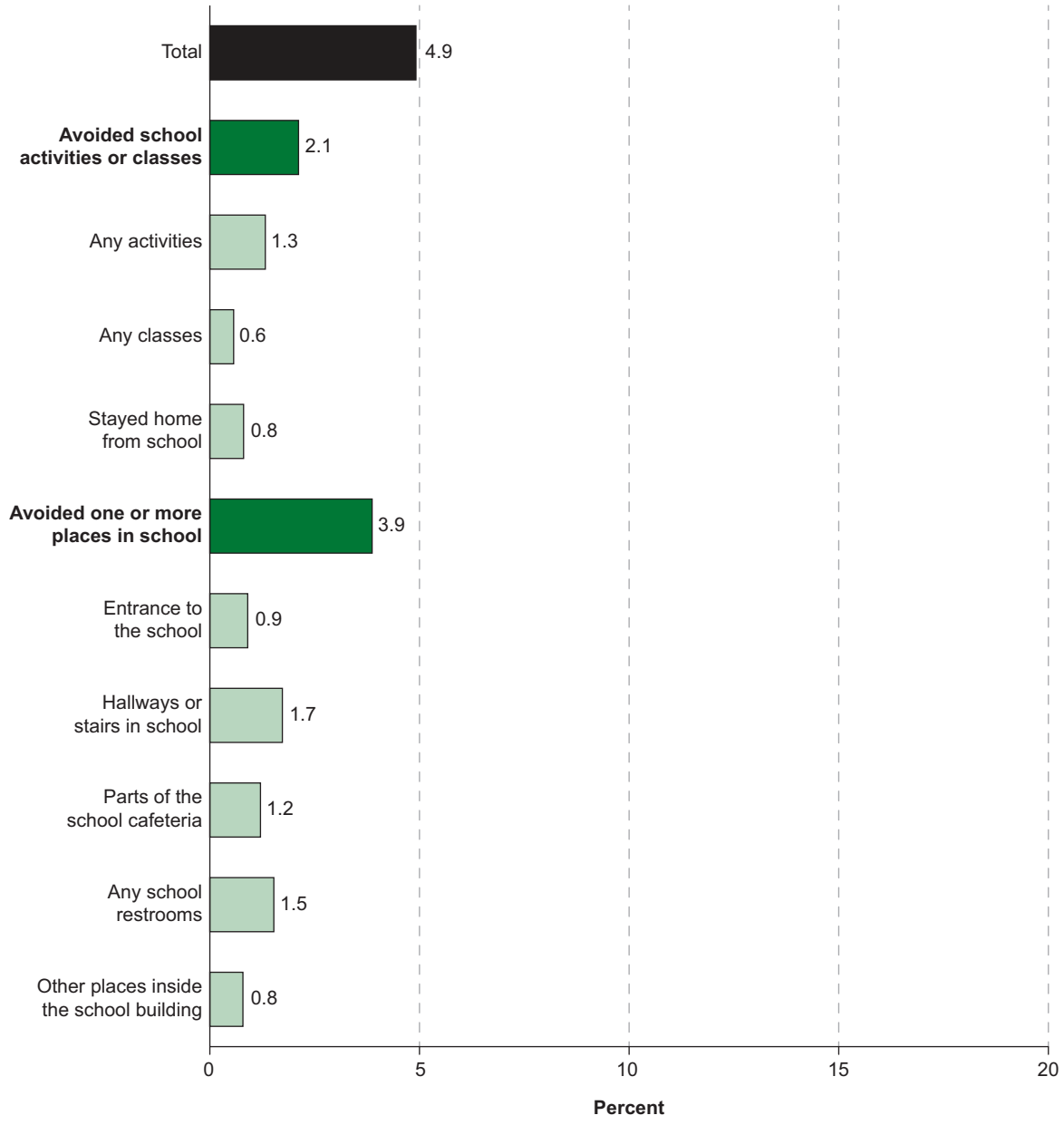
[65] "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

[66] 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.

[67] Students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once in the total for any avoidance.

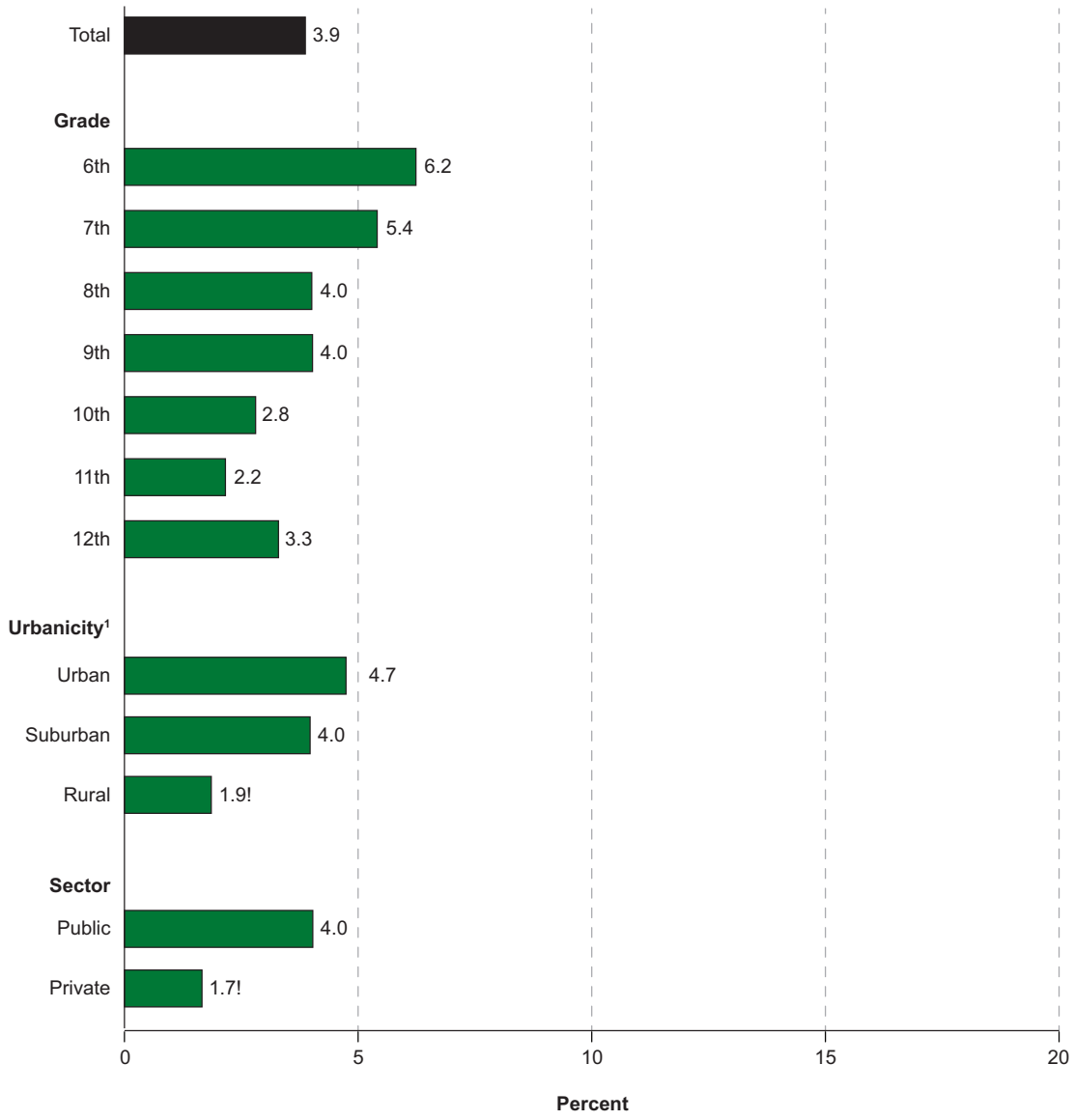
This indicator has been updated to include 2015 data. For more information: Table 18.1, and https://nces.ed.gov/programs/crime/.

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: 2015



NOTE: "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school 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, 2015.

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: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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, 2015.

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, or school-related arrests). The indicator then uses state data from the ED*Facts* data collection to discuss the numbers and rates of discipline incidents related to alcohol, illicit drugs, violence, and 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,[68] school-related arrests,[69] and corporal punishments.[70] 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.[71] 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 showing varying percentage of students receiving different types of disciplinary actions, by sex and race/ethnicity.[72] For example, 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 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.

[68] 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.

[69] 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.

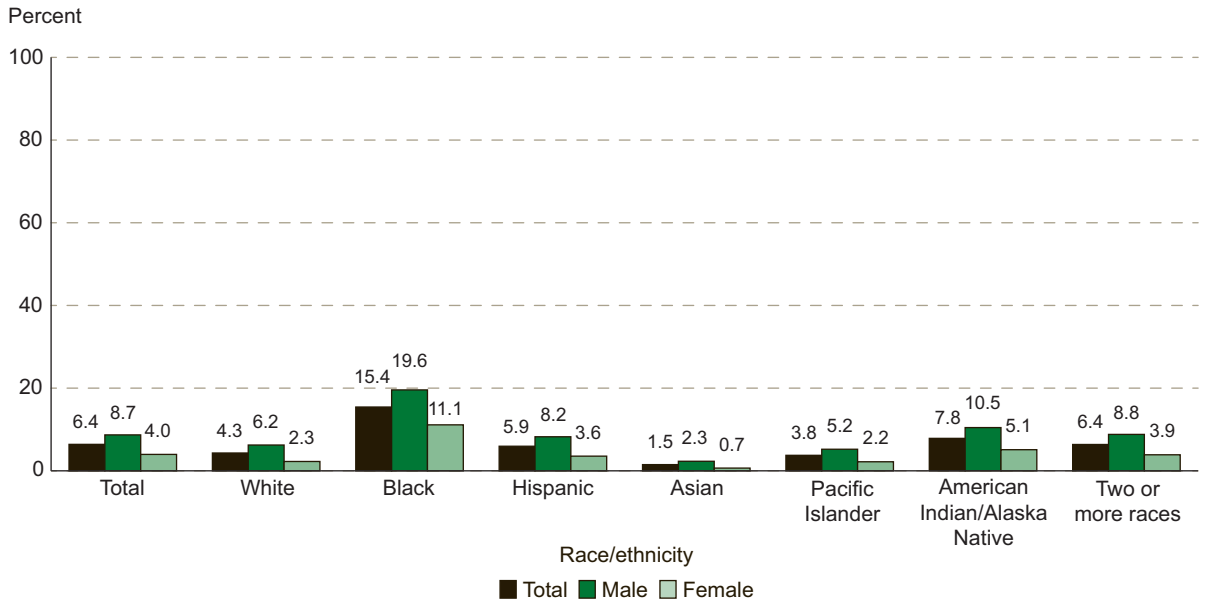
[70] Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.

[71] 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.

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

This indicator repeats 2011–12 CRDC data on students receiving disciplinary actions from the *Indicators of School Crime and Safety: 2015* report; this indicator has been updated to include 2014–15 ED*Facts* data on discipline incidents. 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



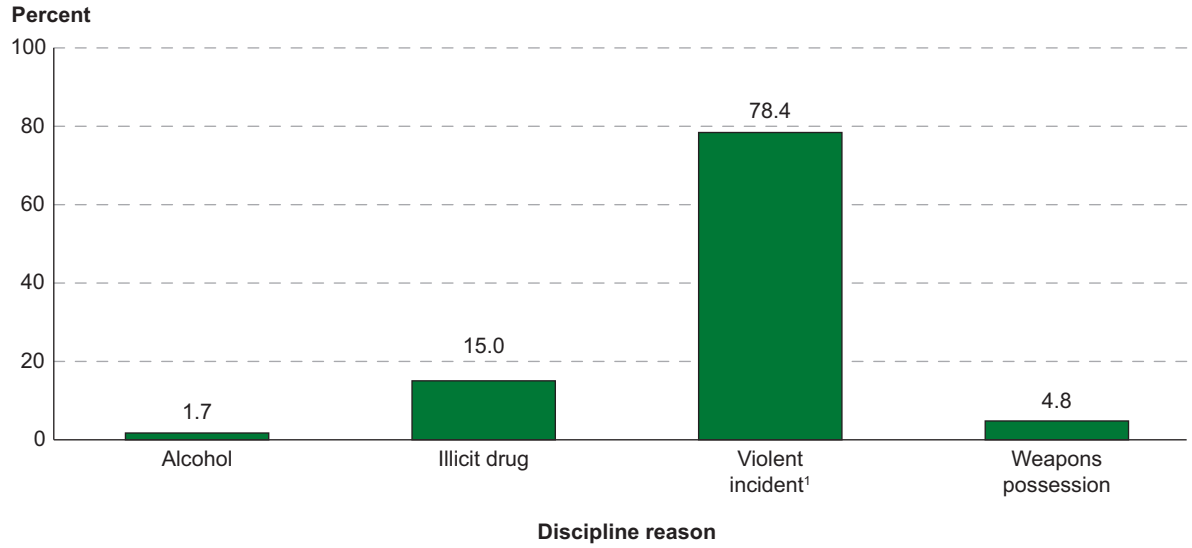
NOTE: Excludes data for students with disabilities served only under Section 504. The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment 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."

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, in which 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.[73] SEAs compile these data based on incidents that were reported by their schools and school districts.[74] SEAs are not required to report discipline incidents that are not a result of alcohol, drugs, violence, or weapons possession.

[73] 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.
[74] 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: 2014–15



[1] Includes violent incidents with and without physical injury.
NOTE: Includes 49 states and the District of Columbia. Data for Vermont were unavailable for 2014–15.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted August 1, 2016, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source).

During the 2014–15 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).[75] About 78 percent of discipline incidents were violent incidents with or without physical injury (figure 19.2). Fifteen percent of 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 2014–15 school year, there were 2,583 reported discipline incidents per 100,000 students in the United States.

The total number of discipline incidents varies widely across jurisdictions, due in large part to their differing populations. Therefore, the ratio of discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across jurisdictions. The majority of jurisdictions had ratios between 500 and 5,000 discipline incidents per 100,000 students during the 2014–15 school year. Texas, Idaho, and Delaware had ratios of discipline incidents per 100,000 students that were below 500. Alabama, Louisiana, the District of Columbia, Colorado, Kentucky, and Rhode Island had ratios of discipline incidents per 100,000 students that were above 5,000.

[75] The United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for the 2014–15 school year.

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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.

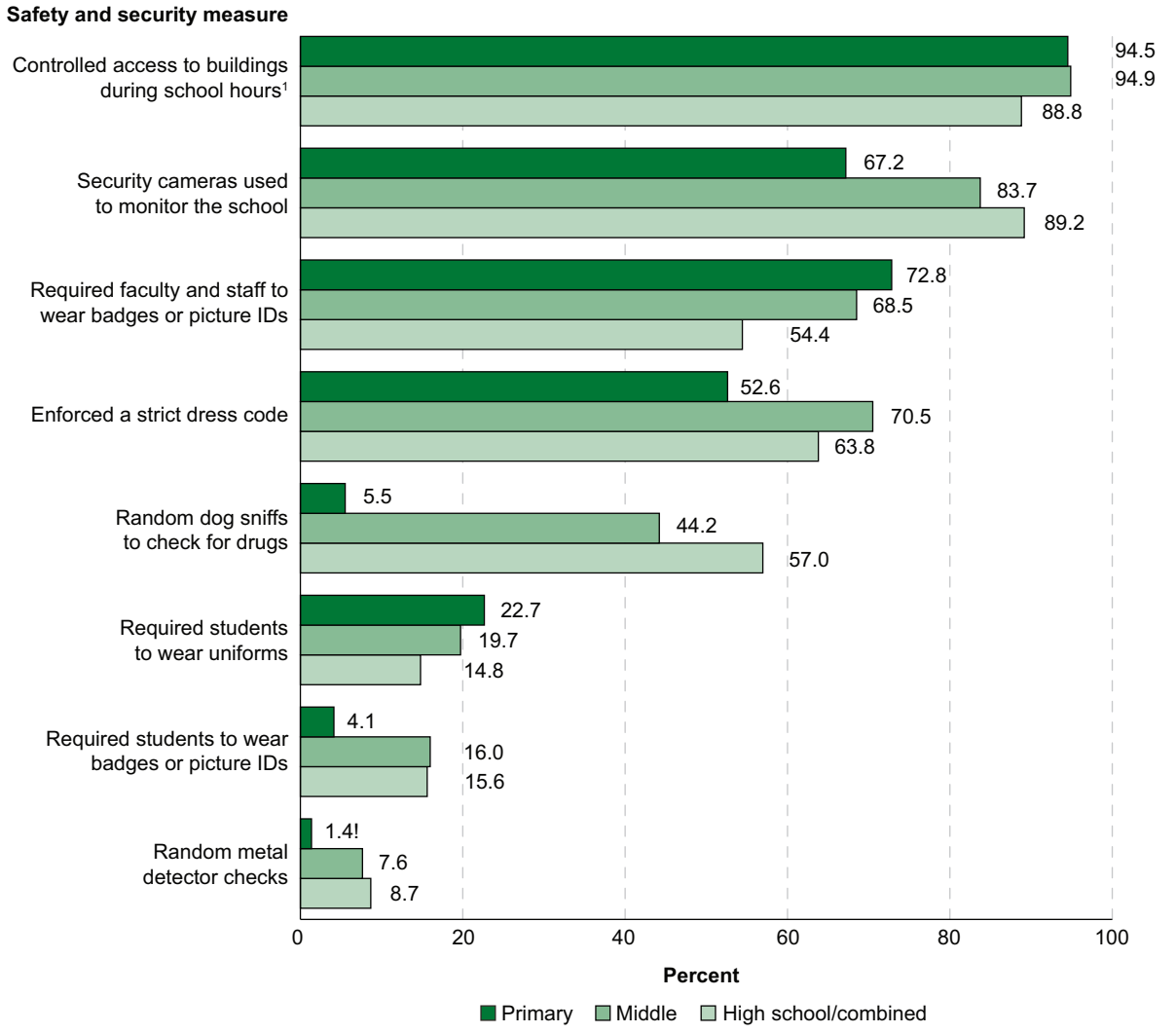
Schools use a variety of practices and procedures to promote the safety of students, faculty, and staff. Certain practices, such as locking or monitoring doors and gates, are intended to limit or control access to school campuses, while others, such as the use of metal detectors and security cameras, 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.

This indicator repeats information from the *Indicators of School Crime and Safety: 2015* report. 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.

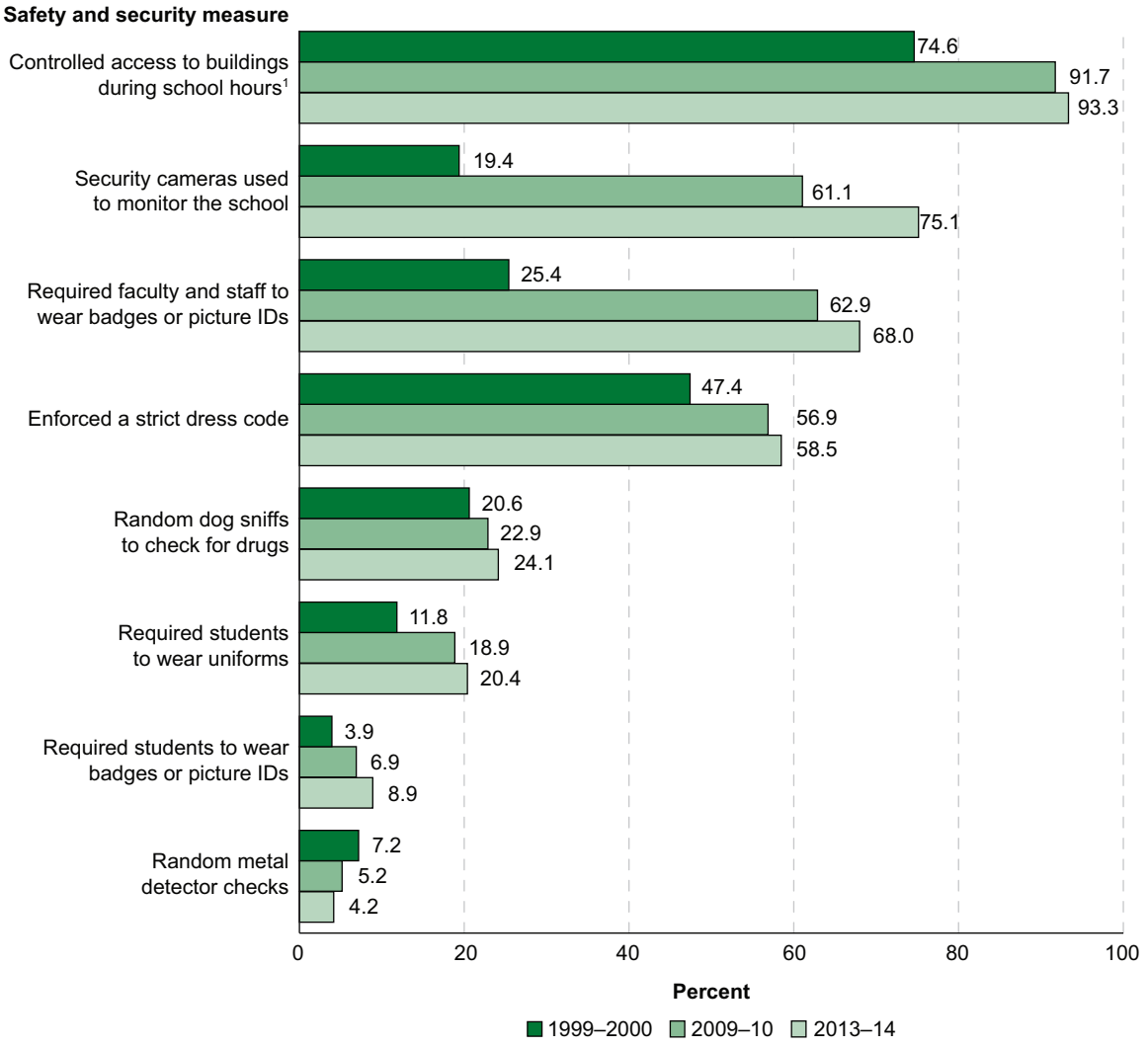
In 2013–14, use of various safety and security procedures also differed by school size. A higher percentage of public schools with 1,000 or more students enrolled than those with fewer students enrolled reported the use of security cameras, a requirement that students wear badges or picture IDs, use 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.

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).[76] 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).

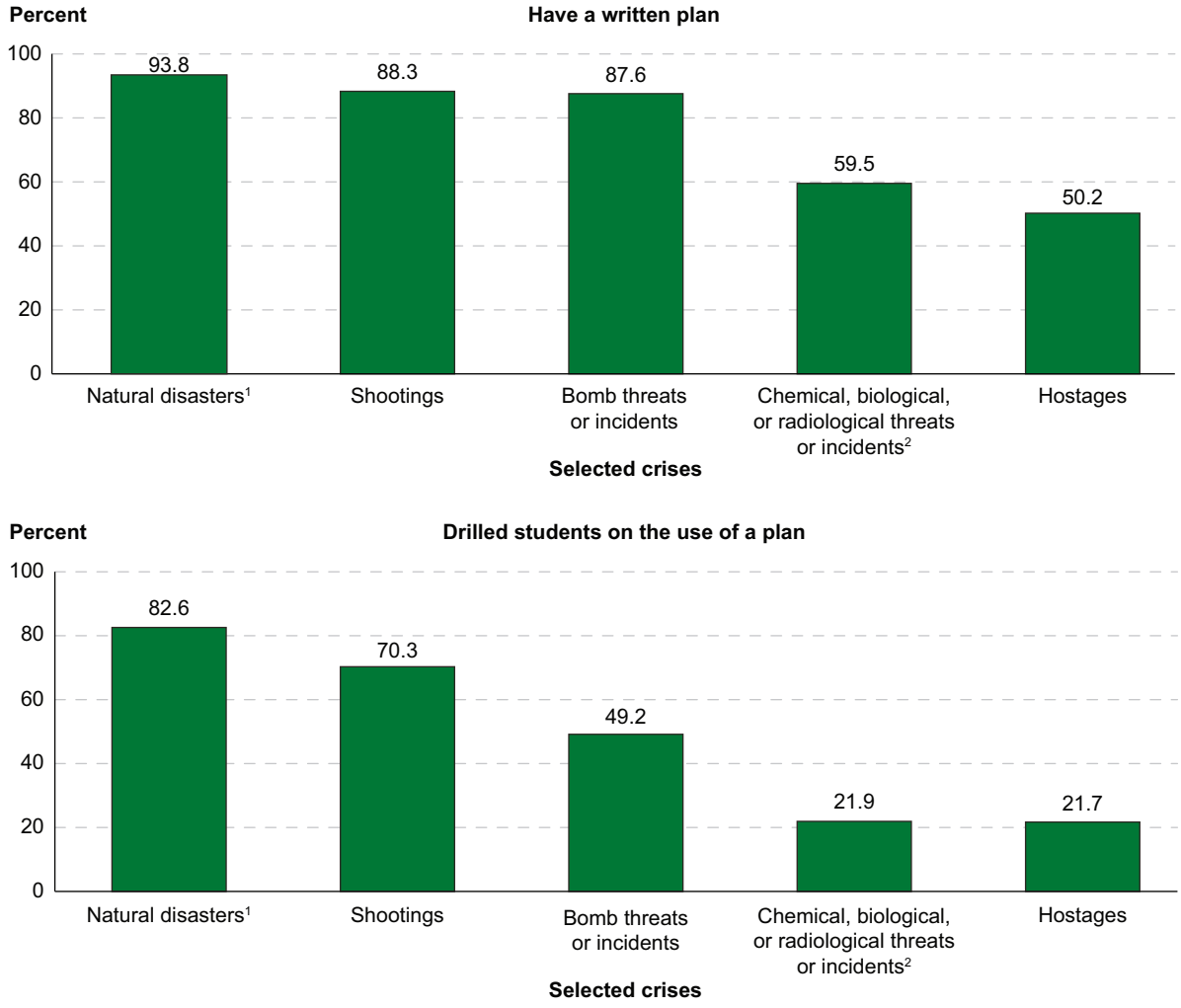
Another aspect of school safety and security is ensuring plans are in place to be enacted in the event of a crisis situation. In 2013–14, about 94 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster (figure 20.3 and table 20.4).[77] 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[78] (60 percent); and hostages (50 percent).

[76] 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.

[77] For example, earthquakes or tornadoes.

[78] 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 2015, about 83 percent of students ages 12–18 reported observing one or more security cameras to monitor the school, and 78 percent of students reported observing locked entrance or exit doors during the day at their schools.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain safety and security measures.[79] Students were asked about the presence of metal detectors, locker checks, security cameras, security guards or assigned police officers, other 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 2015, nearly all students ages 12–18 (rounds to 100 percent) reported that they observed the use of at least one of the selected safety and security measures at their schools (figure 21.1 and table 21.1).

In 2015, about 96 percent of students ages 12–18 reported that their schools had a written code of student conduct, higher than the percentages for all other safety and security measures examined. Most students also reported a requirement that visitors sign in and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (90 percent each). About 83 percent of students reported the use of one or more security cameras to monitor the school, 78 percent reported locked entrance or exit doors during the day, 70 percent reported the presence of security guards or assigned police officers, 53 percent reported locker checks, and 24 percent reported that students were required to wear badges or picture identification at their schools. Approximately 12 percent of students reported the use of metal detectors at their schools, representing the least observed of all selected safety and security measures in 2015.

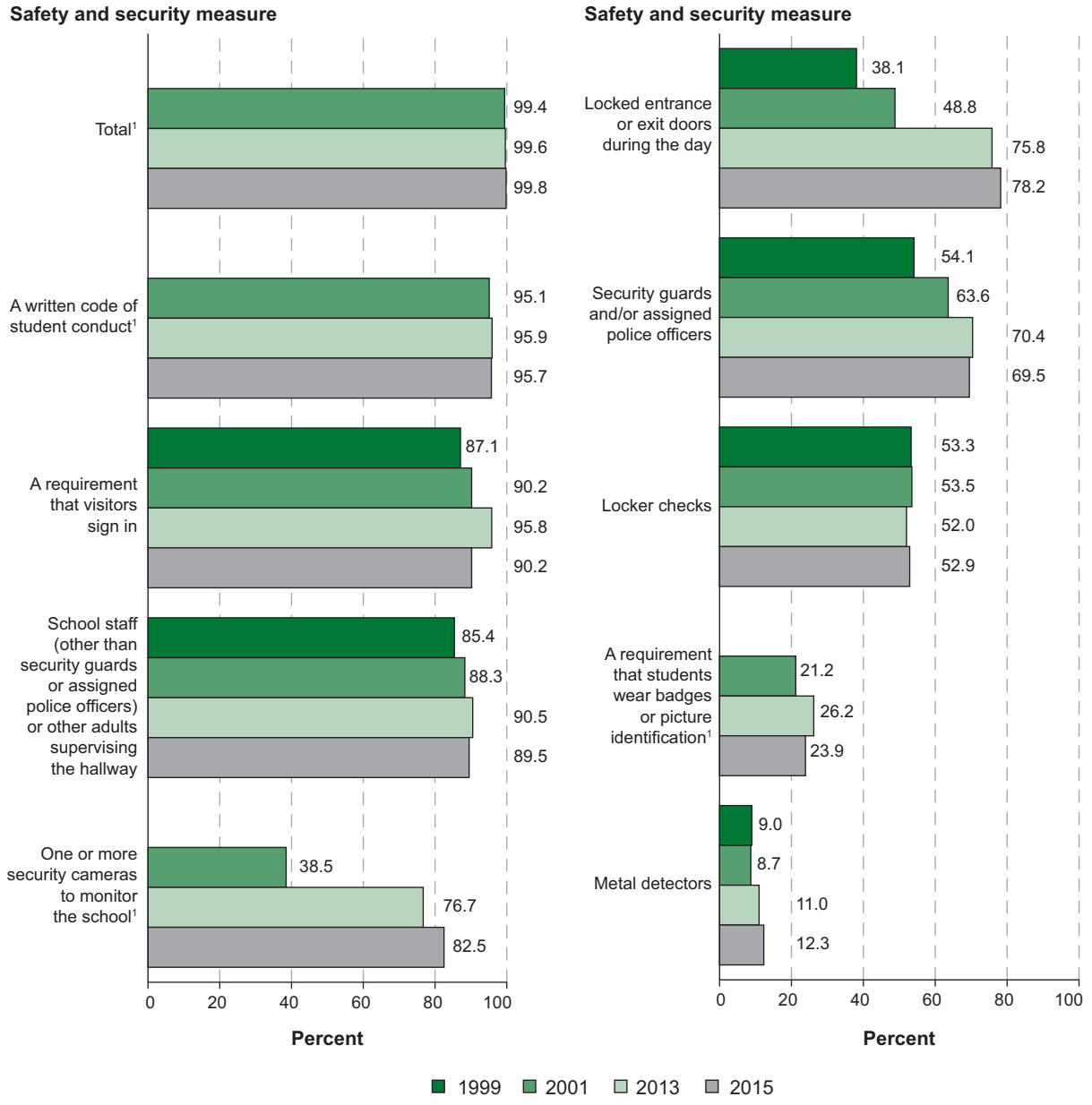
The percentage of students who reported locked entrance or exit doors during the day increased between 1999 and 2015 (from 38 to 78 percent), as did the percentages of students who reported the presence of metal detectors (from 9 to 12 percent) and the presence of security guards or assigned police officers (from 54 to 70 percent). However, no measurable differences were found between the two most recent survey years (2013 and 2015) in the percentages of students reporting these three safety and security measures. The percentage of students who reported observing school staff (other than security guards or assigned police officers) or other adults supervising the hallway was higher in 2015 (90 percent) than in 1999 (85 percent), but the percentage was not measurably different between 2013 and 2015. In 2015, the percentage of students who reported a requirement that visitors sign in (90 percent) was higher than in 1999 (87 percent) but lower than the percentage in 2013 (96 percent).

Beginning in 2001, students were asked whether they observed the use of one or more security cameras to monitor the school at their schools. From 2001 to 2015, the percentage of students who reported the use of security cameras at their schools increased from 39 to 83 percent. In addition, the percentage in 2015 was higher than in 2013 (77 percent).

[79] Readers should note that this indicator relies on student reports of safety and 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 safety and security measures as reported by schools.

This indicator has been updated to include 2015 data. For more information: Table 21.1, and https://nces.ed.gov/programs/crime/.

Figure 21.1. Percentage of students ages 12–18 who reported various safety and security measures at school: Selected years, 1999 through 2015



[1] Data for 1999 are not available.
NOTE: "At school" includes in 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, 2001, 2013, and 2015.

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Postsecondary Campus Safety and Security

Indicator 22

Criminal Incidents at Postsecondary Institutions

In 2014, about 27,000 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent decrease from 2013, when 27,400 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also decreased, from 18.4 in 2013 to 17.9 in 2014.

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 distribute timely warnings about crime occurrences 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, sponsored by the Office of Postsecondary Education of the U.S. Department of Education. 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 2014, there were 27,000 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 a 2 percent decrease from 2013, when 27,400 criminal incidents were reported (table 22.1).[80] The number of on-campus crimes per 10,000 full-time-equivalent (FTE) students[81] also decreased, from 18.4 in 2013 to 17.9 in 2014 (table 22.2).

Among the various types of on-campus crimes reported in 2014, there were 13,500 burglaries,[82] constituting 50 percent of all criminal incidents (table 22.1). Other commonly reported crimes included forcible sex offenses (6,700 incidents, or 25 percent of crimes) and motor vehicle theft (2,900 incidents, or 11 percent of crimes). In addition, 2,100 aggravated assaults and 1,100 robberies[83] were reported. These estimates translate to 9.0 burglaries, 4.5 forcible sex offenses, 1.9 motor vehicle thefts, 1.4 aggravated assaults, and 0.7 robberies per 10,000 FTE students (table 22.2).

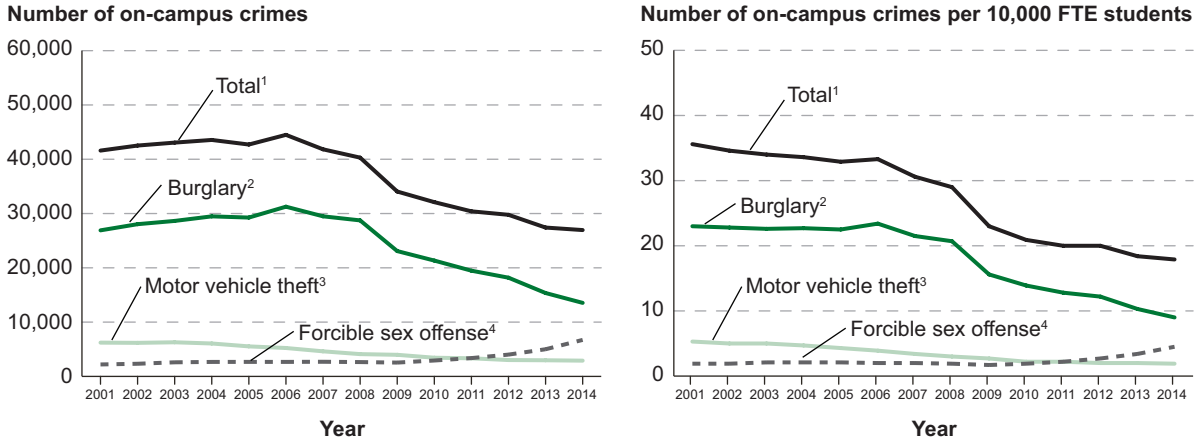
On-campus crime patterns can also be examined over time: Between 2001 and 2014, the overall number of reported crimes decreased by 35 percent (figure 22.1 and table 22.1). Although the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), it decreased by 39 percent between 2006 and 2014 (from 44,500 to 27,000). The number of on-campus crimes reported in 2014 was lower than the number reported in 2001 for every category except forcible sex offenses.[84] The number of reported forcible sex crimes on campus increased from 2,200 in 2001 to 6,700 in 2014 (a 205 percent increase).

Focusing on more recent data years, the number of reported forcible sex crimes increased by 34 percent between 2013 and 2014 (from 5,000 to 6,700). It should be noted that data on reported forcible sex offenses were collected differently in 2014 than in prior years. In 2014, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools only reported a total number of reported forcible sex offenses, with no breakouts for specific types of offenses. About 4,400 rapes and 2,300 fondling incidents were reported in 2014.

[80] Some data have been revised from previously published figures.
[81] 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.
[82] Unlawful entry of a structure to commit a felony or theft.
[83] Taking or attempting to take anything of value using actual or threatened force or violence.
[84] The number of negligent manslaughter offenses was the same in 2001 and 2014 (2 incidents).

This indicator has been updated to include 2014 data. For more information: 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 2014

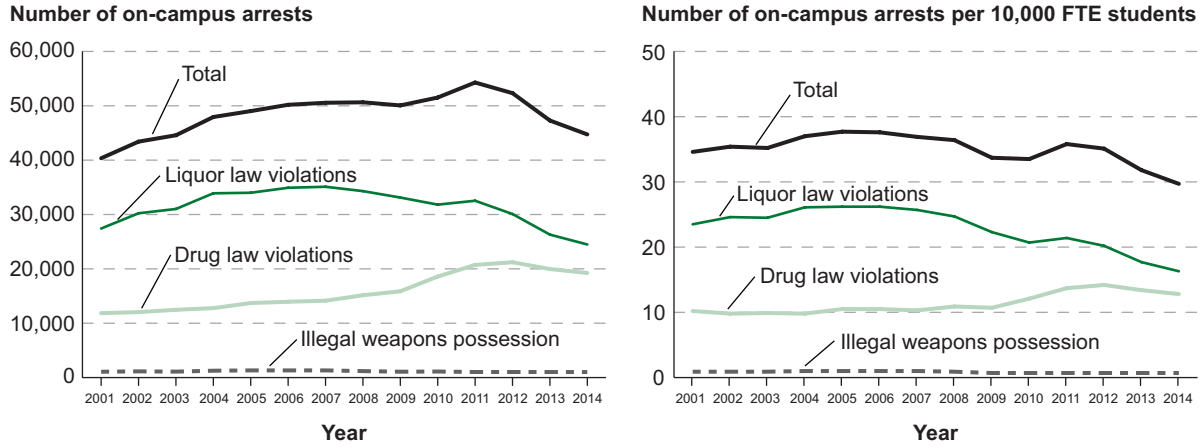


[1] Includes other reported crimes not separately shown.
[2] Unlawful entry of a structure to commit a felony or theft.
[3] Theft or attempted theft of a motor vehicle.
[4] Any sexual act directed against another person forcibly and/or against that person's will.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act 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 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2015, Fall Enrollment component.

Increases in FTE college enrollment between 2001 and 2014 as well as changes in the number of on-campus crimes affected the number of on-campus crimes per 10,000 FTE students (see *Digest of Education Statistics 2015* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 17.9 in 2014 (figure 22.1 and table 22.2). Between 2001 and 2006, both postsecondary enrollment and the number of on-campus crimes increased. However, because enrollment increased at a faster rate than 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 2014, 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 17.9. The rates per 10,000 students for all types of reported on-campus crimes except forcible sex offenses were lower in 2014 than in 2001. In the case of forcible sex offenses, the rate increased from 1.9 per 10,000 students in 2001 to 4.5 per 10,000 students in 2014.

In 2014, the number of crimes committed on college campuses differed by type of institution, although 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 2014, more on-campus crimes overall were reported at institutions with residence halls than at institutions without residence halls (23.8 vs. 5.4 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 (12.2 vs. 2.3 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (6.3 vs. 0.6 per 10,000 students).

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 2014



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 Act 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 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2015, Fall Enrollment component.

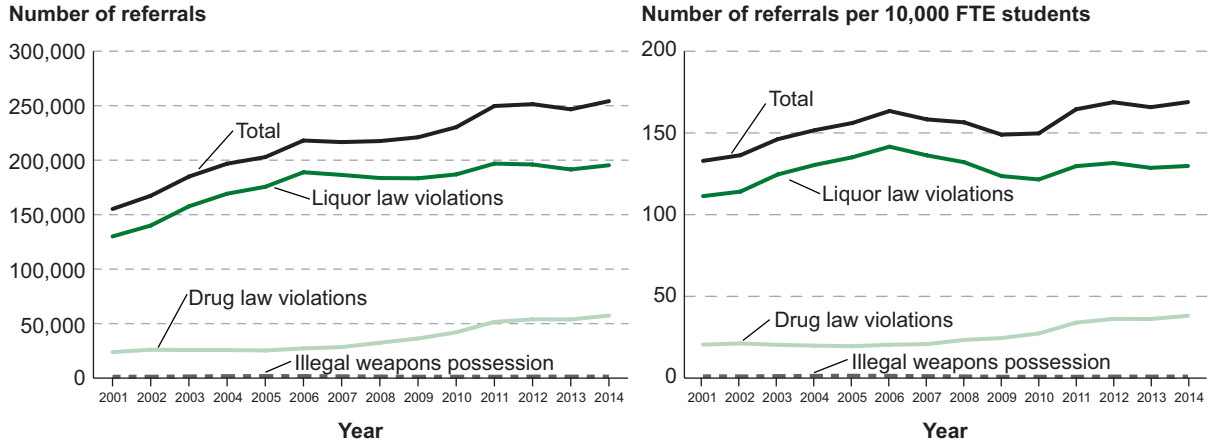
Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the numbers of on-campus crimes at all institution types between 2006 and 2014. The number of on-campus crimes decreased over the period from 20,600 to 13,300 for public 4-year institutions, from 16,900 to 10,100 for nonprofit 4-year institutions, and from 5,700 to 2,900 for public 2-year institutions. The decreases in the number of on-campus crimes per 10,000 students over the period were from 35.5 to 19.5 (public 4-year institutions), from 57.7 to 30.1 (nonprofit 4-year institutions), and from 15.4 to 7.7 (public 2-year institutions; tables 22.1 and 22.2).

As part of the *Clery Act*, postsecondary 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 the number of on-campus crimes reported between 2001 and 2011, the number of on-campus arrests reported over that period increased (from 40,300 to 54,300; figure 22.2 and table 22.1).

Since 2011, the number of on-campus arrests has decreased, although the number of on-campus arrests in 2014 (44,700) was higher than the number in 2001. The number of arrests for drug law violations increased from 11,900 to 19,200 between 2001 and 2014. There was also an increase in the number of arrests for liquor law violations between 2001 and 2007 (from 27,400 to 35,100); however, the number decreased between 2007 and 2014, and the 2014 figure (24,500) was lower than in any year between 2001 and 2013. There was no clear pattern of change in the number of arrests for weapons possession between 2001 and 2014; the number of arrests ranged from 1,000 to 1,300 each year during this time span.

The number of arrests per 10,000 FTE students for weapons possession decreased from 0.9 in 2001 to 0.7 in 2014. In contrast, the number of arrests per 10,000 students for drug law violations increased from 10.2 to 12.8 during this period (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 2014 (from 26.2 to 16.3).

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 2014



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 Act 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 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2015, Fall Enrollment component.

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 2014, there were 254,200 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 (195,300) involved liquor law violations.

Similar to the number of on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2014 (from 23,900 to 57,400, for a 140 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 195,300 in 2014 (a 50 percent increase). The number of referrals for illegal weapons possession varied somewhat from year to year with no clear pattern of change, but the number of such referrals in 2014 (1,400) was slightly higher than the number in 2001 (1,300).

Part of the increase in the number of disciplinary referrals over time may be associated with increases in the number of students on college campuses over time. In terms of referrals per 10,000 students, however, the number of such referrals per 10,000 students for illegal weapons possession increased from 1.1 to 1.4 between 2001 and 2006, but decreased from 1.4 to 1.0 between 2006 and 2014 (figure 22.3 and table 22.2). The number of referrals per 10,000 students for drug law violations increased between 2001 and 2014 (from 20.5 to 38.1). And 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 per 10,000 students was lower in 2014 than in 2006 (129.8 vs. 141.6).

Indicator 23

Hate Crime Incidents at Postsecondary Institutions

Out of the 804 total hate crimes reported on college campuses in 2014, the most common type of hate crime was intimidation (343 incidents), followed by destruction, damage, and vandalism (327 incidents), and simple assault (61 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 postsecondary institutions 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, gender identity, or disability. 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* requires campuses to report hate-related incidents on four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

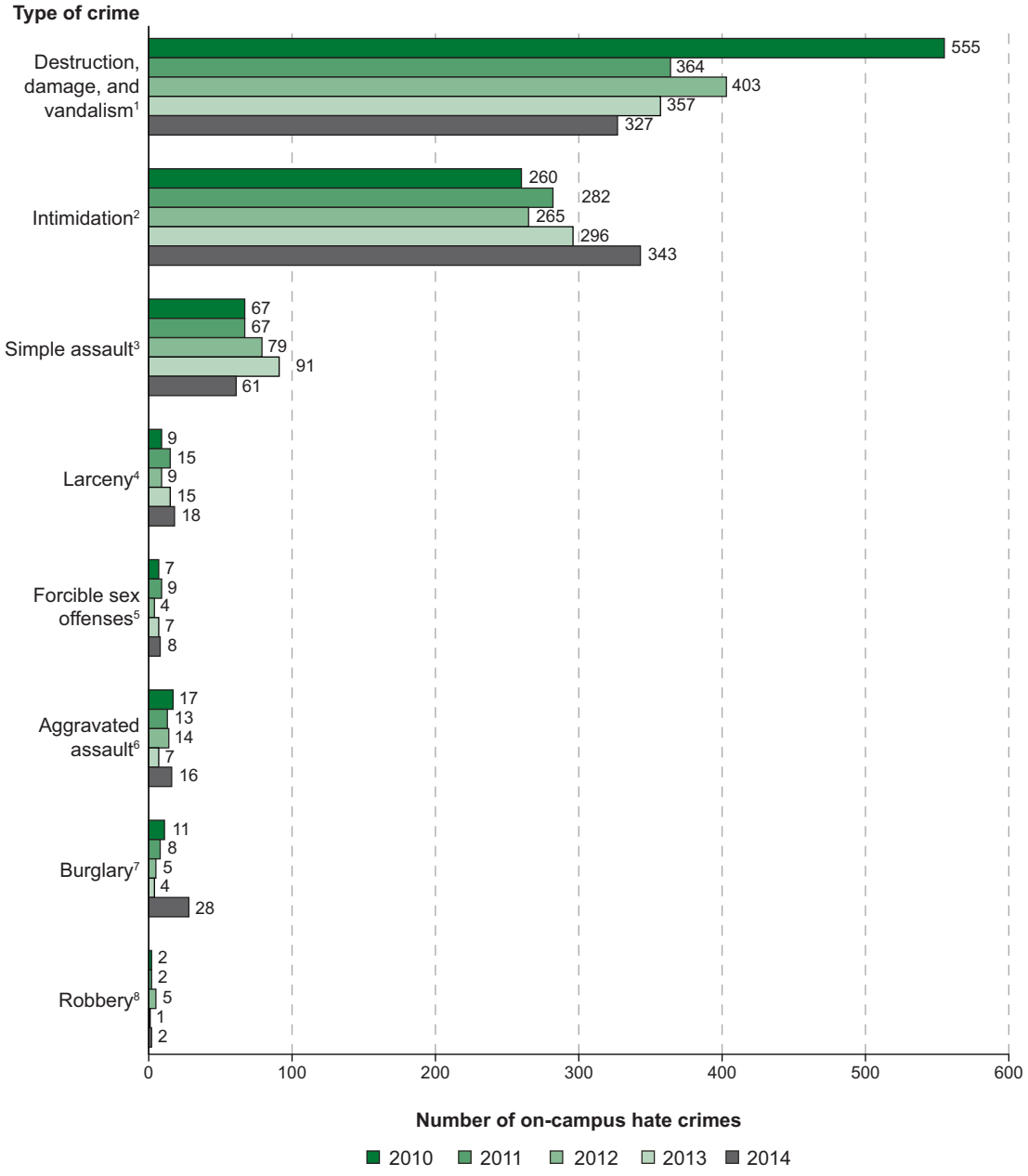
In 2014, there were 804 criminal incidents classified as hate crimes that occurred on the campuses of public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies (table 23.1). The most common type of hate crime reported by institutions was intimidation (343 incidents), followed by destruction, damage, and vandalism (327 incidents; hereafter referred to as "vandalism" in this indicator), simple assault (61 incidents), burglary (28 incidents), larceny (18 incidents), aggravated assault (16 incidents), forcible sex offenses (8 incidents), robbery (2 incidents), and arson (1 incident; table 23.1 and figure 23.1). For several other types of on-campus crimes—murder, nonforcible sex offenses, and motor vehicle theft—there were no incidents classified as hate crimes in 2014.

The distribution of reported on-campus hate crimes in 2014 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 2010 to 2014. For example, of the 778 hate crimes in 2013, there were 357 vandalisms, 296 intimidations, and 91 simple assaults. Also similar to 2014, there were no reported incidents of murder, nonforcible sex offenses, or motor vehicle theft classified as hate crimes in any year from 2010 to 2013.

Three out of five of the total reported on-campus hate crimes in 2014 were motivated by either race or sexual orientation. Race was the reported motivating bias in 35 percent of hate crimes (280 incidents), while sexual orientation was the reported motivating bias in 25 percent of hate crimes (200 incidents). The other two out of five hate crimes were motivated by religion (112 incidents), gender (102 incidents), ethnicity (76 incidents), gender identity (24 incidents), and disability (10 incidents).

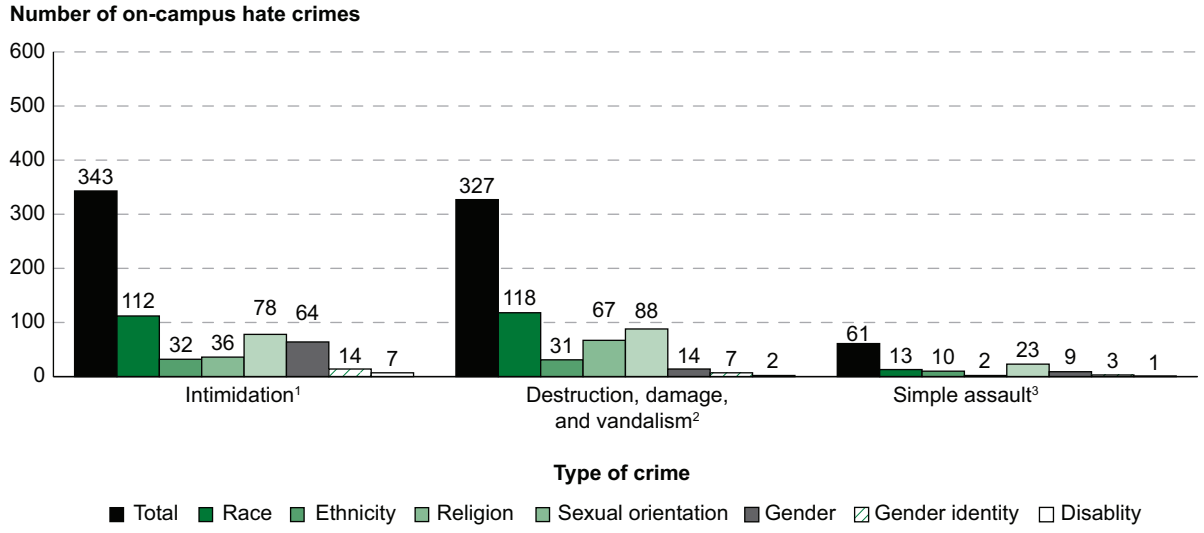
This indicator has been updated to include 2014 data. For more information: Table 23.1, and http://ope.ed.gov/security/.

Figure 23.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2010 through 2014



[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 Act 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, gender identity, 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. Arson is not shown in the figure; there was 1 hate-related arson incident reported in 2011 and 1 reported in 2014.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010 through 2014.

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: 2014



[1] 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.
[2] 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.
[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 Act 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, gender identity, 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, 2014.

Similar to the overall pattern, the most frequent categories of motivating bias associated with the three most common types of hate crimes reported in 2014—intimidation, vandalism, and simple assault—were race and sexual orientation. Race-related hate crimes were the most frequent categories of motivating bias associated with intimidation and vandalism, accounting for 33 percent of reported intimidations classified as hate crimes (112 incidents), and 36 percent of reported vandalisms (118 incidents; figure 23.2 and table 23.1). The most frequent category of bias associated with simple assault was sexual orientation, which was reported as the motivating bias for 38 percent of these crimes (23 incidents). Sexual orientation was the second most frequent motivating bias reported for intimidations (23 percent; 78 incidents) and vandalism (27 percent; 88 incidents).

While the number of hate crimes reported in 2014 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (307 and 300 total incidents, respectively), these institutions also enroll the largest numbers of students and had the largest number of students living on campus. Public 2-year institutions, which also enroll a large number of students, had the third highest number of reported hate crimes (164 incidents). The frequency of crimes and the most commonly reported categories of bias were similar across these types of postsecondary institutions.

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Supplemental Tables

Table S1.1. Percentage distribution of fourth- and eighth-graders, by frequency with which they reported being bullied during the school year and country or other education system: 2015

[Standard errors appear in parentheses]

Country or other education system[1]	Never or almost never				A few times a year				At least monthly			
	Fourth grade		Eighth grade		Fourth grade		Eighth grade		Fourth grade		Eighth grade	
1	2		3		4		5		6		7	
International average[2]	**56**	**(0.2)**	**63**	**(0.2)**	**29**	**(0.1)**	**29**	**(0.1)**	**16**	**(0.1)**	**8**	**(0.1)**
Australia	45	(1.3)	57	(1.0)	36	(1.1)	34	(0.8)	20	(1.1)	9	(0.4)
Bahrain	34 [3]	(0.7)	49	(0.8)	33 [3]	(0.6)	36	(0.7)	33 [3]	(0.7)	15	(0.6)
Belgium (Flemish)	47 [4]	(1.3)	—	(†)	36 [4]	(0.9)	—	(†)	17 [4]	(0.8)	—	(†)
Bulgaria	54	(1.9)	—	(†)	30	(1.1)	—	(†)	16	(1.1)	—	(†)
Canada[4,5,6]	53 [3]	(0.9)	65	(0.8)	30 [3]	(0.6)	30	(0.7)	17 [3]	(0.8)	5	(0.3)
Chile	60	(1.3)	78	(0.8)	24	(0.9)	18	(0.7)	16	(0.8)	3	(0.4)
Chinese Taipei	58	(1.1)	86	(0.7)	29	(1.0)	13	(0.6)	13	(0.7)	1	(0.2)
Croatia	73	(1.2)	—	(†)	19	(0.9)	—	(†)	8	(0.6)	—	(†)
Cyprus	55	(1.2)	—	(†)	29	(1.0)	—	(†)	16	(0.8)	—	(†)
Czech Republic	60	(1.1)	—	(†)	28	(0.9)	—	(†)	12	(0.7)	—	(†)
Denmark	58 [3,4]	(1.2)	—	(†)	32 [3,4]	(0.9)	—	(†)	10 [3,4]	(0.7)	—	(†)
Egypt	—	(†)	55	(1.5)	—	(†)	29	(1.0)	—	(†)	16	(1.0)
England (United Kingdom)	54	(1.3)	62	(1.2)	31	(1.1)	32	(1.0)	15	(0.8)	6	(0.5)
Finland	71	(1.2)	—	(†)	22	(0.9)	—	(†)	7	(0.5)	—	(†)
France	65	(1.2)	—	(†)	26	(1.0)	—	(†)	8	(0.6)	—	(†)
Georgia[6]	73	(1.1)	82 [3]	(1.0)	18	(0.7)	16 [3]	(0.9)	9	(0.7)	2 [3]	(0.3)
Germany[7]	57	(1.3)	—	(†)	30	(0.9)	—	(†)	13	(0.7)	—	(†)
Hong Kong (China)	54 [4]	(1.4)	56	(1.1)	32 [4]	(1.1)	37	(1.0)	14 [4]	(0.9)	7	(0.6)
Hungary	58	(1.3)	73	(1.0)	31	(1.1)	25	(0.9)	11	(0.7)	2	(0.3)
Indonesia	44	(1.4)	—	(†)	31	(1.0)	—	(†)	25	(1.0)	—	(†)
Iran, Islamic Republic of	50	(1.6)	60	(0.8)	32	(0.9)	32	(0.8)	18	(1.1)	8	(0.5)
Ireland	73	(1.2)	75	(0.9)	20	(1.0)	22	(0.9)	6	(0.4)	4	(0.3)
Israel	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Italy[3]	50	(1.0)	73	(0.9)	35	(0.9)	25	(0.8)	15	(0.7)	2	(0.3)
Japan	68	(1.3)	80	(0.8)	23	(1.0)	18	(0.7)	8	(0.6)	2	(0.2)
Jordan	52	(1.8)	64	(1.1)	26	(1.1)	26	(0.9)	21	(1.4)	11	(0.5)
Kazakhstan	75	(1.1)	86	(0.8)	18	(0.8)	13	(0.7)	7	(0.6)	2	(0.2)
Korea, Republic of	76	(1.0)	84	(0.6)	20	(0.8)	15	(0.6)	4	(0.4)	1	(0.2)
Kuwait	48	(1.2)	60	(1.1)	31	(0.8)	32	(1.0)	21	(0.9)	8	(0.6)
Lebanon	—	(†)	52	(2.0)	—	(†)	28	(1.3)	—	(†)	19	(1.8)
Lithuania[3]	56	(1.3)	72	(1.3)	31	(1.0)	24	(1.1)	13	(0.7)	4	(0.4)
Malaysia	—	(†)	48	(1.1)	—	(†)	42	(0.7)	—	(†)	11	(0.8)
Malta	—	(†)	64	(0.9)	—	(†)	29	(0.8)	—	(†)	7	(0.5)
Morocco	44	(1.5)	51	(0.8)	35	(1.1)	38	(0.7)	21	(1.0)	11	(0.5)
Netherlands	59 [4]	(1.4)	—	(†)	31 [4]	(0.9)	—	(†)	10 [4]	(0.9)	—	(†)
New Zealand	40	(1.0)	55 [4]	(1.0)	36	(0.7)	35 [4]	(0.8)	24	(0.7)	10 [4]	(0.5)
Northern Ireland (United Kingdom)	64 [8]	(1.5)	—	(†)	27 [8]	(1.1)	—	(†)	10 [8]	(0.7)	—	(†)
Norway[9]	70	(1.3)	75	(0.9)	23	(1.0)	22	(0.8)	7	(0.6)	3	(0.3)
Oman	42	(1.6)	44	(0.9)	33	(1.0)	41	(0.8)	25	(1.0)	14	(0.7)
Poland	73	(1.0)	—	(†)	19	(0.8)	—	(†)	8	(0.5)	—	(†)
Portugal	57 [3]	(1.0)	—	(†)	29 [3]	(0.9)	—	(†)	15 [3]	(0.9)	—	(†)
Qatar	43	(1.2)	61	(1.0)	28	(0.8)	27	(0.7)	28	(1.0)	12	(0.8)
Russian Federation	51	(1.3)	66	(1.0)	33	(0.9)	30	(0.9)	16	(0.6)	4	(0.3)
Saudi Arabia	47	(1.7)	64	(1.2)	27	(1.1)	27	(1.0)	26	(1.3)	9	(0.6)
Serbia	73 [10]	(1.0)	—	(†)	19 [10]	(0.9)	—	(†)	8 [10]	(0.5)	—	(†)
Singapore[3]	47	(0.9)	58	(0.8)	34	(0.6)	36	(0.7)	19	(0.7)	6	(0.4)
Slovak Republic	57	(1.1)	—	(†)	30	(0.8)	—	(†)	13	(0.7)	—	(†)
Slovenia	58	(1.0)	72	(1.1)	29	(0.9)	24	(1.0)	14	(0.8)	4	(0.3)
Spain	48 [3]	(1.0)	—	(†)	33 [3]	(0.6)	—	(†)	19 [3]	(0.8)	—	(†)
Sweden	65 [3]	(1.3)	74	(0.9)	28 [3]	(1.1)	23	(0.8)	7 [3]	(0.5)	3	(0.3)
Thailand	—	(†)	33	(1.1)	—	(†)	50	(0.9)	—	(†)	17	(0.8)
Turkey	57	(1.1)	69	(1.1)	28	(0.8)	26	(0.9)	14	(0.7)	6	(0.3)
United Arab Emirates	43	(1.0)	58	(0.8)	31	(0.5)	32	(0.6)	26	(0.8)	10	(0.5)
United States[4]	56 [3]	(0.8)	64	(0.6)	29 [3]	(0.5)	29	(0.5)	15 [3]	(0.5)	7	(0.4)
Benchmarking education systems												
Abu Dhabi (United Arab Emirates)	39 [3]	(2.0)	56	(1.5)	31 [3]	(1.0)	31	(1.0)	30 [3]	(1.6)	13	(1.0)
Buenos Aires (Argentina)	50	(1.2)	75 [4]	(1.2)	29	(0.8)	22 [4]	(1.1)	21	(0.7)	3 [4]	(0.4)
Dubai (United Arab Emirates)	46	(1.3)	62	(1.1)	32	(0.9)	30	(0.9)	22	(1.0)	8	(0.7)
Florida[11] (United States)	56	(1.6)	68 [6]	(1.2)	28	(1.1)	26 [6]	(1.0)	16	(1.0)	6 [6]	(0.6)
Ontario (Canada)	52	(1.3)	61	(1.0)	31	(0.8)	32	(0.9)	17	(1.2)	7	(0.4)
Quebec[12] (Canada)	54	(1.6)	74	(0.9)	31	(1.1)	24	(0.9)	14	(1.2)	3	(0.3)

—Not available.
†Not applicable
[1]Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
[2]The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
[3]National Defined Population covers 90 to 95 percent of the National Target Population.
[4]Met guidelines for sample participation rates only after replacement schools were included.
[5]Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
[6]National Target Population does not include all of the International Target Population.
[7]Data are available for at least 70 percent but less than 85 percent of the students.
[8]Nearly satisfied guidelines for sample participation rates after replacement schools were included.
[9]Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
[10]National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
[11]U.S. state-level data are based on public school students only.
[12]Did not satisfy guidelines for sample participation rates.
NOTE: Students responded to a series of questions about different types of bullying, and their responses were collapsed into the single bullying frequency scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016).

Table S1.2. Percentage distribution of fourth- and eighth-graders, by extent to which their teachers rated the school as safe and orderly and country or other education system: 2015

[Standard errors appear in parentheses]

Country or other education system[1]	Very safe and orderly				Safe and orderly				Less than safe and orderly			
	Fourth grade		Eighth grade		Fourth grade		Eighth grade		Fourth grade		Eighth grade	
1	2		3		4		5		6		7	
International average[2]	**56**	**(0.5)**	**46**	**(0.5)**	**40**	**(0.5)**	**46**	**(0.6)**	**4**	**(0.2)**	**8**	**(0.3)**
Australia	75	(2.8)	60	(3.0)	23	(2.9)	33	(2.7)	2 !	(0.8)	7	(1.6)
Bahrain	56 [3]	(2.5)	50	(2.9)	37 [3]	(2.5)	44	(2.9)	8 [3]	(0.9)	6	(1.3)
Belgium (Flemish)	43 [4]	(3.5)	—	(†)	52 [4]	(3.6)	—	(†)	5 ! [4]	(1.6)	—	(†)
Bulgaria	69	(3.5)	—	(†)	29	(3.7)	—	(†)	2	(1.8)	—	(†)
Canada[4,5,6]	55 [3]	(2.2)	50	(3.2)	42 [3]	(2.3)	45	(3.1)	3 [3]	(0.8)	4	(1.0)
Chile	47	(4.2)	38	(3.8)	41	(4.4)	49	(4.2)	12	(2.6)	14	(2.5)
Chinese Taipei	35	(3.6)	38	(3.4)	61	(3.9)	57	(3.7)	4 !	(1.5)	5 !	(1.7)
Croatia	48	(3.5)	—	(†)	50	(3.5)	—	(†)	2 !	(1.0)	—	(†)
Cyprus	60	(3.8)	—	(†)	36	(3.7)	—	(†)	4 !	(1.3)	—	(†)
Czech Republic	54	(3.6)	—	(†)	45	(3.5)	—	(†)	2 !	(0.8)	—	(†)
Denmark	41 [3,4]	(3.6)	—	(†)	53 [3,4]	(3.8)	—	(†)	6 ! [3,4]	(1.8)	—	(†)
Egypt	—	(†)	49	(4.2)	—	(†)	45	(4.2)	—	(†)	6 !	(1.8)
England (United Kingdom)	76	(3.7)	50	(3.9)	24	(3.7)	44	(3.8)	#	(†)	6 !	(2.0)
Finland	37	(3.1)	—	(†)	60	(3.1)	—	(†)	3 !	(1.0)	—	(†)
France	40	(3.6)	—	(†)	54	(3.8)	—	(†)	6	(1.6)	—	(†)
Georgia[6]	62	(3.8)	45 [3]	(4.3)	37	(3.9)	53 [3]	(4.1)	‡	(†)	‡	(†)
Germany	46	(3.2)	—	(†)	50	(3.1)	—	(†)	5 !	(1.5)	—	(†)
Hong Kong (China)	64 [4]	(4.5)	56	(4.9)	34 [4]	(4.5)	43	(4.9)	‡	(†)	1	(0.2)
Hungary	46	(3.9)	41	(3.8)	48	(3.9)	52	(3.7)	6 !	(2.2)	7	(1.7)
Indonesia	89	(2.1)	—	(†)	11	(2.1)	—	(†)	#	(†)	—	(†)
Iran, Islamic Republic of	70	(2.5)	54	(3.3)	27	(2.5)	40	(3.4)	3 !	(1.1)	6	(1.5)
Ireland	83	(2.7)	70	(2.7)	14	(2.7)	26	(2.4)	‡	(†)	4 !	(1.3)
Israel	—	(†)	60 [7]	(2.9)	—	(†)	35 [7]	(2.9)	—	(†)	5 [7]	(0.9)
Italy[3]	53	(3.3)	17	(3.0)	44	(3.3)	75	(3.1)	3 !	(1.5)	8	(1.7)
Japan	7	(1.8)	14	(2.5)	83	(2.5)	73	(3.4)	9	(2.2)	14	(2.6)
Jordan	52	(3.9)	41	(4.0)	39	(3.9)	48	(4.0)	9	(2.1)	11	(3.0)
Kazakhstan	75	(3.7)	61	(4.0)	25	(3.7)	38	(4.0)	#	(†)	#	(†)
Korea, Republic of	44	(3.7)	27	(2.8)	54	(3.6)	64	(3.1)	‡	(†)	8	(2.2)
Kuwait	55	(3.5)	55	(4.1)	41	(3.4)	41	(4.1)	3 !	(1.0)	4 !	(1.4)
Lebanon	—	(†)	67	(4.4)	—	(†)	30	(4.3)	—	(†)	3 !	(1.5)
Lithuania[3]	57	(4.3)	49	(4.1)	42	(4.2)	46	(4.3)	‡	(†)	5 !	(1.9)
Malaysia	—	(†)	35	(3.6)	—	(†)	62	(3.5)	—	(†)	4 !	(1.9)
Malta	—	(†)	48	(0.1)	—	(†)	46	(0.1)	—	(†)	6	(0.1)
Morocco	43	(2.9)	26	(2.8)	47	(3.1)	52	(3.7)	11	(1.8)	23	(2.4)
Netherlands	60 [4,8]	(3.7)	—	(†)	39 [4,8]	(3.8)	—	(†)	1 [4,8]	(1.1)	—	(†)
New Zealand	71	(2.5)	50 [4]	(3.6)	26	(2.2)	42 [4]	(3.5)	3	(0.8)	8 [4]	(1.4)
Northern Ireland (United Kingdom)	85 [8,9]	(3.1)	—	(†)	15 [8,9]	(3.1)	—	(†)	# [8,9]	(†)	—	(†)
Norway[10]	72	(3.0)	72	(3.4)	24	(2.9)	28	(3.3)	4 !	(1.4)	#	(†)
Oman	64	(2.9)	52	(3.1)	33	(3.0)	46	(3.1)	3 !	(1.1)	2 !	(1.0)
Poland	50	(3.8)	—	(†)	48	(3.6)	—	(†)	2 !	(0.9)	—	(†)
Portugal	65 [3]	(3.4)	—	(†)	32 [3]	(3.5)	—	(†)	3 ! [3]	(1.1)	—	(†)
Qatar	77	(3.2)	75	(2.8)	21	(3.2)	23	(2.8)	‡	(†)	2 !	(0.9)
Russian Federation	55	(3.8)	57	(2.9)	43	(3.9)	42	(2.8)	2 !	(0.9)	2 !	(1.0)
Saudi Arabia	59	(3.0)	48	(4.6)	34	(3.2)	42	(4.4)	7 !	(2.0)	10	(2.5)
Serbia	52 [7]	(3.5)	—	(†)	41 [7]	(3.6)	—	(†)	7 [7]	(1.6)	—	(†)
Singapore[3]	63	(2.6)	59	(2.3)	35	(2.6)	38	(2.2)	2 !	(0.6)	3 !	(0.9)
Slovak Republic	53	(3.3)	—	(†)	44	(3.3)	—	(†)	3 !	(1.0)	—	(†)
Slovenia	29	(3.2)	19	(2.4)	64	(3.4)	71	(2.7)	7	(1.6)	10	(1.7)
Spain	76 [3]	(2.6)	—	(†)	21 [3]	(2.6)	—	(†)	3 ! [3]	(1.0)	—	(†)
Sweden	37 [3]	(4.3)	31	(3.8)	57 [3]	(4.4)	63	(4.0)	6 ! [3]	(1.9)	6 !	(1.9)
Thailand	—	(†)	44	(3.5)	—	(†)	51	(3.8)	—	(†)	6 !	(1.8)
Turkey	49	(3.3)	30	(3.6)	44	(3.3)	47	(3.9)	7	(1.6)	23	(2.9)
United Arab Emirates	62	(1.8)	67	(2.0)	35	(1.8)	32	(1.9)	3	(0.8)	2	(0.5)
United States[4]	55 [3]	(2.5)	46	(3.0)	38 [3]	(2.3)	41	(2.7)	7 [3]	(1.4)	13	(2.0)
Benchmarking education systems												
Abu Dhabi (United Arab Emirates)	51 [3]	(4.2)	56	(4.3)	44 [3]	(4.1)	43	(4.3)	5 ! [3]	(1.8)	1 !	(0.4)
Buenos Aires (Argentina)	—	(†)	— [4]	(†)	—	(†)	— [4]	(†)	—	(†)	— [4]	(†)
Dubai (United Arab Emirates)	69	(2.4)	80	(1.7)	31	(2.4)	19	(1.8)	1 !	(0.4)	2 !	(0.8)
Florida[8,11] (United States)	53	(4.8)	34 [6]	(7.5)	34	(5.3)	51 [6]	(6.8)	13	(3.1)	15 ! [6]	(4.5)
Ontario (Canada)	52	(3.2)	53	(3.9)	45	(3.2)	43	(3.9)	3 !	(0.9)	5	(1.3)
Quebec[12] (Canada)	48	(5.3)	41	(5.7)	49	(5.6)	55	(5.8)	‡	(†)	‡	(†)

—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. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
[2]The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
[3]National Defined Population covers 90 to 95 percent of the National Target Population.
[4]Met guidelines for sample participation rates only after replacement schools were included.
[5]Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
[6]National Target Population does not include all of the International Target Population.
[7]National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
[8]Data are available for at least 70 percent but less than 85 percent of the students.
[9]Nearly satisfied guidelines for sample participation rates after replacement schools were included.
[10]Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
[11]U.S. state-level data are based on public school students only.
[12]Did not satisfy guidelines for sample participation rates.
NOTE: Teachers responded to a series of questions about different aspects of their schools' safety and orderliness; their responses were collapsed into the single frequency scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016).

Table S1.3. Percentage distribution of fourth- and eighth-graders, by severity of school discipline problems reported by their principal and country or other education system: 2015

[Standard errors appear in parentheses]

Country or other education system[1]	Hardly any problems				Minor problems				Moderate to severe problems			
	Fourth grade		Eighth grade		Fourth grade		Eighth grade		Fourth grade		Eighth grade	
1	2		3		4		5		6		7	
International average[2]	**60**	**(0.5)**	**43**	**(0.6)**	**31**	**(0.5)**	**45**	**(0.6)**	**10**	**(0.3)**	**11**	**(0.4)**
Australia	64	(3.4)	48	(3.2)	30	(3.4)	51	(3.2)	‡	(†)	‡	(†)
Bahrain	59 [3]	(0.2)	51	(0.2)	26 [3]	(0.2)	36	(0.2)	14 [3]	(0.1)	13	(0.2)
Belgium (Flemish)	68 [4]	(3.6)	—	(†)	31 [4]	(3.8)	—	(†)	1 [4]	(1.1)	—	(†)
Bulgaria	72	(4.2)	—	(†)	20	(3.8)	—	(†)	8 !	(2.9)	—	(†)
Canada[4,5,6]	66 [3]	(3.1)	45	(4.1)	31 [3]	(2.9)	54	(4.1)	2 ! [3]	(1.0)	‡	(†)
Chile	46	(4.0)	29	(3.8)	47	(4.3)	58	(3.9)	6 !	(2.2)	13	(3.0)
Chinese Taipei	70	(4.1)	57	(3.8)	28	(3.8)	42	(3.7)	‡	(†)	‡	(†)
Croatia	76	(4.1)	—	(†)	24	(4.1)	—	(†)	#	(†)	—	(†)
Cyprus	50	(4.8)	—	(†)	42	(4.5)	—	(†)	8 !	(2.6)	—	(†)
Czech Republic	65	(3.6)	—	(†)	31	(3.5)	—	(†)	4 !	(1.8)	—	(†)
Denmark	53 [3,4,7]	(4.3)	—	(†)	45 [3,4,7]	(4.4)	—	(†)	1 [3,4,7]	(1.0)	—	(†)
Egypt	—	(†)	19	(3.4)	—	(†)	42	(3.6)	—	(†)	40	(3.6)
England (United Kingdom)	78	(3.7)	73 [7]	(4.5)	21	(3.6)	27 [7]	(4.5)	‡	(†)	# [7]	(†)
Finland	68	(3.8)	—	(†)	31	(3.7)	—	(†)	1	(1.0)	—	(†)
France	58	(4.6)	—	(†)	33	(4.3)	—	(†)	9 !	(2.7)	—	(†)
Georgia[6]	70	(3.9)	57 [3]	(3.8)	22	(3.5)	40 [3]	(3.8)	8 !	(2.6)	3 ! [3]	(1.0)
Germany	39	(3.8)	—	(†)	50	(3.7)	—	(†)	10	(2.4)	—	(†)
Hong Kong (China)	71 [4]	(4.6)	66	(4.5)	29 [4]	(4.6)	33	(4.6)	# [4]	(†)	1	(1.1)
Hungary	55	(3.7)	29	(3.9)	37	(3.6)	63	(4.1)	8	(1.7)	8	(2.1)
Indonesia	18	(2.9)	—	(†)	28	(3.3)	—	(†)	54	(3.6)	—	(†)
Iran, Islamic Republic of	65	(3.5)	55	(3.4)	26	(3.3)	41	(3.4)	9	(2.4)	4	(1.1)
Ireland	84	(3.3)	64	(3.9)	14	(3.1)	34	(4.0)	‡	(†)	‡	(†)
Israel	—	(†)	26 [8]	(3.6)	—	(†)	61 [8]	(3.6)	—	(†)	13 [8]	(2.3)
Italy[3]	60	(4.5)	27	(4.2)	25	(3.7)	61	(4.5)	15	(3.0)	12	(2.6)
Japan	74	(3.2)	54	(3.9)	20	(3.0)	37	(4.2)	6 !	(2.0)	9	(2.3)
Jordan	36	(4.0)	34	(3.5)	40	(3.9)	43	(3.9)	24	(3.2)	23	(3.3)
Kazakhstan	71	(3.9)	65	(4.2)	13	(2.7)	18	(3.3)	15	(2.8)	17	(3.2)
Korea, Republic of	81	(3.4)	55	(4.7)	14	(3.0)	38	(4.6)	5 !	(1.8)	7 !	(2.3)
Kuwait	25	(3.9)	27	(3.3)	40	(4.4)	50	(4.0)	35	(3.5)	23	(3.5)
Lebanon	—	(†)	51	(4.6)	—	(†)	29	(4.3)	—	(†)	20	(3.5)
Lithuania[3]	79	(3.4)	40	(4.2)	20	(3.4)	57	(4.2)	1	(1.0)	‡	(†)
Malaysia	—	(†)	50	(4.6)	—	(†)	48	(4.4)	—	(†)	‡	(†)
Malta	—	(†)	50	(0.1)	—	(†)	45	(0.1)	—	(†)	5	(0.1)
Morocco	21	(3.0)	13	(2.1)	30	(3.0)	34	(3.4)	49	(3.2)	53	(3.2)
Netherlands	83 [4,9]	(4.1)	—	(†)	17 [4,9]	(4.1)	—	(†)	# [4,9]	(†)	—	(†)
New Zealand	71	(2.8)	31 [4]	(4.6)	28	(2.9)	66 [4]	(4.6)	‡	(†)	3 ! [4]	(1.5)
Northern Ireland (United Kingdom)	78 [7,10]	(4.0)	—	(†)	22 [7,10]	(4.0)	—	(†)	# [7,10]	(†)	—	(†)
Norway[11]	74	(4.3)	67	(4.5)	25	(4.2)	33	(4.5)	‡	(†)	#	(†)
Oman	34	(3.4)	50	(3.9)	36	(3.0)	27	(3.6)	29	(2.8)	23	(3.1)
Poland	52	(3.6)	—	(†)	45	(3.8)	—	(†)	3 !	(1.4)	—	(†)
Portugal	43 [3]	(4.5)	—	(†)	46 [3]	(4.7)	—	(†)	11 [3]	(2.6)	—	(†)
Qatar	63	(3.0)	51	(0.7)	26	(2.8)	34	(0.7)	11	(1.8)	15	(0.3)
Russian Federation	67	(3.9)	56	(3.7)	32	(3.9)	43	(3.5)	#	(†)	‡	(†)
Saudi Arabia	49	(3.9)	49	(4.3)	26	(3.1)	31	(3.9)	25	(3.4)	20	(3.5)
Serbia	56 [8]	(4.3)	—	(†)	35 [8]	(3.8)	—	(†)	9 [8]	(2.0)	—	(†)
Singapore[3]	72	(#)	74	(#)	28	(#)	26	(#)	#	(†)	#	(†)
Slovak Republic	63	(3.6)	—	(†)	32	(3.4)	—	(†)	5 !	(1.7)	—	(†)
Slovenia	52	(4.3)	32	(3.6)	45	(4.5)	63	(3.7)	3 !	(1.3)	5 !	(1.8)
Spain	70 [3]	(3.4)	—	(†)	22 [3]	(3.0)	—	(†)	8 [3]	(1.5)	—	(†)
Sweden	49 [3]	(4.1)	26	(4.3)	40 [3]	(4.0)	70	(4.6)	10 [3]	(2.6)	4 !	(1.8)
Thailand	—	(†)	42	(4.0)	—	(†)	53	(4.0)	—	(†)	5 !	(1.7)
Turkey	44	(3.5)	19	(2.6)	29	(3.2)	49	(3.8)	26	(2.9)	32	(3.4)
United Arab Emirates	61	(2.4)	54	(2.3)	31	(2.5)	40	(2.2)	8	(1.2)	6	(0.9)
United States[4]	69 [3]	(3.3)	34	(3.0)	29 [3]	(3.3)	64	(3.4)	3 ! [3]	(0.9)	2 !	(1.0)
Benchmarking education systems												
Abu Dhabi (United Arab Emirates)	51 [3]	(4.6)	41	(4.2)	41 [3]	(4.7)	53	(4.1)	8 ! [3]	(2.5)	7	(1.7)
Buenos Aires[9] (Argentina)	53	(5.7)	21 [4]	(4.2)	35	(5.5)	61 [4]	(5.7)	13 !	(3.8)	18 [4]	(4.4)
Dubai (United Arab Emirates)	83	(0.2)	76	(0.3)	14	(0.2)	22	(0.3)	3	(0.1)	2	(0.1)
Florida[12] (United States)	57 [7]	(8.1)	29 [6,9]	(8.2)	39 [7]	(8.3)	71 [6,9]	(8.2)	‡	(†)	# [6,9]	(†)
Ontario (Canada)	58	(5.5)	39	(5.3)	38	(5.3)	59	(5.2)	4 !	(1.7)	‡	(†)
Quebec[13] (Canada)	77	(4.8)	56	(6.1)	23	(4.8)	44	(6.1)	#	(†)	‡	(†)

—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. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
[2]The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
[3]National Defined Population covers 90 to 95 percent of the National Target Population.
[4]Met guidelines for sample participation rates only after replacement schools were included.
[5]Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
[6]National Target Population does not include all of the International Target Population.
[7]Data are available for at least 70 percent but less than 85 percent of the students.
[8]National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
[9]Data are available for at least 50 percent but less than 70 percent of the students.
[10]Nearly satisfied guidelines for sample participation rates after replacement schools were included.
[11]Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
[12]U.S. state-level data are based on public school students only.
[13]Did not satisfy guidelines for sample participation rates.
NOTE: Principals responded to a series of questions about the extent of different types of discipline problems among fourth- and eighth-graders at their school, and their responses were collapsed into the single discipline-problem scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016).

Table S2.1. Percentage of fall 2010 first-time kindergartners, by type of peer victimization reported by child in third grade, frequency with which child reported being victimized in third grade, and selected child, family, and school characteristics: Spring 2014

[Standard errors appear in parentheses]

Frequency of victimization and selected child, family, or school characteristic	Type of peer victimization reported by child									
	Any type of peer victimization[1]		Teased, made fun of, or called names		Subject of lies or untrue stories		Pushed, shoved, slapped, hit, or kicked		Excluded from play on purpose	
1	2		3		4		5		6	
Percentage distribution of children, by reported frequency of being victimized by their peers										
Total	**100.0**	**(†)**	**100.0**	**(†)**	**100.0**	**(†)**	**100.0**	**(†)**	**100.0**	**(†)**
Never	11.1	(0.47)	34.0	(0.72)	33.8	(0.63)	45.5	(0.79)	44.4	(0.72)
Rarely	18.5	(0.69)	22.8	(0.65)	19.9	(0.54)	22.2	(0.75)	22.0	(0.57)
Sometimes	33.0	(0.76)	27.7	(0.70)	24.1	(0.57)	18.6	(0.54)	18.5	(0.57)
Often or very often	37.5	(0.80)	15.4	(0.52)	22.2	(0.72)	13.7	(0.47)	15.1	(0.56)
Often	15.3	(0.41)	6.5	(0.39)	9.9	(0.45)	6.5	(0.33)	7.4	(0.36)
Very often	22.2	(0.71)	8.9	(0.41)	12.3	(0.60)	7.2	(0.36)	7.8	(0.44)
Among children with each characteristic, percent reporting that they experienced specific types of peer victimization "Often" or "Very often"										
Total	**37.5**	**(0.80)**	**15.4**	**(0.52)**	**22.2**	**(0.72)**	**13.7**	**(0.47)**	**15.1**	**(0.56)**
Sex of child										
Male	39.3	(1.37)	15.7	(0.85)	23.6	(1.10)	16.2	(0.78)	14.3	(0.83)
Female	35.5	(0.80)	15.2	(0.55)	20.8	(0.82)	11.1	(0.58)	15.9	(0.71)
Age of child at kindergarten entry										
Less than 5 years old	40.0	(2.99)	18.2	(2.55)	20.5	(2.51)	14.9	(2.52)	12.8	(2.88)
5 years old to 5 1/2 years old	39.2	(1.03)	16.5	(0.83)	23.7	(0.85)	14.0	(0.62)	16.6	(0.81)
More than 5 1/2 years old to 6 years old	36.1	(1.03)	14.5	(0.72)	21.5	(0.99)	13.7	(0.63)	14.2	(0.71)
More than 6 years old	35.0	(2.31)	14.0	(1.24)	19.4	(1.78)	12.0	(1.34)	13.1	(1.41)
Race/ethnicity of child										
White	35.9	(0.89)	15.2	(0.58)	20.6	(0.80)	12.7	(0.59)	15.2	(0.67)
Black	47.7	(3.75)	19.9	(2.14)	32.2	(2.65)	20.0	(1.71)	18.3	(2.22)
Hispanic	35.5	(1.03)	13.7	(1.03)	20.6	(1.10)	12.3	(0.64)	13.3	(0.87)
Asian	28.6	(2.33)	11.3	(2.37)	12.5	(1.37)	9.8	(2.21)	12.2	(1.98)
Pacific Islander	19.0 !	(6.99)	7.7 !	(2.96)	16.0 !	(6.89)	‡	(†)	‡	(†)
American Indian/Alaska Native	47.2	(3.94)	18.3	(3.10)	27.1	(2.59)	24.8	(4.14)	17.8	(2.31)
Two or more races	43.9	(3.27)	18.6	(2.51)	29.1	(2.96)	16.6	(2.52)	16.9	(2.38)
Frequency with which child victimized his/her peers (reported by teachers), spring 2014										
Teased, made fun of, or called other students names										
Sometimes, rarely, or never	36.1	(0.76)	14.7	(0.49)	20.9	(0.70)	13.0	(0.46)	14.6	(0.50)
Often or very often	62.4	(3.35)	29.2	(3.14)	46.4	(3.06)	27.0	(3.06)	25.1	(3.48)
Told lies or untrue stories about other students										
Sometimes, rarely, or never	36.5	(0.75)	14.8	(0.47)	21.3	(0.70)	13.1	(0.45)	14.7	(0.51)
Often or very often	66.3	(3.85)	35.1	(3.76)	48.0	(3.42)	31.0	(4.63)	28.8	(3.76)
Pushed, shoved, slapped, hit, or kicked other students										
Sometimes, rarely, or never	36.7	(0.75)	14.9	(0.50)	21.6	(0.69)	13.3	(0.45)	14.7	(0.53)
Often or very often	65.3	(6.04)	39.3	(4.56)	47.8	(4.66)	31.1	(4.26)	32.7	(4.73)
Excluded other students from play on purpose										
Sometimes, rarely, or never	36.8	(0.75)	15.1	(0.52)	21.7	(0.70)	13.5	(0.45)	14.9	(0.53)
Often or very often	58.6	(5.78)	26.3	(4.34)	41.4	(4.64)	22.5	(4.25)	25.5	(4.07)
Parents' highest level of education, spring 2014[2]										
Less than high school	37.1	(2.24)	13.6	(1.90)	22.6	(1.75)	15.5	(1.52)	14.3	(1.55)
High school completion	45.0	(1.67)	18.7	(1.45)	28.0	(1.68)	15.4	(1.07)	18.4	(1.40)
Some college/vocational	40.3	(0.98)	18.0	(1.01)	24.7	(1.08)	15.5	(0.85)	17.2	(0.83)
Bachelor's degree	32.9	(1.29)	13.1	(0.88)	17.6	(1.08)	11.6	(1.00)	12.5	(0.91)
Any graduate education	28.2	(1.17)	10.1	(0.85)	15.7	(0.96)	9.9	(0.95)	10.4	(0.85)
Poverty status, spring 2014[3]										
Below poverty threshold	42.9	(1.43)	17.6	(1.23)	26.6	(1.47)	16.6	(1.10)	19.5	(1.07)
100 to 199 percent of poverty threshold	42.9	(1.59)	19.1	(1.28)	24.7	(1.28)	16.8	(1.08)	17.1	(1.34)
200 percent or more of poverty threshold	32.7	(0.83)	12.9	(0.54)	19.2	(0.74)	11.1	(0.50)	12.3	(0.55)
School locale, spring 2014										
City	37.4	(1.44)	16.9	(0.94)	22.7	(1.10)	14.1	(0.91)	14.6	(0.80)
Suburb	33.5	(1.17)	14.0	(0.70)	18.7	(0.85)	11.6	(0.76)	12.8	(0.77)
Town	37.6	(3.35)	13.6	(1.54)	24.1	(2.59)	14.2	(1.64)	14.9	(2.18)
Rural	42.6	(1.82)	16.7	(1.31)	24.7	(1.64)	15.1	(1.40)	18.4	(1.42)
School control, spring 2014										
Public	37.8	(0.83)	15.5	(0.58)	22.7	(0.77)	13.8	(0.50)	15.4	(0.58)
Private	34.3	(2.03)	14.2	(1.46)	17.5	(1.83)	12.6	(1.48)	11.8	(1.32)

†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]Children who reported experiencing more than one type of victimization are counted only once in the total percentage of children who experienced any type of victimization.
[2]Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
[3]Poverty status is based on U.S. Census weighted average income thresholds for 2013, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than $18,552 in 2013.
NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). 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, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table S2.2. Fall 2010 first-time kindergartners' scores on various academic, social, and emotional scales in third grade, by frequency of being victimized by their peers, frequency of victimizing their peers, and type of victimization: Spring 2014

[Standard errors appear in parentheses]

Frequency of being victimized by peers, frequency of victimizing peers, and type of victimization	Mean third-grade (spring 2014) scale scores																	
	Reading[1]		Mathematics[2]		Science[3]		Approaches to learning[4]		Self control[5]		Interpersonal skills[6]		Externalizing problem behaviors[7]		Internalizing problem behaviors[8]	
1	2		3		4		5		6		7		8		9	
Total	**110.9**	**(0.26)**	**98.5**	**(0.32)**	**55.3**	**(0.24)**	**3.1**	**(0.01)**	**3.3**	**(0.01)**	**3.1**	**(0.01)**	**1.7**	**(0.01)**	**1.6**	**(0.01)**
Frequency with which child reported experiencing different types of victimization by peers in third grade																
Teased, made fun of, or called names																
Often or very often	107.2	(0.48)	94.6	(0.59)	53.4	(0.43)	2.8	(0.03)	3.1	(0.02)	3.0	(0.02)	1.9	(0.02)	1.7	(0.02)
Sometimes or rarely	112.4	(0.29)	100.2	(0.38)	56.3	(0.26)	3.1	(0.02)	3.3	(0.01)	3.2	(0.01)	1.7	(0.01)	1.6	(0.01)
Never	110.8	(0.34)	98.1	(0.36)	55.0	(0.29)	3.2	(0.02)	3.4	(0.02)	3.2	(0.02)	1.6	(0.02)	1.6	(0.01)
Subject of lies or untrue stories																
Often or very often	106.8	(0.44)	94.2	(0.55)	52.5	(0.37)	2.9	(0.03)	3.1	(0.02)	3.0	(0.02)	1.9	(0.02)	1.7	(0.02)
Sometimes or rarely	112.0	(0.29)	100.1	(0.39)	56.1	(0.27)	3.1	(0.02)	3.3	(0.01)	3.2	(0.02)	1.7	(0.01)	1.6	(0.01)
Never	112.3	(0.34)	99.3	(0.41)	56.2	(0.32)	3.2	(0.02)	3.4	(0.01)	3.2	(0.02)	1.5	(0.01)	1.6	(0.01)
Pushed, shoved, slapped, hit, or kicked																
Often or very often	107.2	(0.52)	95.0	(0.62)	53.3	(0.40)	2.8	(0.03)	3.0	(0.02)	2.9	(0.02)	1.9	(0.02)	1.7	(0.02)
Sometimes or rarely	112.4	(0.28)	100.8	(0.36)	56.8	(0.28)	3.1	(0.02)	3.3	(0.01)	3.1	(0.02)	1.7	(0.02)	1.6	(0.01)
Never	110.9	(0.32)	97.7	(0.38)	54.7	(0.28)	3.2	(0.02)	3.4	(0.01)	3.2	(0.01)	1.6	(0.01)	1.6	(0.01)
Excluded from play on purpose																
Often or very often	107.6	(0.53)	94.1	(0.55)	53.4	(0.37)	2.9	(0.03)	3.1	(0.02)	3.0	(0.02)	1.9	(0.02)	1.7	(0.02)
Sometimes or rarely	111.9	(0.31)	100.0	(0.39)	56.2	(0.30)	3.1	(0.02)	3.3	(0.02)	3.2	(0.01)	1.7	(0.01)	1.6	(0.01)
Never	111.3	(0.31)	98.8	(0.40)	55.3	(0.31)	3.2	(0.02)	3.3	(0.01)	3.2	(0.01)	1.6	(0.01)	1.5	(0.01)
Frequency with which teacher reported that child victimized his/her peers in third grade																
Teased, made fun of, or called other students names																
Often or very often	103.0	(0.84)	90.3	(0.98)	49.7	(0.58)	2.2	(0.04)	2.2	(0.03)	2.1	(0.03)	2.9	(0.04)	1.9	(0.04)
Sometimes or rarely	109.5	(0.34)	97.2	(0.46)	54.3	(0.31)	2.8	(0.02)	3.0	(0.01)	2.9	(0.02)	2.0	(0.01)	1.7	(0.02)
Never	112.6	(0.30)	100.1	(0.33)	56.5	(0.26)	3.4	(0.01)	3.6	(0.01)	3.4	(0.01)	1.4	(0.01)	1.5	(0.01)
Told lies or untrue stories about other students																
Often or very often	102.4	(0.83)	89.0	(1.12)	49.2	(0.54)	2.1	(0.04)	2.1	(0.03)	2.0	(0.03)	3.0	(0.04)	2.0	(0.06)
Sometimes or rarely	108.5	(0.35)	95.5	(0.56)	53.1	(0.36)	2.7	(0.02)	2.9	(0.02)	2.7	(0.02)	2.1	(0.02)	1.8	(0.02)
Never	112.3	(0.28)	100.2	(0.29)	56.6	(0.24)	3.3	(0.01)	3.5	(0.01)	3.4	(0.01)	1.5	(0.01)	1.5	(0.01)
Pushed, shoved, slapped, hit, or kicked other students																
Often or very often	100.3	(1.34)	86.6	(1.33)	46.7	(0.95)	2.1	(0.05)	2.1	(0.03)	2.0	(0.03)	3.1	(0.05)	1.9	(0.05)
Sometimes or rarely	107.7	(0.37)	96.1	(0.58)	53.2	(0.36)	2.6	(0.03)	2.8	(0.02)	2.7	(0.02)	2.2	(0.02)	1.7	(0.03)
Never	112.2	(0.27)	99.6	(0.31)	56.2	(0.23)	3.3	(0.01)	3.4	(0.01)	3.3	(0.01)	1.5	(0.01)	1.6	(0.01)
Excluded other students from play on purpose																
Often or very often	103.2	(1.49)	89.9	(1.44)	49.3	(0.99)	2.3	(0.05)	2.2	(0.03)	2.0	(0.03)	2.9	(0.05)	2.0	(0.05)
Sometimes or rarely	109.7	(0.32)	97.1	(0.49)	54.2	(0.30)	2.8	(0.02)	2.9	(0.02)	2.8	(0.02)	2.0	(0.02)	1.7	(0.02)
Never	111.9	(0.31)	99.6	(0.31)	56.2	(0.27)	3.3	(0.01)	3.5	(0.01)	3.4	(0.01)	1.5	(0.01)	1.5	(0.01)

[1]Reflects performance on questions measuring basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141.

[2]Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children's ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessment range from 0 to 135.

[3]Reflects performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 87.

[4]The approaches to learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often.

[5]The self-control scale is based on teachers' reports on the student's ability to control behavior by respecting the property rights of others, controlling temper, accepting peer ideas for group activities, and responding appropriately to pressure from peers. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited behaviors indicative of self-control more often.

[6]The interpersonal skills scale is based on teachers' reports on the student's skill in forming and maintaining friendships; getting along with people who are different; comforting or helping other children; expressing feelings, ideas, and opinions in positive ways; and showing sensitivity to the feelings of others. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child interacted with others in a positive way more often.

[7]The externalizing problem behaviors scale is based on teachers' reports on how frequently a student argues, fights, gets angry, acts impulsively, disturbs ongoing activities, and talks at inappropriate times. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited externalized problem behaviors more often.

[8]The internalizing problem behaviors scale is based on teachers' reports on how frequently a student exhibits the apparent presence of anxiety, loneliness, low self-esteem, and sadness. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited internalized problem behaviors more often.

NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2013–14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Estimates differ from previously published figures because scale scores were recalculated to represent the kindergarten through third-grade assessment item pools and weights were adjusted to account for survey nonresponse at each data collection wave.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table S3.1. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

Type of victimization or risk behavior	Total						Male						Female					
	Heterosexual		Gay, lesbian, or bisexual		Not sure		Heterosexual		Gay, lesbian, or bisexual		Not sure		Heterosexual		Gay, lesbian, or bisexual		Not sure	
1	2		3		4		5		6		7		8		9		10	
Percentage distribution of all students	**88.8**	**(0.69)**	**8.0**	**(0.54)**	**3.2**	**(0.24)**	**93.1**	**(0.62)**	**4.3**	**(0.50)**	**2.6**	**(0.25)**	**84.5**	**(1.10)**	**11.8**	**(0.89)**	**3.7**	**(0.36)**
Percent of students reporting victimization or risk behavior																		
Total, any listed type	**64.2**	**(1.11)**	**77.6**	**(1.78)**	**69.3**	**(2.34)**	**66.7**	**(1.30)**	**71.0**	**(3.42)**	**73.8**	**(4.27)**	**61.4**	**(1.34)**	**79.7**	**(2.11)**	**64.7**	**(3.23)**
Bullied[1] on school property[2] during the previous 12 months	18.8	(0.76)	34.2	(2.32)	24.9	(1.81)	15.0	(0.69)	26.3	(3.79)	31.7	(3.84)	23.2	(1.11)	37.2	(2.30)	19.1	(2.43)
Electronically bullied[3] during the previous 12 months	14.2	(0.56)	28.0	(2.06)	22.5	(2.36)	8.7	(0.69)	22.4	(3.42)	22.3	(4.50)	20.6	(0.87)	30.5	(2.32)	20.4	(2.67)
In a physical fight one or more times during the previous 12 months																		
Anywhere[4]	21.7	(0.78)	28.4	(2.34)	34.5	(4.44)	28.3	(1.05)	23.1	(3.32)	44.2	(5.89)	14.2	(0.92)	30.0	(2.96)	26.1	(4.77)
On school property[2]	7.1	(0.51)	11.2	(1.22)	14.6	(2.38)	9.7	(0.84)	13.5	(2.51)	19.1	(4.08)	4.0	(0.37)	10.4	(1.41)	9.5	(2.19)
Threatened or injured with a weapon[5] on school property[2] one or more times during the previous 12 months	5.1	(0.36)	10.0	(1.19)	12.6	(2.03)	6.2	(0.50)	11.6	(2.45)	17.2	(3.94)	3.8	(0.41)	9.1	(1.42)	7.2 !	(2.55)
Carried a weapon[6] at least 1 day during the previous 30 days																		
Anywhere[4]	16.0	(0.96)	18.9	(2.07)	14.7	(3.00)	24.5	(1.37)	23.7	(3.94)	20.0	(4.78)	6.2	(0.75)	16.0	(2.00)	10.9	(2.58)
On school property[2]	3.7	(0.31)	6.2	(1.18)	7.1	(1.88)	5.7	(0.52)	7.4	(1.93)	10.1	(2.82)	1.4	(0.21)	5.5	(1.33)	4.4 !	(1.37)
Used alcohol anywhere[4] at least 1 day during the previous 30 days	32.1	(1.30)	40.5	(2.07)	34.6	(2.81)	32.0	(0.91)	37.9	(3.94)	36.4	(4.23)	32.3	(2.17)	41.8	(2.54)	33.2	(3.98)
Used marijuana one or more times anywhere[4] during the previous 30 days	20.7	(1.29)	32.0	(1.64)	26.0	(2.28)	23.2	(1.56)	25.5	(3.40)	29.8	(4.54)	17.8	(1.34)	34.3	(1.82)	23.3	(2.60)
Offered, sold, or given an illegal drug on school property[2] during the previous 12 months	20.8	(1.24)	29.3	(2.03)	28.4	(3.03)	23.9	(1.29)	28.7	(3.45)	31.3	(4.83)	17.1	(1.34)	29.8	(2.44)	25.9	(2.95)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[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."
[2]"On school property" was not defined for survey respondents.
[3]Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting."
[4]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.
[5]Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club."
[6]Respondents were asked about carrying "a weapon such as a gun, knife, or club."
NOTE: Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

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 through 2013–14

	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	
Year	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths	Undetermined violent deaths[2]	Homicides at school[3]	Total homicides	Suicides at school[3]	Total suicides[4]
1	2	3	4	5	6	7	8	9	10	11
1992–93	57	47	10	0	0	0	34	2,721	6	1,680
1993–94	48	38	10	0	0	0	29	2,932	7	1,723
1994–95	48	39	8	0	1	0	28	2,696	7	1,767
1995–96	53	46	6	1	0	0	32	2,545	6	1,725
1996–97	48	45	2	1	0	0	28	2,221	1	1,633
1997–98	57	47	9	1	0	0	34	2,100	6	1,626
1998–99	47	38	6	2	1	0	33	1,777	4	1,597
1999–2000	37 [5]	26 [5]	11 [5]	0 [5]	0 [5]	0 [5]	14 [5]	1,567	8 [5]	1,415
2000–01	34 [5]	26 [5]	7 [5]	1 [5]	0 [5]	0 [5]	14 [5]	1,509	6 [5]	1,493
2001–02	36 [5]	27 [5]	8 [5]	1 [5]	0 [5]	0 [5]	16 [5]	1,498	5 [5]	1,400
2002–03	36 [5]	25 [5]	11 [5]	0 [5]	0 [5]	0 [5]	18 [5]	1,553	10 [5]	1,331
2003–04	45 [5]	37 [5]	7 [5]	1 [5]	0 [5]	0 [5]	23 [5]	1,474	5 [5]	1,285
2004–05	52 [5]	40 [5]	10 [5]	2 [5]	0 [5]	0 [5]	22 [5]	1,554	8 [5]	1,471
2005–06	44 [5]	37 [5]	6 [5]	1 [5]	0 [5]	0 [5]	21 [5]	1,697	3 [5]	1,408
2006–07	63 [5]	48 [5]	13 [5]	2 [5]	0 [5]	0 [5]	32 [5]	1,801	9 [5]	1,296
2007–08	48 [5]	39 [5]	7 [5]	2 [5]	0 [5]	0 [5]	21 [5]	1,744	5 [5]	1,231
2008–09	44 [5]	29 [5]	15 [5]	0 [5]	0 [5]	0 [5]	18 [5]	1,605	7 [5]	1,344
2009–10	35 [5]	27 [5]	5 [5]	3 [5]	0 [5]	0 [5]	19 [5]	1,410	2 [5]	1,467
2010–11	32 [5]	26 [5]	6 [5]	0 [5]	0 [5]	0 [5]	11 [5]	1,339	3 [5]	1,456
2011–12	45 [5]	26 [5]	14 [5]	5 [5]	0 [5]	0 [5]	15 [5]	1,201	5 [5]	1,568
2012–13	53 [5]	41 [5]	11 [5]	1 [5]	0 [5]	0 [5]	31 [5]	1,186	6 [5]	1,590
2013–14	48 [5]	26 [5]	20 [5]	1 [5]	0 [5]	1 [5]	12 [5]	1,053	8 [5]	1,645

[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]Violent deaths for which the manner was undetermined; that is, the information pointing to one manner of death was no more compelling than the information pointing to one or more other competing manners of death when all available information was considered.

[3]"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.

[4]Total youth suicides are reported for calendar years 1992 through 2013 (instead of school years 1992–93 through 2013–14).

[5]Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and 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.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2014 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (November 2016); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2013, retrieved July 2016 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 (August 2016). (This table was prepared November 2016.)

Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization and location: 1992 through 2015

[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)
2015	841,100	(112,860)	309,100	(36,480)	531,900	(82,870)	99,000	(27,740)	32.9	(4.17)	12.1	(1.41)	20.8	(3.11)	3.9	(1.07)
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)
2015	545,100	(84,230)	263,100	(33,310)	281,900	(54,370)	110,900	(29,800)	21.3	(3.16)	10.3	(1.29)	11.0	(2.07)	4.3	(1.15)

[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 2015. (This table was prepared August 2016).

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: 2015

[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	**841,100**	**(112,860)**	**309,100**	**(36,480)**	**531,900**	**(82,870)**	**99,000**	**(27,740)**	**32.9**	**(4.17)**	**12.1**	**(1.41)**	**20.8**	**(3.11)**	**3.9**	**(1.07)**
Sex																
Male	407,200	(69,330)	152,200	(24,550)	255,000	(50,910)	62,800	(20,890)	30.9	(4.98)	11.6	(1.84)	19.4	(3.71)	4.8	(1.56)
Female	433,800	(72,320)	157,000	(24,980)	276,900	(53,730)	36,300	(14,960)	34.9	(5.47)	12.6	(1.98)	22.3	(4.14)	2.9	(1.19)
Age																
12–14	501,500	(79,660)	123,800	(21,920)	377,700	(65,950)	61,200	(20,560)	41.3	(6.12)	10.2	(1.79)	31.1	(5.13)	5.0	(1.67)
15–18	339,600	(61,460)	185,300	(27,380)	154,300	(36,760)	37,900 !	(15,360)	25.3	(4.35)	13.8	(2.01)	11.5	(2.66)	2.8 !	(1.13)
Race/ethnicity[3]																
White	462,900	(75,510)	175,000	(26,530)	287,900	(55,120)	45,900	(17,260)	34.3	(5.26)	13.0	(1.94)	21.3	(3.91)	3.4	(1.26)
Black	107,100	(29,150)	25,400	(9,380)	81,700	(24,600)	15,700 !	(9,140)	29.8	(7.70)	7.1	(2.59)	22.7	(6.57)	4.4 !	(2.51)
Hispanic	191,800	(42,300)	80,600	(17,350)	111,200	(29,850)	29,000 !	(13,090)	30.0	(6.26)	12.6	(2.68)	17.4	(4.50)	4.5 !	(2.02)
Other	79,200	(24,120)	28,100	(9,890)	51,100	(18,420)	8,400 !	(6,430)	38.2	(10.98)	13.5	(4.71)	24.7	(8.53)	4.1 !	(3.07)
Urbanicity[4]																
Urban	272,300	(53,150)	109,100	(20,460)	163,200	(38,110)	26,300 !	(12,360)	35.3	(6.48)	14.2	(2.62)	21.2	(4.74)	3.4 !	(1.59)
Suburban	499,100	(79,410)	169,000	(26,020)	330,100	(60,320)	67,600	(21,860)	35.9	(5.36)	12.1	(1.85)	23.7	(4.14)	4.9	(1.55)
Rural	69,600	(22,270)	31,000	(10,420)	38,600 !	(15,540)	5,200 !	(4,890)	17.6	(5.43)	7.8	(2.61)	9.7 !	(3.84)	1.3 !	(1.23)
Household income[5]																
Less than $15,000	90,000	(26,120)	42,600	(12,330)	47,300	(17,580)	9,400 !	(6,830)	36.6	(10.02)	17.3	(4.94)	19.2	(6.90)	3.8 !	(2.75)
$15,000–29,999	166,700	(38,640)	44,800	(12,660)	121,900	(31,630)	11,100 !	(7,500)	40.3	(8.75)	10.8	(3.03)	29.5	(7.26)	2.7 !	(1.80)
$30,000–49,999	150,100	(36,130)	63,200	(15,220)	86,900	(25,560)	18,900 !	(10,180)	28.3	(6.47)	11.9	(2.83)	16.4	(4.66)	3.6 !	(1.90)
$50,000–74,999	153,600	(36,650)	43,200	(12,410)	110,400	(29,710)	27,100 !	(12,590)	36.1	(8.11)	10.1	(2.89)	25.9	(6.66)	6.4 !	(2.91)
$75,000 or more	280,600	(54,210)	115,300	(21,080)	165,300	(38,430)	32,500	(14,020)	29.8	(5.45)	12.2	(2.21)	17.5	(3.93)	3.5	(1.47)
Away from school																
Total	**545,100**	**(84,230)**	**263,100**	**(33,310)**	**281,900**	**(54,370)**	**110,900**	**(29,800)**	**21.3**	**(3.16)**	**10.3**	**(1.29)**	**11.0**	**(2.07)**	**4.3**	**(1.15)**
Sex																
Male	280,200	(54,160)	134,200	(22,910)	146,100	(35,500)	43,400 !	(16,680)	21.3	(3.94)	10.2	(1.72)	11.1	(2.62)	3.3 !	(1.25)
Female	264,800	(52,190)	129,000	(22,420)	135,800	(33,890)	67,500	(21,850)	21.3	(4.02)	10.4	(1.78)	10.9	(2.66)	5.4	(1.73)
Age																
12–14	235,900	(48,390)	100,000	(19,500)	136,000	(33,910)	62,200	(20,770)	19.4	(3.83)	8.2	(1.59)	11.2	(2.72)	5.1	(1.69)
15–18	309,100	(57,770)	163,200	(25,520)	145,900	(35,480)	48,700	(17,890)	23.0	(4.11)	12.1	(1.87)	10.9	(2.57)	3.6	(1.32)
Race/ethnicity[3]																
White	271,700	(53,070)	106,000	(20,140)	165,700	(38,490)	52,400	(18,690)	20.1	(3.77)	7.8	(1.48)	12.3	(2.77)	3.9	(1.37)
Black	132,500	(33,360)	85,100	(17,870)	47,400 !	(17,600)	20,800 !	(10,750)	36.9	(8.74)	23.7	(4.86)	13.2 !	(4.76)	5.8 !	(2.95)
Hispanic	117,400	(30,880)	59,800	(14,780)	57,500	(19,800)	37,800 !	(15,340)	18.3	(4.65)	9.4	(2.29)	9.0	(3.03)	5.9 !	(2.36)
Other	23,400	(11,550)	12,200 !	(6,400)	11,200 !	(7,560)	—	(†)	11.3	(5.45)	5.9 !	(3.07)	5.4 !	(3.60)	—	(†)
Urbanicity[4]																
Urban	182,800	(41,000)	127,800	(22,310)	55,000	(19,250)	35,800 !	(14,860)	23.7	(5.08)	16.6	(2.85)	7.1	(2.45)	4.6 !	(1.90)
Suburban	282,400	(54,430)	110,100	(20,560)	172,300	(39,460)	68,600	(22,060)	20.3	(3.75)	7.9	(1.46)	12.4	(2.75)	4.9	(1.56)
Rural	79,900	(24,250)	25,200	(9,340)	54,700	(19,190)	6,500 !	(5,570)	20.2	(5.89)	6.4	(2.34)	13.8	(4.71)	1.7 !	(1.40)
Household income[5]																
Less than $15,000	76,200	(23,550)	35,200	(11,130)	41,000	(16,120)	30,600 !	(13,530)	31.0	(9.10)	14.3	(4.47)	16.7	(6.36)	12.5 !	(5.37)
$15,000–29,999	140,800	(34,680)	79,300	(17,200)	61,500	(20,630)	30,200 !	(13,410)	34.0	(7.91)	19.2	(4.08)	14.9	(4.84)	7.3 !	(3.19)
$30,000–49,999	142,100	(34,870)	42,900	(12,380)	99,200	(27,760)	34,900 !	(14,640)	26.8	(6.26)	8.1	(2.31)	18.7	(5.04)	6.6 !	(2.71)
$50,000–74,999	94,900	(27,000)	46,700	(12,940)	48,200 !	(17,760)	4,100 !	(4,310)	22.3	(6.09)	11.0	(3.01)	11.3 !	(4.07)	1.0 !	(1.01)
$75,000 or more	91,100	(26,320)	59,000	(14,670)	32,000	(13,890)	11,100 !	(7,490)	9.7	(2.73)	6.3	(1.55)	3.4	(1.46)	1.2 !	(0.79)

—Not available.
†Not applicable.
!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 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]Income data for 2015 were imputed. Estimates may not be comparable to previous years. For more information, see Criminal Victimization, 2015 (NCJ 250180, October 2016).

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 25,581,700 in 2015.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2015. (This table was prepared August 2016.)

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 2015

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11	
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)**	**2.7**	**(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)	2.6	(0.35)
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)	2.8	(0.38)
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)	2.9	(0.36)
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)	2.2 !	(0.77)
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)	2.3	(0.47)
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)	6.2 !	(2.04)
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)	3.1	(0.79)
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)	3.4	(0.70)
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)	2.3	(0.57)
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)	3.0	(0.62)
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)	1.6	(0.47)
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)	4.4	(1.04)
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)	1.3 !	(0.45)
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)	3.3	(0.51)
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)	2.8	(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)	1.5	(0.37)
Control of school																				
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)	2.8	(0.26)
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)**	**1.9**	**(0.22)**
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)	1.7	(0.26)
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)	2.0	(0.34)
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)	2.0	(0.28)
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)	1.3 !	(0.63)
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)	1.6	(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)	‡	(†)	4.4 !	(1.74)
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)	1.6 !	(0.65)
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)	1.6 !	(0.54)
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)	1.8	(0.50)
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)	2.1	(0.52)
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)	1.4 !	(0.43)
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)	3.4	(0.85)
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)	1.0 !	(0.40)
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)	2.3	(0.45)
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)	1.8	(0.30)
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)	1.2	(0.32)
Control of school																				
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)	1.9	(0.22)
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)**	**0.9**	**(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)	1.0	(0.21)
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)	0.9	(0.19)
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)	1.0	(0.22)
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)	‡	(†)	0.9 !	(0.44)
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)	0.6 !	(0.23)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
Other	2.5 !	(0.87)	2.2 !	(0.81)	‡	(†)	‡	(†)	‡	(†)	4.5 !	(1.50)	‡	(†)	‡	(†)	‡	(†)	2.9 !	(1.32)
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)	1.6 !	(0.65)
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)	1.9	(0.47)
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)	0.6 !	(0.30)
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)	0.8 !	(0.34)
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)	1.3 !	(0.49)
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)	1.0	(0.27)
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)	1.0	(0.20)
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)	0.5 !	(0.22)
Control of school																				
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)	1.0	(0.15)
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 2015—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11	
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)**	**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)	0.2 !	(0.12)
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)	0.3 !	(0.10)
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)	0.3 !	(0.12)
Rural	0.3 !	(0.10)	0.4 !	(0.18)	0.5 !	(0.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Control of school																				
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)	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 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 in 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, 1995 through 2015. (This table was prepared August 2016.)

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 2015

[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)
2015	6.0	(0.38)	7.0	(0.50)	4.6	(0.42)	4.9	(0.50)	7.9	(1.10)	6.6	(0.65)	3.6 !	(1.40)	20.5 !	(7.28)	8.2 !	(2.69)	8.0	(1.82)	7.2	(0.51)	6.2	(0.57)	5.5	(0.68)	4.4	(0.69)
Number of times, 2015																												
0 times	94.0	(0.38)	93.0	(0.50)	95.4	(0.42)	95.1	(0.50)	92.1	(1.10)	93.4	(0.65)	96.4	(1.40)	79.5	(7.28)	91.8	(2.69)	92.0	(1.82)	92.8	(0.51)	93.8	(0.57)	94.5	(0.68)	95.6	(0.69)
1 time	2.7	(0.22)	3.1	(0.30)	2.3	(0.23)	2.4	(0.24)	4.1	(0.80)	2.6	(0.36)	‡	(†)	‡	(†)	‡	(†)	3.8 !	(1.37)	3.5	(0.36)	2.9	(0.35)	2.5	(0.45)	1.8	(0.34)
2 or 3 times	1.5	(0.16)	1.6	(0.19)	1.3	(0.23)	1.5	(0.25)	1.6 !	(0.47)	1.4	(0.27)	0.5 !	(0.25)	‡	(†)	3.1 !	(1.18)	1.7 !	(0.71)	2.1	(0.34)	1.3	(0.26)	1.1	(0.20)	1.3	(0.29)
4 to 11 times	1.0	(0.14)	1.3	(0.21)	0.6	(0.12)	0.6	(0.12)	1.4 !	(0.51)	1.4	(0.24)	‡	(†)	‡	(†)	‡	(†)	1.2 !	(0.52)	0.9	(0.15)	1.3	(0.28)	1.1 !	(0.33)	0.7 !	(0.23)
12 or more times	0.8	(0.12)	1.0	(0.18)	0.4 !	(0.12)	0.4	(0.10)	0.9 !	(0.34)	1.2	(0.19)	‡	(†)	‡	(†)	‡	(†)	1.3 !	(0.60)	0.6	(0.15)	0.7	(0.15)	0.8	(0.23)	0.6	(0.17)

—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 2015. (This table was prepared June 2016.)

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 2015

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8	
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)**	**6.0**	**(0.38)**
Alabama	7.2	(0.91)	10.6	(0.86)	—	(†)	10.4	(1.56)	7.6	(1.20)	9.9	(1.17)	8.8	(0.92)
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)	7.5	(0.97)
Arkansas	—	(†)	9.6	(1.06)	9.1	(1.03)	11.9	(1.38)	6.3	(0.85)	10.9	(1.14)	10.6	(0.66)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	5.2	(0.72)
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)	6.7	(0.71)
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)	6.2	(0.90)
District of Columbia	12.7	(1.42)	12.1	(0.78)	11.3	(0.98)	—	(†)	8.7	(0.92)	8.5	(0.30)	7.6	(0.27)
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)	7.4	(0.42)
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)	6.1	(0.48)
Illinois	—	(†)	—	(†)	7.8	(0.69)	8.8	(0.86)	7.6	(0.48)	8.5	(0.82)	6.6	(0.80)
Indiana	6.7	(0.91)	8.8	(0.96)	9.6	(0.68)	6.5	(0.66)	6.8	(1.14)	—	(†)	6.6	(1.02)
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)	7.2	(0.87)
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)	5.2	(0.36)
Maryland	—	(†)	11.7	(1.30)	9.6	(0.86)	9.1	(0.75)	8.4	(0.67)	9.4	(0.22)	7.3	(0.17)
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)	4.1	(0.46)
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)	6.6	(0.67)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	6.6	(0.82)	—	(†)	8.3	(0.59)	8.0	(0.69)	7.5	(0.63)	8.8	(0.78)	10.1	(0.98)
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)	5.5	(0.48)
Nebraska	8.8	(0.80)	9.7	(0.68)	—	(†)	—	(†)	6.4	(0.54)	6.4	(0.57)	7.1	(0.83)
Nevada	6.0	(0.65)	8.1	(0.96)	7.8	(0.70)	10.7	(0.84)	—	(†)	6.4	(0.80)	6.9	(0.79)
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)	8.4	(0.68)
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)	4.9	(0.69)
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)	5.1	(0.78)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	5.6	(0.73)	—	(†)	—	(†)	5.0	(0.47)
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)	5.3	(0.73)
South Dakota[3]	6.5	(0.71)	8.1	(1.04)	5.9	(0.87)	6.8	(0.87)	6.1	(0.77)	5.0	(0.69)	7.3	(1.10)
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)	10.2	(1.04)
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[4]	7.3	(0.20)	6.3	(0.46)	6.2	(0.56)	6.0	(0.30)	5.5	(0.37)	6.4	(0.43)	5.3	(0.16)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	7.0	(0.86)	6.1	(0.43)	6.4	(0.62)
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)	6.9	(0.58)
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)	6.6	(0.74)

—Not available.
†Not applicable.
[1]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for all years include both public and private schools.
[4]Vermont data for 2013 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. For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). 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 2015. (This table was prepared June 2016.)

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). Race categories exclude persons of Hispanic ethnicity. 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										Theft[3]						Other incidents[4]					
			All violent[1]						Serious violent[2]															
			Percent of schools		Number of incidents		Rate per 1,000 students		Percent of schools		Number of incidents		Rate per 1,000 students		Percent of schools		Number of incidents		Rate per 1,000 students		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 2015

[Standard errors appear in parentheses]

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[2]																	
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[2]																	
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[2]																	
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																	
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																	
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																	
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																	
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)	‡ (†)
2015																	
Total	**10.7 (0.60)**	**10.9 (0.79)**	**10.4 (0.82)**	**7.4 (0.56)**	**17.1 (1.85)**	**15.3 (1.45)**	**4.1 ! (1.47)**	**12.7 (3.20)**	**5.7 (1.13)**	**6.8 (0.95)**	**7.2 (1.00)**	**13.3 (1.42)**	**13.3 (1.27)**	**13.3 (1.74)**	**13.1 (1.58)**	**11.3 (0.64)**	**2.4 ! (0.90)**
Urban	15.3 (1.22)	14.8 (1.74)	15.8 (1.60)	12.3 (1.69)	19.3 (2.93)	17.8 (2.19)	5.9 ! (2.66)	17.5 ! (6.58)	6.4 ! (2.02)	9.0 (2.10)	10.9 (2.21)	19.5 (3.12)	19.8 (2.48)	21.9 (3.69)	17.3 (3.12)	16.4 (1.31)	4.4 ! (1.89)
Suburban	10.2 (0.75)	10.7 (1.07)	9.6 (0.98)	7.1 (0.77)	19.3 (2.50)	14.7 (1.82)	‡ (†)	11.4 ! (4.12)	6.0 (1.46)	5.8 (1.11)	6.3 (1.37)	13.4 (1.93)	12.1 (1.82)	12.1 (2.02)	13.3 (2.07)	10.7 (0.80)	‡ (†)
Rural	3.9 (0.90)	4.2 (1.19)	3.7 (1.03)	3.5 (0.92)	3.4 ! (1.71)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	5.5 ! (1.96)	3.2 ! (1.60)	4.5 ! (1.80)	5.3 ! (2.63)	‡ (†)	‡ (†)	4.1 (0.93)	‡ (†)

—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]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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, 2001 through 2015. (This table was prepared August 2016.)

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 2015

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)**	**21.7**	**(1.18)**
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)	24.2	(1.29)
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)	19.1	(1.29)
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)	19.8	(1.66)
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)	20.6	(2.54)
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)	27.2	(1.25)
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)	15.3	(2.42)
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)	30.1 !	(9.25)
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)	19.8	(3.87)
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)	24.7	(2.45)
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)	21.6	(1.28)
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)	21.9	(1.96)
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)	22.7	(1.42)
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)	20.3	(1.41)
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.
!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.
[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.
[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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 2015. (This table was prepared June 2016.)

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 2015

[Standard errors appear in parentheses]

State	2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8	
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)**	**21.7**	**(1.18)**
Alabama	26.0	(1.78)	26.2	(1.90)	—	(†)	27.6	(1.30)	20.3	(1.32)	25.3	(1.11)	24.8	(1.68)
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)	29.3	(1.35)
Arkansas	—	(†)	29.2	(1.35)	28.1	(1.28)	31.4	(1.56)	26.1	(1.30)	27.4	(1.28)	27.1	(1.57)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	26.1	(1.83)
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)	28.5	(1.32)
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)	15.6	(0.84)
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)	18.4	(0.69)
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)	25.4	(0.98)
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)	21.5	(1.39)
Illinois	—	(†)	—	(†)	21.2	(1.18)	27.5	(1.97)	27.3	(1.46)	27.2	(1.06)	25.6	(1.55)
Indiana	28.3	(1.55)	28.9	(1.33)	20.5	(1.02)	25.5	(1.24)	28.3	(1.33)	—	(†)	22.5	(1.13)
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)	20.9	(1.27)
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)	14.7	(0.56)
Maryland	—	(†)	28.9	(2.04)	27.4	(1.46)	29.3	(1.35)	30.4	(1.99)	29.1	(0.37)	26.2	(0.28)
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)	20.3	(0.87)
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)	25.4	(1.75)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	22.3	(1.31)	—	(†)	15.6	(1.53)	18.0	(1.07)	15.9	(0.89)	12.1	(1.00)	23.7	(1.40)
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)	21.7	(0.77)
Nebraska	23.3	(1.04)	22.0	(0.82)	—	(†)	—	(†)	20.3	(1.01)	19.2	(1.15)	19.9	(1.57)
Nevada	34.5	(1.30)	32.6	(1.53)	28.8	(1.39)	35.6	(1.30)	—	(†)	31.2	(1.90)	29.8	(1.50)
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)	16.6	(0.48)
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)	27.5	(0.82)
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)	24.5	(1.67)
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)	18.2	(0.91)
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)	15.0	(1.12)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	16.1	(1.07)	—	(†)	—	(†)	19.4	(1.04)
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)	22.8	(1.36)
South Dakota[3]	22.1	(1.25)	20.9	(2.30)	21.1	(1.98)	17.7	(0.64)	16.0	(1.81)	15.4	(1.70)	19.0	(1.88)
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[4]	29.4	(1.67)	23.1	(1.59)	22.0	(0.99)	21.1	(1.21)	17.6	(1.51)	—	(†)	18.1	(0.27)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	24.0	(1.67)	—	(†)	15.6	(0.75)
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)	25.9	(1.49)
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)	22.0	(1.46)

— Not available.
†Not applicable.
[1]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for all years include both public and private schools.
[4]Vermont data for 2013 include both public and private schools.
NOTE: "On school property" was not defined for survey respondents. For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). 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 2015. (This table was prepared June 2016.)

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 ratio of incidents per 100,000 students, by discipline reason and state: 2014–15

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[2]	**1,297,163**	**22,498** [4]	**195,186** [4]	**1,017,143**	**62,336**	**2,583**	**45** [4]	**389** [4]	**2,025**	**124**
Alabama	40,561	527	5,774	32,683	1,577	5,451	71	776	4,392	212
Alaska	3,578	138	717	2,495	228	2,728	105	547	1,902	174
Arizona[3]	30,217	851	3,915	24,536	915	2,718	77	352	2,207	82
Arkansas	23,099	499	2,116	19,685	799	4,705	102	431	4,010	163
California	251,483	(4)	42,828 [4]	196,643	12,012	3,984	(4)	678 [4]	3,115	190
Colorado	65,725	1,082	6,773	57,104	766	7,393	122	762	6,423	86
Connecticut	24,336	365	1,390	21,490	1,091	4,484	67	256	3,960	201
Delaware	613	67	335	50	161	457	50	250	37	120
District of Columbia	5,924	20	282	5,259	363	7,317	25	348	6,496	448
Florida	16,125	1,071	10,252	3,261	1,541	585	39	372	118	56
Georgia	69,897	844	10,917	55,452	2,684	4,007	48	626	3,179	154
Hawaii	2,195	175	678	1,066	276	1,204	96	372	584	151
Idaho	842	78	460	195	109	289	27	158	67	37
Illinois	42,915	969	6,358	32,438	3,150	2,093	47	310	1,582	154
Indiana	41,358	1,215	3,182	35,344	1,617	3,953	116	304	3,378	155
Iowa[3]	12,533	277	1,945	9,546	765	2,480	55	385	1,889	151
Kansas	12,026	253	2,246	8,839	688	2,418	51	452	1,777	138
Kentucky[3]	51,619	811	10,997	39,414	397	7,496	118	1,597	5,723	58
Louisiana	47,145	341	4,924	40,631	1,249	6,577	48	687	5,668	174
Maine	1,899	114	735	979	71	1,041	62	403	537	39
Maryland	32,094	416	2,620	27,452	1,606	3,670	48	300	3,139	184
Massachusetts	21,254	503	2,686	16,775	1,290	2,224	53	281	1,755	135
Michigan[3]	11,476	212	1,292	9,141	831	746	14	84	594	54
Minnesota[3]	20,647	496	3,572	15,525	1,054	2,409	58	417	1,811	123
Mississippi	17,432	334	757	15,812	529	3,551	68	154	3,221	108
Missouri	21,891	1,040	6,800	12,665	1,386	2,385	113	741	1,380	151
Montana	4,530	141	917	3,253	219	3,134	98	634	2,251	152
Nebraska	9,176	212	1,156	7,389	419	2,935	68	370	2,363	134
Nevada	11,009	420	2,161	7,820	608	2,397	91	471	1,703	132
New Hampshire	4,829	141	797	3,583	308	2,615	76	432	1,940	167
New Jersey	11,679	339	2,162	8,357	821	834	24	154	597	59
New Mexico	11,435	293	2,338	8,249	555	3,360	86	687	2,424	163
New York	18,932	1,171	4,838	7,772	5,151	691	43	176	284	188
North Carolina	69,415	837	11,451	54,373	2,754	4,482	54	739	3,510	178
North Dakota	1,314	52	370	830	62	1,233	49	347	779	58
Ohio	80,159	1,063	8,835	67,255	3,006	4,647	62	512	3,899	174
Oklahoma	14,632	456	2,181	10,824	1,171	2,125	66	317	1,572	170
Oregon	15,004	465	2,899	11,079	561	2,495	77	482	1,842	93
Pennsylvania	36,436	628	2,927	30,536	2,345	2,090	36	168	1,752	135
Rhode Island	12,715	66	701	11,771	177	8,957	46	494	8,292	125
South Carolina	21,051	401	1,392	18,941	317	2,783	53	184	2,504	42
South Dakota[3]	3,351	102	912	2,107	230	2,519	77	686	1,584	173
Tennessee	32,686	514	2,213	29,691	268	3,283	52	222	2,983	27
Texas	2,405	48	1,364	565	428	46	1	26	11	8
Utah	5,010	146	1,230	3,285	349	788	23	194	517	55
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	20,772	797	1,692	16,343	1,940	1,622	62	132	1,276	152
Washington[3]	20,098	944	5,024	11,951	2,179	1,872	88	468	1,113	203
West Virginia	3,438	48	599	2,738	53	1,226	17	214	977	19
Wisconsin	17,552	512	2,468	13,582	990	2,014	59	283	1,559	114
Wyoming	651	4	8	369	270	692	4	9	392	287

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]U.S. totals exclude Vermont data, which were not reported.
[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.
[4]California reported alcohol incidents in the illicit drug category.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted August 1, 2016, 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," 2014–15. (This table was prepared August 2016.)

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 2015

[Standard errors appear in parentheses]

Student or school characteristic	1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10	
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)**	**7.2**	**(0.43)**
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)	7.8	(0.58)
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)	6.7	(0.61)
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)	6.3	(0.60)
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)	9.4	(1.07)
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)	6.5	(0.78)
Asian	—	(†)	—	(†)	—	(†)	10.9	(2.56)	11.1	(1.97)	10.7	(2.81)	9.0	(2.00)	10.3	(2.19)	10.8	(2.39)
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)	11.4	(2.33)
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)	10.1	(1.58)
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)	7.0	(1.03)
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)	9.2	(1.11)
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)	7.4	(0.89)
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)	6.5	(0.94)
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)	6.0	(0.97)
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)	5.4	(0.99)
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)	6.5	(0.68)
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)	8.3	(0.62)
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)	4.9	(0.85)
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)	7.6	(0.45)
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)	2.8 !	(0.96)
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)**	**27.2**	**(0.98)**
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)	26.3	(1.20)
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)	28.1	(1.25)
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)	28.6	(1.42)
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)	24.9	(1.92)
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)	26.7	(1.48)
Asian	—	(†)	—	(†)	—	(†)	34.5	(3.76)	28.2	(3.01)	31.2	(3.59)	29.9	(4.56)	20.8	(3.22)	17.5	(2.62)
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)	29.7	(4.22)
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)	30.0	(2.36)
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)	24.7	(1.77)
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)	27.2	(2.05)
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)	28.2	(1.88)
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)	28.6	(1.85)
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)	26.2	(1.72)
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)	26.1	(1.97)
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)	26.4	(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)	28.0	(1.09)
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)	25.7	(3.50)
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)	28.3	(1.04)
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)	11.5	(1.82)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later 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 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, 1999 through 2015. (This table was prepared August 2016.)

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: 2015

[Standard errors appear in parentheses]

Student or school characteristic	Total, any hate-related words[1]		Type of hate-related word (specific characteristic targeted)											
			Race		Ethnicity		Religion		Disability		Gender		Sexual orientation	
1	2		3		4		5		6		7		8	
Total	**7.2**	**(0.43)**	**3.2**	**(0.26)**	**1.8**	**(0.20)**	**1.0**	**(0.16)**	**0.7**	**(0.14)**	**1.3**	**(0.20)**	**1.0**	**(0.16)**
Sex														
Male	7.8	(0.58)	3.9	(0.41)	2.3	(0.31)	1.1	(0.21)	0.7	(0.20)	0.6	(0.18)	1.1	(0.25)
Female	6.7	(0.61)	2.4	(0.37)	1.2	(0.24)	0.9	(0.21)	0.6	(0.16)	1.9	(0.33)	0.8	(0.20)
Race/ethnicity[2]														
White	6.3	(0.60)	1.7	(0.25)	0.7	(0.17)	1.2	(0.24)	0.8	(0.20)	1.6	(0.30)	1.1	(0.24)
Black	9.4	(1.07)	5.5	(0.92)	1.9 !	(0.57)	‡	(†)	‡	(†)	1.2 !	(0.56)	0.8 !	(0.37)
Hispanic	6.5	(0.78)	3.5	(0.54)	2.5	(0.43)	0.4 !	(0.18)	0.3 !	(0.16)	0.7 !	(0.25)	1.0 !	(0.31)
Asian	10.8	(2.39)	8.8	(2.13)	7.2	(2.01)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	11.4	(2.33)	6.5	(1.85)	4.4 !	(1.58)	2.5 !	(1.23)	‡	(†)	‡	(†)	‡	(†)
Grade														
6th	10.1	(1.58)	5.2	(1.15)	2.5 !	(0.92)	‡	(†)	‡	(†)	1.6 !	(0.74)	1.9 !	(0.88)
7th	7.0	(1.03)	3.2	(0.67)	2.0	(0.53)	0.5 !	(0.22)	0.8 !	(0.30)	0.7 !	(0.29)	0.7 !	(0.30)
8th	9.2	(1.11)	3.8	(0.75)	1.5 !	(0.46)	1.4 !	(0.45)	0.7 !	(0.30)	1.9 !	(0.57)	0.9 !	(0.36)
9th	7.4	(0.89)	3.1	(0.65)	2.0	(0.48)	0.9 !	(0.34)	‡	(†)	1.5	(0.45)	0.8 !	(0.32)
10th	6.5	(0.94)	2.7	(0.57)	1.8	(0.52)	0.7 !	(0.33)	‡	(†)	0.9 !	(0.34)	1.2 !	(0.43)
11th	6.0	(0.97)	2.2 !	(0.71)	0.9 !	(0.36)	‡	(†)	‡	(†)	1.4 !	(0.57)	1.1 !	(0.43)
12th	5.4	(0.99)	2.8	(0.70)	1.9 !	(0.58)	1.6 !	(0.55)	0.8 !	(0.42)	1.0 !	(0.46)	‡	(†)
Urbanicity[3]														
Urban	6.5	(0.68)	3.0	(0.48)	1.3	(0.30)	0.4 !	(0.16)	0.5 !	(0.24)	0.7 !	(0.24)	1.1	(0.31)
Suburban	8.3	(0.62)	3.9	(0.41)	2.3	(0.32)	1.3	(0.23)	0.7	(0.19)	1.6	(0.30)	1.0	(0.23)
Rural	4.9	(0.85)	0.9 !	(0.32)	0.5 !	(0.24)	1.1 !	(0.38)	0.9 !	(0.34)	1.3	(0.33)	0.7 !	(0.30)
Control of school														
Public	7.6	(0.45)	3.3	(0.27)	1.9	(0.21)	1.0	(0.17)	0.7	(0.15)	1.4	(0.21)	1.1	(0.18)
Private	2.8 !	(0.96)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†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 called hate-related words were asked which specific characteristics these words were related to. If a student reported being called more than one type of hate-related word—e.g., a derogatory term related to race as well as a derogatory term related to sexual orientation—the student was counted only once in the total percentage of students who were the target of any hate-related words.
[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 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 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, 2015. (This table was prepared August 2016.)

Table 11.1. 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 2015

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school[1]		Type of bullying: 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[2]																
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[3]																
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[4]																
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[5]																
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[3]																
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[4]																
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[5]																
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[3]																
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)

See notes at end of table.

Table 11.1. 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 2015—Continued

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school[1]		Type of bullying: 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	
Urbanicity[4]																
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[5]																
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)
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[3]																
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[4]																
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[5]																
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[3]																
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[4]																
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[5]																
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)
2015																
Total	**20.8**	**(0.99)**	**13.3**	**(0.87)**	**12.3**	**(0.83)**	**3.9**	**(0.44)**	**2.5**	**(0.36)**	**5.0**	**(0.52)**	**1.8**	**(0.30)**	**5.1**	**(0.49)**
Sex																
Male	18.8	(1.31)	12.7	(1.14)	9.1	(0.95)	4.8	(0.64)	2.7	(0.55)	4.4	(0.67)	1.9	(0.44)	6.0	(0.75)
Female	22.8	(1.39)	13.9	(1.13)	15.5	(1.22)	2.9	(0.50)	2.3	(0.50)	5.7	(0.78)	1.8	(0.39)	4.2	(0.63)
Race/ethnicity[3]																
White	21.6	(1.43)	14.2	(1.22)	12.8	(1.18)	3.9	(0.58)	2.1	(0.46)	5.6	(0.80)	1.6	(0.36)	5.3	(0.65)
Black	24.7	(3.29)	17.2	(2.98)	14.3	(2.51)	5.2	(1.56)	3.4 !	(1.25)	4.9	(1.37)	1.6 !	(0.75)	5.6	(1.66)
Hispanic	17.2	(1.58)	9.5	(1.34)	10.4	(1.52)	2.9	(0.71)	2.1 !	(0.70)	3.4	(0.74)	2.0 !	(0.62)	3.7	(0.80)
Asian	15.6	(4.02)	10.1 !	(3.12)	4.9 !	(2.15)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	3.9 !	(1.89)
Other	25.9	(4.91)	16.4	(4.07)	18.6	(4.31)	8.9 !	(3.90)	9.1 !	(3.17)	9.8 !	(3.61)	‡	(†)	11.2 !	(3.89)

See notes at end of table.

Table 11.1. 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 2015—Continued

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school[1]		Type of bullying: 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	
Grade																
6th	31.0	(3.53)	21.4	(3.38)	17.7	(3.18)	7.3	(2.05)	5.2	(1.25)	10.1	(2.29)	4.0 !	(1.61)	13.1	(2.45)
7th	25.1	(2.48)	18.6	(2.16)	12.9	(1.84)	3.8	(1.00)	2.9 !	(0.91)	6.4	(1.27)	2.7 !	(0.82)	7.8	(1.42)
8th	22.2	(2.41)	15.6	(2.06)	13.1	(2.06)	5.0	(1.23)	2.9 !	(0.88)	5.1	(1.14)	3.0 !	(0.93)	7.5	(1.56)
9th	19.0	(2.11)	12.5	(1.88)	10.6	(1.91)	2.8 !	(0.91)	2.7 !	(1.00)	4.4	(1.08)	1.3 !	(0.63)	4.4	(1.16)
10th	21.2	(2.13)	12.6	(1.94)	12.9	(1.82)	2.9 !	(0.90)	1.7 !	(0.67)	5.7	(1.40)	1.2 !	(0.58)	2.2 !	(0.80)
11th	15.8	(2.24)	8.8	(1.72)	10.2	(1.81)	4.2	(1.23)	‡	(†)	3.0 !	(0.96)	‡	(†)	2.1 !	(0.86)
12th	14.9	(2.18)	6.2	(1.53)	10.8	(1.99)	2.5 !	(0.95)	2.4 !	(1.15)	2.4 !	(0.93)	‡	(†)	1.6 !	(0.73)
Urbanicity[4]																
Urban	21.5	(1.84)	14.5	(1.56)	11.4	(1.56)	3.9	(0.80)	2.9	(0.65)	5.1	(0.85)	2.4	(0.60)	5.6	(0.94)
Suburban	21.1	(1.22)	13.3	(1.04)	13.2	(1.00)	3.9	(0.54)	2.6	(0.54)	5.4	(0.76)	1.6	(0.37)	4.8	(0.66)
Rural	18.2	(2.86)	10.9	(2.42)	10.6	(2.02)	3.8 !	(1.32)	‡	(†)	3.7	(1.05)	‡	(†)	5.2	(1.50)
Control of school[5]																
Public	21.1	(1.06)	13.4	(0.92)	12.5	(0.86)	4.0	(0.47)	2.6	(0.38)	5.0	(0.53)	1.8	(0.30)	5.2	(0.52)
Private	16.1	(3.40)	11.5	(2.83)	8.6	(2.43)	‡	(†)	‡	(†)	5.0 !	(1.81)	‡	(†)	3.6 !	(1.65)

—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]Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.
[2]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
[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 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 2013 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.
[5]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 2013 School Crime Supplement to the National Crime Victimization Survey.*
NOTE: "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, 2005 through 2015. (This table was prepared August 2016.)

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: 2015

[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		Online or by text	
1	2		3		4		5		6		7		8		9		10	
Total	**20.8**	**(0.99)**	**33.6**	**(2.46)**	**41.7**	**(2.30)**	**9.4**	**(1.37)**	**22.2**	**(2.12)**	**1.4 !**	**(0.54)**	**19.3**	**(1.82)**	**10.0**	**(1.58)**	**11.5**	**(1.67)**
Sex																		
Male	18.8	(1.31)	35.1	(3.50)	41.8	(3.28)	14.0	(2.49)	22.8	(3.08)	‡	(†)	23.6	(2.92)	13.8	(2.76)	6.1	(1.71)
Female	22.8	(1.39)	32.4	(3.12)	41.6	(2.99)	5.6	(1.54)	21.7	(2.89)	‡	(†)	15.8	(2.27)	6.8	(1.69)	15.9	(2.61)
Race/ethnicity[2]																		
White	21.6	(1.43)	32.6	(3.16)	44.3	(3.21)	9.4	(1.97)	22.4	(2.79)	‡	(†)	19.6	(2.41)	12.7	(2.34)	13.5	(2.49)
Black	24.7	(3.29)	30.2	(6.05)	48.0	(6.23)	‡	(†)	20.7	(5.45)	‡	(†)	18.2	(5.27)	‡	(†)	‡	(†)
Hispanic	17.2	(1.58)	33.8	(5.32)	32.2	(5.27)	7.3	(2.16)	21.7	(4.50)	‡	(†)	20.0	(4.14)	9.9 !	(3.43)	11.1 !	(3.40)
Asian	15.6	(4.02)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	25.9	(4.91)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade																		
6th	31.0	(3.53)	37.4	(6.97)	26.3	(6.05)	8.2 !	(3.66)	21.1	(4.87)	‡	(†)	34.0	(7.13)	16.1 !	(5.74)	‡	(†)
7th	25.1	(2.48)	39.1	(5.55)	45.5	(5.06)	12.2	(3.52)	22.2	(4.54)	‡	(†)	22.4	(4.19)	14.1	(3.59)	8.1 !	(3.83)
8th	22.2	(2.41)	30.3	(5.72)	51.1	(6.08)	13.3 !	(4.44)	26.0	(5.01)	‡	(†)	15.7	(4.23)	8.7 !	(3.60)	15.5	(4.06)
9th	19.0	(2.11)	38.4	(6.91)	37.0	(6.10)	13.8 !	(4.45)	23.3	(4.94)	‡	(†)	‡	(†)	14.2 !	(4.90)	‡	(†)
10th	21.2	(2.13)	33.5	(6.11)	40.6	(5.42)	‡	(†)	17.7	(4.44)	‡	(†)	14.4 !	(4.77)	‡	(†)	18.1	(5.09)
11th	15.8	(2.24)	29.4	(5.98)	39.9	(7.38)	10.1 !	(4.02)	17.5 !	(5.55)	‡	(†)	30.9	(6.65)	‡	(†)	11.2 !	(4.19)
12th	14.9	(2.18)	21.1 !	(6.50)	49.0	(8.29)	‡	(†)	28.6	(7.32)	‡	(†)	14.2 !	(5.60)	‡	(†)	18.7 !	(6.83)
Urbanicity[3]																		
Urban	21.5	(1.84)	41.3	(3.92)	38.3	(4.29)	9.1	(2.66)	23.3	(3.83)	‡	(†)	23.5	(3.87)	9.7	(2.52)	11.0	(2.60)
Suburban	21.1	(1.22)	29.6	(3.37)	43.2	(3.41)	10.4	(1.76)	23.6	(3.01)	‡	(†)	17.9	(2.32)	10.9	(2.18)	10.9	(2.57)
Rural	18.2	(2.86)	32.6	(6.05)	43.3	(6.00)	‡	(†)	13.8 !	(4.55)	‡	(†)	15.0 !	(4.91)	‡	(†)	15.1 !	(5.90)
Control of school																		
Public	21.1	(1.06)	33.0	(2.41)	41.1	(2.36)	9.5	(1.42)	22.1	(2.15)	1.4 !	(0.56)	19.2	(1.90)	10.5	(1.64)	11.5	(1.71)
Private	16.1	(3.40)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†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 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 going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." 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, 2015. (This table was prepared August 2016.)

Table 11.3. 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, by selected student and school characteristics: 2013 and 2015

[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	
2013																				
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[5]																				
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)	‡	(†)	‡	(†)	†	(†)
2015[6]																				
Total	**66.8**	**(2.27)**	**19.3**	**(1.75)**	**9.6**	**(1.36)**	**4.2**	**(0.93)**	**43.1**	**(2.53)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																				
Male	63.8	(3.78)	20.7	(2.87)	11.4	(2.27)	4.2 !	(1.31)	40.5	(3.59)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Female	69.4	(2.76)	18.2	(2.44)	8.1	(1.59)	4.3	(1.24)	45.3	(3.27)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity[3]																				
White	64.3	(2.98)	24.9	(2.50)	6.5	(1.68)	4.3	(1.22)	43.1	(3.41)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Black	71.0	(5.49)	12.3 !	(4.44)	16.7	(4.45)	‡	(†)	45.4	(7.15)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	71.9	(4.92)	11.2 !	(3.73)	10.9	(2.57)	5.9 !	(2.40)	42.5	(5.10)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Other	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 11.3. 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, by selected student and school characteristics: 2013 and 2015—Continued

[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	
Grade																				
6th	48.9	(6.47)	25.4	(5.43)	17.6	(4.75)	8.1 !	(3.60)	60.3	(5.67)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
7th	59.2	(5.63)	25.8	(5.07)	9.5 !	(3.28)	5.6 !	(2.28)	56.9	(6.00)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
8th	64.2	(5.65)	13.5	(4.02)	18.5	(4.56)	‡	(†)	48.2	(6.40)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
9th	72.8	(5.12)	18.2	(4.12)	7.5 !	(3.30)	‡	(†)	35.6	(6.36)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
10th	76.1	(5.62)	16.9 !	(5.14)	‡	(†)	‡	(†)	30.6	(5.77)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
11th	73.2	(5.92)	18.4 !	(5.57)	‡	(†)	‡	(†)	35.4	(6.66)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
12th	78.2	(6.10)	16.0 !	(5.73)	‡	(†)	‡	(†)	26.1	(7.32)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Urbanicity[4]																				
Urban	65.3	(4.00)	13.5	(2.98)	14.6	(2.67)	6.5	(1.91)	48.4	(4.56)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	67.3	(3.20)	22.1	(2.62)	8.1	(1.90)	2.6 !	(0.91)	39.4	(3.27)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	68.4	(5.61)	21.5	(4.97)	‡	(†)	5.9 !	(2.77)	46.3	(5.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Control of school[5]																				
Public	67.3	(2.38)	18.8	(1.81)	9.7	(1.41)	4.3	(0.96)	42.4	(2.57)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Private	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Total indicating adult at school notified,[2] by frequency of bullying	**37.3**	**(3.20)**	**50.0**	**(5.64)**	**62.7**	**(7.29)**	**‡**	**(†)**	**†**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Males indicating adult notified	32.3	(4.27)	52.9	(7.72)	‡	(†)	‡	(†)	†	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Females indicating adult notified	41.1	(3.86)	47.2	(7.39)	‡	(†)	‡	(†)	†	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—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]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 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]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 2013 School Crime Supplement to the National Crime Victimization Survey.*
[6]Data on cyber-bullying anywhere were not collected in 2015. However, students who reported being bullied at school in 2015 were asked whether any of the bullying occurred "online or by text."
NOTE: "At school" includes in the school building, on school property, on a school bus, and 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 and 2015. (This table was prepared August 2016.)

Table 11.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected and selected student and school characteristics: 2015

[Standard errors appear in parentheses]

Degree of negative effect and student or school characteristic	School work		Relationships with friends or family		Feeling about oneself		Physical health	
1	2		3		4		5	
Percentage distribution of bullied students, by degree of negative effect reported								
Total	**100.0**	**(†)**	**100.0**	**(†)**	**100.0**	**(†)**	**100.0**	**(†)**
Not at all	64.6	(2.36)	73.6	(2.30)	65.8	(2.43)	82.1	(2.04)
Not very much	21.7	(1.93)	12.1	(1.81)	14.9	(2.07)	8.9	(1.67)
Somewhat	8.7	(1.37)	10.2	(1.52)	11.8	(1.63)	6.8	(1.04)
A lot	5.0	(1.04)	4.1	(0.88)	7.4	(1.34)	2.2	(0.66)
Percent of bullied students reporting somewhat or a lot of negative effect								
Total	**13.7**	**(1.75)**	**14.2**	**(1.79)**	**19.3**	**(1.91)**	**9.1**	**(1.28)**
Sex								
Male	12.6	(2.62)	12.1	(2.62)	16.0	(3.01)	7.5	(1.85)
Female	14.7	(2.29)	16.0	(2.15)	22.0	(2.70)	10.4	(1.87)
Race/ethnicity[1]								
White	11.5	(2.16)	15.9	(2.58)	18.9	(2.72)	9.4	(1.89)
Black	17.7 !	(5.88)	14.1 !	(4.79)	25.4	(5.60)	6.2 !	(2.91)
Hispanic	13.9	(3.01)	7.1 !	(2.58)	14.2	(3.61)	10.3	(3.05)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade								
6th to 8th	16.4	(2.70)	14.2	(2.57)	25.9	(3.03)	9.9	(1.99)
9th to 12th	11.3	(2.08)	14.2	(2.45)	13.1	(2.39)	8.3	(1.72)
Urbanicity[2]								
Urban	21.3	(3.75)	15.9	(3.19)	23.7	(3.35)	10.0	(2.33)
Suburban	10.9	(1.98)	13.1	(2.42)	19.3	(2.58)	8.9	(1.61)
Rural	7.9 !	(3.40)	14.9 !	(5.07)	8.7 !	(3.79)	7.6 !	(3.52)
Control of school								
Public	13.8	(1.79)	14.3	(1.86)	19.8	(2.00)	8.6	(1.25)
Private	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†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 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 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, 2015. (This table was prepared September 2016.)

Table 11.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying was related to specific characteristics, by type of characteristic related to bullying and other selected student and school characteristics: 2015

[Standard errors appear in parentheses]

Student or school characteristic	Percentage distribution of bullied students, by whether bullying was related to specific characteristics[1]				Percent of bullied students reporting that bullying was related to characteristic													
	Total		No, not related to any listed characteristic		Yes, related to at least one listed characteristic[2]		Race		Ethnicity		Religion		Disability		Gender		Sexual orientation		Physical appearance	
1	2		3		4		5		6		7		8		9		10		11	
Total	**100.0**	**(†)**	**60.6**	**2.2**	**39.4**	**2.2**	**10.1**	**(1.60)**	**6.9**	**(1.17)**	**3.7**	**(0.90)**	**4.4**	**(1.01)**	**6.7**	**(1.37)**	**3.4 !**	**(1.04)**	**26.9**	(1.87)
Sex																				
Male	100.0	(†)	61.1	(3.36)	38.9	(3.36)	11.7	(2.45)	8.8	(2.01)	6.0	(1.69)	6.5	(1.66)	2.4 !	(1.07)	4.8 !	(1.51)	23.1	(2.82)
Female	100.0	(†)	60.2	(3.04)	39.8	(3.04)	8.7	(2.03)	5.3	(1.50)	1.8 !	(0.83)	2.7 !	(1.08)	10.3	(2.20)	‡	(†)	30.0	(2.44)
Race/ethnicity[3]																				
White	100.0	(†)	67.0	(2.75)	33.0	(2.75)	4.7	(1.39)	1.9 !	(0.91)	3.7 !	(1.24)	4.9	(1.47)	6.7	(1.48)	4.0 !	(1.49)	23.9	(2.22)
Black	100.0	(†)	56.4	(7.02)	43.6	(7.02)	15.5 !	(5.13)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	30.7	(5.86)
Hispanic	100.0	(†)	52.5	(5.10)	47.5	(5.10)	12.4	(3.66)	14.2	(3.71)	‡	(†)	4.6 !	(1.88)	7.1 !	(3.36)	‡	(†)	29.7	(4.54)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade																				
6th to 8th	100.0	(†)	60.9	(3.48)	39.1	(3.48)	12.8	(2.61)	6.3	(1.74)	2.7 !	(1.01)	4.6	(1.33)	7.0	(1.99)	‡	(†)	27.1	(3.12)
9th to 12th	100.0	(†)	60.2	(3.12)	39.8	(3.12)	7.5	(1.83)	7.5	(1.62)	4.6 !	(1.54)	4.3 !	(1.50)	6.4	(1.67)	4.4 !	(1.65)	26.7	(2.78)
Urbanicity[4]																				
Urban	100.0	(†)	58.6	(4.34)	41.4	(4.34)	10.2	(2.78)	5.8 !	(1.99)	‡	(†)	5.8 !	(2.27)	8.2	(2.34)	3.2 !	(1.58)	30.2	(3.93)
Suburban	100.0	(†)	58.1	(3.12)	41.9	(3.12)	10.9	(2.09)	8.1	(1.69)	3.9 !	(1.27)	3.5	(1.02)	6.7 !	(2.12)	4.0 !	(1.31)	27.8	(2.54)
Rural	100.0	(†)	75.9	(4.92)	24.1	(4.92)	‡	(†)	‡	(†)	6.0 !	(2.87)	‡	(†)	‡	(†)	‡	(†)	15.1	(4.12)
Control of school																				
Public	100.0	(†)	59.6	(2.24)	40.4	(2.24)	10.2	(1.66)	7.2	(1.23)	3.9	(0.95)	4.6	(1.06)	6.9	(1.43)	3.6 !	(1.09)	27.5	(1.92)
Private	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†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 bullied were asked whether the bullying was related to specific characteristics; for each characteristic, students could select "Yes" or "No." The seven characteristics that appeared on the questionnaire are shown in columns 5–11. Includes only students who answered the question about characteristics related to bullying; excludes students who reported being bullied but did not answer this question.
[2]Students who reported that bullying was related to multiple listed characteristics are counted only once in the total for students who reporting that bullying was related to at least one listed characteristic.
[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 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 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, 2015. (This table was prepared September 2016.)

Table 11.6. 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 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 11.7. 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 2015

[Standard errors appear in parentheses]

State	Bullied on school property[1]								Electronically bullied[2]							
	2009		2011		2013		2015		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9	
United States[3]	**19.9**	**(0.58)**	**20.1**	**(0.68)**	**19.6**	**(0.55)**	**20.2**	**(0.70)**	**—**	**(†)**	**16.2**	**(0.45)**	**14.8**	**(0.54)**	**15.6**	**(0.53)**
Alabama	19.3	(1.45)	14.1	(1.22)	20.8	(1.28)	19.0	(1.13)	—	(†)	12.3	(1.64)	13.5	(0.95)	13.5	(0.91)
Alaska	20.7	(1.29)	23.0	(1.32)	20.7	(1.35)	22.8	(1.27)	—	(†)	15.3	(1.04)	14.7	(1.10)	17.7	(1.05)
Arizona	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Arkansas	—	(†)	21.9	(1.74)	25.0	(1.51)	22.9	(1.38)	—	(†)	16.7	(1.48)	17.6	(1.05)	18.2	(1.29)
California	—	(†)	—	(†)	—	(†)	18.5	(1.61)	—	(†)	—	(†)	—	(†)	13.5	(1.87)
Colorado	18.8	(1.60)	19.3	(1.33)	—	(†)	—	(†)	—	(†)	14.4	(1.09)	—	(†)	—	(†)
Connecticut	—	(†)	21.6	(1.09)	21.9	(0.96)	18.6	(0.86)	—	(†)	16.3	(0.81)	17.5	(1.23)	13.9	(0.78)
Delaware	15.9	(1.11)	16.5	(1.03)	18.5	(0.96)	16.4	(0.99)	—	(†)	—	(†)	13.4	(0.78)	11.7	(0.69)
District of Columbia	—	(†)	—	(†)	10.9	(0.35)	12.1	(0.34)	—	(†)	—	(†)	7.9	(0.29)	7.9	(0.27)
Florida	13.4	(0.51)	14.0	(0.54)	15.7	(0.50)	15.0	(0.49)	—	(†)	12.4	(0.53)	12.3	(0.54)	11.6	(0.35)
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)	18.6	(1.00)	—	(†)	14.9	(0.80)	15.6	(0.98)	14.7	(0.73)
Idaho	22.3	(1.03)	22.8	(1.76)	25.4	(1.12)	26.0	(1.05)	—	(†)	17.0	(1.18)	18.8	(1.18)	21.1	(1.18)
Illinois	19.6	(1.46)	19.3	(1.31)	22.2	(1.00)	19.6	(1.06)	—	(†)	16.0	(1.38)	16.9	(0.77)	15.3	(1.05)
Indiana	22.8	(1.69)	25.0	(1.38)	—	(†)	18.7	(1.31)	—	(†)	18.7	(1.15)	—	(†)	15.7	(0.91)
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)	22.1	(1.40)	—	(†)	17.4	(1.14)	13.2	(1.06)	17.0	(1.35)
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)	23.2	(0.64)	—	(†)	19.7	(0.55)	20.6	(0.61)	18.9	(0.59)
Maryland	20.9	(0.96)	21.2	(1.28)	19.6	(0.25)	17.7	(0.23)	—	(†)	14.2	(0.78)	14.0	(0.22)	13.8	(0.18)
Massachusetts	19.4	(0.89)	18.1	(1.04)	16.6	(0.98)	15.6	(0.84)	—	(†)	—	(†)	13.8	(0.79)	13.0	(0.76)
Michigan	24.0	(1.77)	22.7	(1.40)	25.3	(1.47)	25.6	(1.45)	—	(†)	18.0	(0.91)	18.8	(1.20)	18.9	(1.14)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	16.0	(1.04)	15.6	(1.32)	19.2	(0.93)	19.5	(1.12)	—	(†)	12.5	(0.93)	11.9	(0.74)	15.5	(1.25)
Missouri	22.8	(1.74)	—	(†)	25.2	(1.72)	21.4	(1.65)	—	(†)	—	(†)	—	(†)	16.6	(1.18)
Montana	23.1	(1.32)	26.0	(1.06)	26.3	(0.68)	25.3	(1.00)	—	(†)	19.2	(0.92)	18.1	(0.62)	18.5	(0.67)
Nebraska	—	(†)	22.9	(0.85)	20.8	(1.10)	26.3	(1.28)	—	(†)	15.8	(0.81)	15.7	(0.91)	18.9	(1.27)
Nevada	—	(†)	—	(†)	19.7	(1.09)	18.6	(0.95)	—	(†)	—	(†)	15.0	(1.28)	14.6	(0.87)
New Hampshire	22.1	(1.53)	25.3	(1.21)	22.8	(1.05)	22.1	(0.46)	—	(†)	21.6	(1.27)	18.1	(1.02)	18.6	(0.43)
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)	18.4	(0.62)	—	(†)	13.2	(0.66)	13.1	(0.67)	13.7	(0.54)
New York	18.2	(1.01)	17.7	(0.66)	19.7	(1.43)	20.6	(0.81)	—	(†)	16.2	(0.68)	15.3	(0.89)	15.7	(0.75)
North Carolina	16.6	(1.00)	20.5	(1.34)	19.2	(0.94)	15.6	(1.65)	—	(†)	15.7	(0.83)	12.5	(1.11)	12.1	(1.46)
North Dakota	21.1	(1.29)	24.9	(1.24)	25.4	(1.28)	24.0	(1.11)	—	(†)	17.4	(1.15)	17.1	(0.82)	15.9	(0.78)
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)	20.4	(1.43)	—	(†)	15.6	(1.21)	14.3	(1.33)	14.5	(1.14)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	19.2	(1.18)	—	(†)	—	(†)	19.9	(1.08)	—	(†)	—	(†)	—	(†)	14.3	(0.97)
Rhode Island	16.3	(0.85)	19.1	(1.74)	18.1	(1.00)	15.5	(0.91)	—	(†)	15.3	(1.14)	14.3	(1.11)	12.4	(1.03)
South Carolina	15.1	(1.53)	18.3	(1.36)	20.2	(1.33)	19.8	(1.23)	—	(†)	15.6	(1.44)	13.8	(1.00)	14.1	(1.33)
South Dakota[5]	—	(†)	26.7	(1.25)	24.3	(2.05)	21.6	(2.38)	—	(†)	19.6	(0.94)	17.8	(1.05)	18.4	(1.57)
Tennessee	17.3	(1.24)	17.5	(0.88)	21.1	(1.22)	24.1	(0.71)	—	(†)	13.9	(0.69)	15.5	(0.94)	15.3	(0.54)
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[6]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	15.2	(0.54)	18.0	(0.32)	16.5	(0.26)
Virginia	—	(†)	20.3	(1.37)	21.9	(0.87)	19.5	(1.00)	—	(†)	14.8	(1.49)	14.5	(0.61)	13.8	(0.67)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	23.5	(1.33)	18.6	(1.71)	22.1	(1.72)	24.4	(1.18)	—	(†)	15.5	(1.18)	17.2	(0.89)	20.2	(1.62)
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)	23.8	(1.06)	—	(†)	18.7	(0.80)	16.1	(0.71)	17.5	(0.94)

—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]Includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting." Data on electronic bullying were not collected in 2009. Data on electronic bullying were not collected in 2009.
[3]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[4]Ohio data for all years include both public and private schools.
[5]South Dakota data for all years include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (all years), South Dakota (all years), and Vermont (2013 only). 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 2015. (This table was prepared June 2016.)

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 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)**	**22.6**	**(0.87)**
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)	28.4	(1.04)
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)	16.5	(1.04)
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)	20.1	(1.13)
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)	32.4	(2.11)
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)	23.0	(1.10)
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)	14.7	(1.12)
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)	29.2	(7.98)
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)	29.9	(5.07)
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)	27.6	(2.58)
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)	27.9	(1.51)
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)	23.4	(1.46)
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)	20.5	(1.23)
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)	17.4	(1.23)
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)**	**7.8**	**(0.54)**
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)	10.3	(0.79)
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)	5.0	(0.45)
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)	5.6	(0.35)
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)	12.6	(1.96)
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)	8.9	(0.87)
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)	6.3	(1.63)
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)	20.9 !	(7.11)
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)	13.2	(3.54)
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)	9.3	(1.49)
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)	11.6	(0.82)
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)	7.3	(0.76)
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)	6.5	(0.83)
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)	4.5	(0.51)
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 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 2015. (This table was prepared June 2016.)

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: 2015

[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	**77.4**	**(0.87)**	**17.5**	**(0.64)**	**3.6**	**(0.28)**	**1.6**	**(0.20)**	**92.2**	**(0.54)**	**6.7**	**(0.50)**	**0.6**	**(0.13)**	**0.4**	**(0.08)**
Sex																
Male	71.6	(1.04)	21.1	(0.82)	4.8	(0.44)	2.4	(0.34)	89.7	(0.79)	8.8	(0.70)	0.8	(0.20)	0.7	(0.13)
Female	83.5	(1.04)	13.7	(0.81)	2.2	(0.35)	0.7	(0.12)	95.0	(0.45)	4.5	(0.45)	0.3 !	(0.09)	0.2 !	(0.07)
Race/ethnicity[3]																
White	79.9	(1.13)	16.2	(0.96)	2.7	(0.26)	1.2	(0.21)	94.4	(0.35)	5.2	(0.36)	0.3	(0.07)	0.1 !	(0.05)
Black	67.6	(2.11)	24.9	(1.35)	5.2	(1.28)	2.3	(0.57)	87.4	(1.96)	11.4	(1.82)	0.8 !	(0.33)	0.4 !	(0.16)
Hispanic	77.0	(1.10)	16.8	(0.84)	4.3	(0.45)	1.9	(0.25)	91.1	(0.87)	7.1	(0.67)	0.9 !	(0.29)	0.9	(0.24)
Asian	85.3	(1.12)	10.7	(1.50)	2.5 !	(0.85)	‡	(†)	93.7	(1.63)	5.1	(1.48)	0.3 !	(0.15)	‡	(†)
Pacific Islander	70.8	(7.98)	17.6	(4.95)	‡	(†)	‡	(†)	79.1	(7.11)	10.3 !	(4.07)	‡	(†)	‡	(†)
American Indian/Alaska Native	70.1	(5.07)	21.1	(3.73)	4.3 !	(1.87)	4.5 !	(2.00)	86.8	(3.54)	10.9	(3.00)	‡	(†)	‡	(†)
Two or more races	72.4	(2.58)	20.9	(2.22)	4.9 !	(1.51)	1.8 !	(0.60)	90.7	(1.49)	8.0	(1.44)	‡	(†)	‡	(†)
Grade																
9th	72.1	(1.51)	21.3	(1.29)	4.9	(0.48)	1.7	(0.31)	88.4	(0.82)	10.5	(0.93)	0.8	(0.23)	0.4 !	(0.14)
10th	76.6	(1.46)	18.2	(1.09)	3.6	(0.66)	1.6	(0.27)	92.7	(0.76)	6.4	(0.69)	0.5	(0.13)	0.4	(0.12)
11th	79.5	(1.23)	16.3	(0.91)	2.6	(0.51)	1.6	(0.37)	93.5	(0.83)	5.5	(0.69)	0.8 !	(0.30)	0.2 !	(0.06)
12th	82.6	(1.23)	13.3	(0.95)	2.8	(0.37)	1.3	(0.35)	95.5	(0.51)	3.8	(0.44)	0.2 !	(0.07)	0.5 !	(0.16)

†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), 2015. (This table was prepared June 2016.)

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, 2005 through 2015

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]										On school property[2]											
	2005		2007		2009		2011		2013		2015		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
United States[3]	**35.9**	**(0.77)**	**35.5**	**(0.77)**	**31.5**	**(0.70)**	**32.8**	**(0.65)**	**24.7**	**(0.74)**	**22.6**	**(0.87)**	**13.6**	**(0.56)**	**12.4**	**(0.48)**	**11.1**	**(0.54)**	**12.0**	**(0.39)**	**8.1**	**(0.35)**	**7.8**	**(0.54)**
Alabama	31.7	(1.84)	—	(†)	31.7	(2.44)	28.4	(1.79)	29.2	(2.32)	24.3	(1.46)	14.6	(1.29)	—	(†)	13.1	(1.41)	11.8	(1.30)	10.9	(0.93)	9.3	(0.82)
Alaska	—	(†)	29.2	(1.77)	27.8	(1.52)	23.7	(1.17)	22.7	(1.64)	20.1	(1.42)	—	(†)	10.4	(1.17)	9.8	(1.04)	7.7	(0.90)	—	(†)	5.8	(0.66)
Arizona	32.4	(1.43)	31.3	(1.54)	35.9	(1.83)	27.7	(1.41)	23.9	(1.48)	22.8	(1.25)	11.7	(0.87)	11.3	(0.72)	12.0	(0.82)	10.8	(0.78)	8.8	(0.94)	7.2	(0.94)
Arkansas	32.1	(1.67)	32.8	(1.79)	34.7	(2.08)	29.1	(1.76)	27.0	(1.30)	24.4	(0.81)	13.9	(1.33)	13.0	(1.03)	14.8	(1.30)	11.0	(1.36)	11.4	(0.89)	11.2	(0.72)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	16.3	(1.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	6.6	(0.53)
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)	18.4	(1.00)	10.5	(0.72)	10.5	(0.83)	9.6	(0.79)	8.7	(0.84)	—	(†)	—	(†)
Delaware	30.3	(1.38)	33.0	(1.31)	30.4	(1.22)	28.0	(1.59)	25.1	(1.24)	21.2	(1.24)	9.8	(0.82)	10.5	(0.72)	8.6	(0.72)	8.8	(1.02)	9.3	(0.82)	8.1	(0.77)
District of Columbia	36.3	(1.26)	43.0	(1.45)	—	(†)	37.9	(1.71)	37.7	(0.63)	32.4	(0.48)	16.4	(0.88)	19.8	(1.21)	—	(†)	15.8	(1.55)	15.3	(0.47)	13.8	(0.37)
Florida	30.0	(0.94)	32.3	(1.24)	29.8	(0.83)	28.0	(0.72)	22.0	(0.77)	20.9	(0.84)	11.5	(0.77)	12.5	(0.84)	10.5	(0.47)	10.2	(0.44)	8.1	(0.52)	7.6	(0.53)
Georgia	33.8	(1.40)	34.0	(1.26)	32.3	(1.76)	33.1	(1.65)	21.4	(1.24)	—	(†)	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)	15.0	(0.94)	10.0	(1.01)	7.0	(0.78)	10.2	(0.99)	8.2	(0.75)	—	(†)	—	(†)
Idaho	32.3	(1.38)	30.0	(1.39)	29.0	(1.08)	26.4	(1.45)	21.6	(1.18)	23.2	(1.05)	12.1	(1.14)	12.3	(0.98)	10.2	(0.79)	9.4	(0.81)	7.3	(0.75)	6.0	(0.59)
Illinois	—	(†)	33.9	(1.91)	33.0	(1.38)	29.5	(1.41)	24.6	(1.67)	22.7	(1.51)	—	(†)	11.3	(1.11)	11.5	(0.82)	9.8	(0.69)	8.2	(0.66)	7.7	(0.94)
Indiana	29.3	(1.51)	29.5	(1.35)	29.1	(1.51)	29.0	(1.34)	—	(†)	18.1	(1.63)	11.2	(0.98)	11.5	(0.92)	9.5	(1.18)	8.9	(0.80)	—	(†)	5.5	(0.73)
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	29.6	(1.17)	27.0	(0.98)	28.7	(1.66)	28.7	(1.65)	21.2	(1.20)	19.9	(1.10)	12.7	(0.81)	10.6	(0.65)	9.5	(0.93)	11.4	(0.93)	6.0	(0.94)	7.8	(0.76)
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	28.2	(1.11)	26.5	(1.93)	22.8	(0.55)	19.5	(0.46)	17.0	(0.40)	15.1	(0.62)	10.0	(1.03)	10.1	(1.09)	9.1	(0.33)	7.9	(0.27)	5.7	(0.29)	4.9	(0.31)
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)	12.2	(0.30)
Massachusetts	28.6	(1.33)	27.5	(1.34)	29.2	(1.24)	25.4	(0.92)	20.3	(0.91)	19.2	(1.32)	10.2	(0.67)	9.1	(0.81)	8.7	(0.68)	7.1	(0.65)	4.6	(0.49)	5.6	(0.60)
Michigan	30.1	(2.02)	30.7	(1.89)	31.6	(1.72)	27.4	(1.32)	21.6	(0.88)	20.4	(1.33)	11.4	(1.11)	11.4	(0.89)	11.3	(1.02)	9.1	(0.68)	6.9	(0.55)	7.5	(0.94)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	—	(†)	30.6	(1.43)	34.1	(1.73)	29.3	(1.72)	31.0	(1.84)	27.3	(1.78)	—	(†)	11.9	(0.96)	12.6	(1.02)	12.3	(1.06)	13.6	(1.40)	8.7	(1.08)
Missouri	29.8	(2.12)	30.9	(2.18)	28.7	(1.34)	—	(†)	—	(†)	—	(†)	10.2	(1.31)	10.7	(1.21)	9.0	(0.97)	—	(†)	—	(†)	—	(†)
Montana	30.5	(1.19)	32.8	(1.08)	31.7	(2.25)	25.4	(0.73)	22.8	(0.90)	22.4	(0.82)	10.9	(0.67)	12.0	(0.75)	10.8	(1.33)	9.1	(0.51)	7.3	(0.37)	7.6	(0.53)
Nebraska	28.5	(1.02)	—	(†)	—	(†)	26.7	(1.09)	20.1	(1.22)	19.7	(1.08)	9.3	(0.60)	—	(†)	—	(†)	7.4	(0.68)	5.7	(0.70)	5.5	(0.62)
Nevada	34.5	(1.78)	31.6	(1.53)	35.0	(1.45)	—	(†)	23.6	(1.93)	20.1	(1.18)	14.2	(1.32)	11.3	(1.10)	10.0	(0.82)	—	(†)	6.8	(1.12)	6.8	(0.83)
New Hampshire	26.4	(1.84)	27.0	(1.40)	25.9	(1.59)	23.8	(1.27)	—	(†)	—	(†)	10.7	(1.06)	11.3	(0.70)	9.1	(0.87)	9.9	(0.89)	6.9	(0.81)	6.4	(0.27)
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)	25.9	(0.86)	15.6	(1.19)	16.9	(0.70)	15.0	(0.85)	11.3	(0.78)	9.7	(0.61)	8.5	(0.51)
New York	32.1	(1.07)	31.7	(1.08)	29.6	(1.23)	27.0	(1.25)	22.8	(1.10)	20.2	(0.88)	12.5	(0.74)	12.2	(0.91)	11.4	(0.91)	—	(†)	—	(†)	—	(†)
North Carolina	29.9	(1.41)	30.1	(1.54)	28.6	(0.96)	27.6	(1.37)	24.1	(1.49)	20.7	(1.61)	11.6	(0.85)	10.4	(0.84)	9.4	(0.43)	10.6	(1.01)	7.6	(0.94)	6.9	(0.70)
North Dakota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	10.7	(1.13)	9.6	(0.79)	7.4	(0.78)	8.2	(0.73)	8.8	(0.75)	5.4	(0.63)
Ohio[4]	30.2	(1.95)	30.4	(1.57)	—	(†)	31.2	(1.58)	19.8	(1.49)	—	(†)	10.2	(1.17)	9.4	(0.82)	—	(†)	8.8	(0.68)	6.2	(0.88)	—	(†)
Oklahoma	31.1	(1.63)	29.2	(1.37)	30.8	(2.10)	28.5	(1.96)	25.1	(1.79)	21.0	(1.57)	12.1	(1.13)	10.6	(0.81)	12.8	(1.43)	9.4	(1.25)	7.2	(1.05)	7.1	(1.03)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	29.6	(1.76)	—	(†)	—	(†)	21.7	(1.43)	—	(†)	—	(†)	9.9	(1.01)	—	(†)	—	(†)	6.8	(0.84)
Rhode Island	28.4	(1.34)	26.3	(1.61)	25.1	(0.83)	23.5	(0.81)	18.8	(1.12)	—	(†)	11.2	(0.80)	9.6	(0.93)	9.1	(0.73)	7.8	(0.52)	6.4	(0.52)	9.1	(1.00)
South Carolina	31.3	(1.68)	29.1	(1.37)	36.4	(2.06)	32.6	(2.04)	26.7	(1.42)	25.8	(1.95)	12.7	(1.18)	10.8	(0.86)	12.1	(1.43)	12.2	(1.48)	9.6	(1.17)	9.1	(1.36)
South Dakota[5]	26.5	(2.86)	29.8	(2.00)	27.1	(1.36)	24.5	(2.22)	24.2	(2.04)	21.7	(2.46)	8.4	(1.56)	9.3	(1.32)	8.3	(0.52)	8.2	(0.92)	6.6	(0.52)	6.8	(1.35)
Tennessee	30.9	(1.66)	31.8	(1.55)	32.3	(1.31)	30.8	(1.24)	25.7	(1.69)	—	(†)	10.9	(1.00)	12.4	(1.13)	11.3	(0.96)	10.5	(0.83)	10.4	(1.02)	10.8	(0.74)
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	25.9	(1.84)	30.1	(2.01)	28.2	(1.61)	23.9	(1.88)	21.3	(1.16)	—	(†)	10.4	(1.57)	11.6	(1.36)	10.6	(0.84)	8.1	(1.18)	6.9	(0.65)	—	(†)
Vermont[6]	24.3	(1.36)	26.0	(1.44)	25.6	(0.71)	23.1	(1.42)	—	(†)	18.4	(0.27)	12.2	(0.98)	11.5	(0.88)	11.0	(0.36)	8.8	(0.72)	9.4	(0.50)	7.4	(0.18)
Virginia	—	(†)	—	(†)	—	(†)	24.9	(1.71)	23.5	(0.90)	20.6	(1.02)	—	(†)	—	(†)	—	(†)	7.9	(0.93)	—	(†)	7.7	(0.63)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	29.1	(1.88)	29.9	(2.39)	31.7	(1.96)	25.7	(1.66)	25.2	(1.84)	20.5	(1.41)	12.1	(1.41)	12.9	(1.70)	11.3	(1.07)	10.3	(1.02)	9.1	(1.08)	7.3	(1.17)
Wisconsin	32.6	(1.51)	31.2	(1.46)	25.8	(1.52)	25.3	(1.72)	22.4	(1.46)	—	(†)	12.2	(1.03)	11.4	(0.97)	9.6	(0.87)	9.1	(0.95)	6.8	(0.69)	—	(†)
Wyoming	30.4	(1.08)	27.9	(1.12)	30.9	(1.17)	26.5	(1.08)	24.3	(1.11)	19.7	(1.23)	12.2	(0.72)	11.6	(0.83)	12.6	(0.73)	11.3	(0.65)	8.9	(0.60)	6.1	(0.59)

—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]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for all years include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). 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), 2005 through 2015. (This table was prepared July 2016.)

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 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)**	**16.2**	**(0.91)**
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)	24.3	(1.27)
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)	7.5	(0.79)
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)	18.1	(1.37)
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)	12.4	(1.37)
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)	13.7	(1.16)
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)	7.1	(1.33)
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)	26.3	(7.87)
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)	22.4	(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)	20.8	(2.52)
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)	16.1	(1.11)
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)	16.3	(1.49)
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)	16.0	(1.19)
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)	15.8	(1.26)
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)**	**4.1**	**(0.29)**
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)	5.9	(0.45)
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)	2.0	(0.28)
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)	3.7	(0.42)
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)	3.4	(0.69)
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)	4.5	(0.57)
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)	2.3 !	(0.78)
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)	15.0 !	(6.42)
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)	10.5	(2.48)
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)	5.7	(1.54)
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)	3.4	(0.31)
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)	4.1	(0.54)
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)	4.8	(0.50)
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)	3.6	(0.56)
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 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 2015. (This table was prepared July 2016.)

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: 2015

[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	**83.8**	**(0.91)**	**3.2**	**(0.31)**	**5.3**	**(0.45)**	**7.6**	**(0.53)**	**95.9**	**(0.29)**	**1.0**	**(0.13)**	**1.2**	**(0.10)**	**1.8**	**(0.20)**
Sex																
Male	75.7	(1.27)	4.4	(0.37)	7.8	(0.68)	12.2	(1.09)	94.1	(0.45)	1.5	(0.18)	1.7	(0.20)	2.6	(0.31)
Female	92.5	(0.79)	2.1	(0.34)	2.6	(0.38)	2.8	(0.34)	98.0	(0.28)	0.5	(0.10)	0.6	(0.14)	1.0	(0.15)
Race/ethnicity[3]																
White	81.9	(1.37)	3.2	(0.40)	6.0	(0.63)	8.9	(0.75)	96.3	(0.42)	0.7	(0.13)	1.3	(0.22)	1.7	(0.25)
Black	87.6	(1.37)	2.6	(0.68)	5.1	(0.80)	4.6	(0.88)	96.6	(0.69)	1.1 !	(0.36)	1.0 !	(0.35)	1.4	(0.36)
Hispanic	86.3	(1.16)	3.4	(0.47)	4.1	(0.50)	6.2	(0.69)	95.5	(0.57)	1.7	(0.38)	1.0	(0.16)	1.9	(0.31)
Asian	92.9	(1.33)	‡	(†)	0.7 !	(0.35)	3.5	(0.85)	97.7	(0.78)	‡	(†)	‡	(†)	1.8 !	(0.76)
Pacific Islander	73.7	(7.87)	‡	(†)	‡	(†)	20.4 !	(7.20)	85.0	(6.42)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	77.6	(4.01)	6.7 !	(2.35)	4.1 !	(1.29)	11.6 !	(4.15)	89.5	(2.48)	5.1 !	(2.37)	1.6 !	(0.77)	3.8 !	(1.83)
Two or more races	79.2	(2.52)	3.9	(0.86)	7.7	(1.75)	9.1	(1.68)	94.3	(1.54)	0.7 !	(0.26)	‡	(†)	3.0	(0.82)
Grade																
9th	83.9	(1.11)	4.5	(0.62)	5.4	(0.74)	6.3	(0.65)	96.6	(0.31)	1.1	(0.23)	1.0	(0.27)	1.3	(0.22)
10th	83.7	(1.49)	3.1	(0.52)	5.5	(0.60)	7.6	(0.91)	95.9	(0.54)	1.1	(0.27)	1.2	(0.28)	1.8	(0.33)
11th	84.0	(1.19)	3.0	(0.45)	5.0	(0.70)	8.1	(0.66)	95.2	(0.50)	1.1	(0.25)	1.6	(0.35)	2.2	(0.31)
12th	84.2	(1.26)	2.2	(0.35)	5.0	(0.67)	8.6	(0.87)	96.4	(0.56)	0.6	(0.13)	1.1	(0.26)	1.9	(0.35)

†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), 2015. (This table was prepared July 2016.)

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, 2005 through 2015

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**18.5 (0.80)**	**18.0 (0.87)**	**17.5 (0.73)**	**16.6 (0.65)**	**17.9 (0.73)**	**16.2 (0.91)**	**6.5 (0.46)**	**5.9 (0.37)**	**5.6 (0.32)**	**5.4 (0.35)**	**5.2 (0.44)**	**4.1 (0.29)**
Alabama	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	23.1 (1.55)	22.5 (1.91)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)	5.5 (0.56)	5.6 (1.15)
Alaska	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	19.2 (1.31)	— (†)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)	6.1 (0.80)	8.2 (0.87)
Arizona	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	17.5 (1.17)	18.0 (1.28)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)	4.8 (0.86)	4.5 (0.93)
Arkansas	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	27.1 (1.76)	21.0 (1.40)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)	9.1 (1.10)	5.4 (0.90)
California	— (†)	— (†)	— (†)	— (†)	— (†)	8.9 (1.25)	— (†)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)
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)	6.2 (0.59)
Delaware	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	14.4 (0.80)	13.0 (0.91)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)	3.1 (0.34)	4.0 (0.54)
District of Columbia	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	20.0 (0.47)	18.1 (0.40)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)	— (†)	— (†)
Florida	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	15.7 (0.67)	15.4 (0.92)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)	— (†)	— (†)
Georgia	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	18.5 (1.51)	— (†)	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)	10.7 (0.58)	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)	28.2 (1.52)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)	6.5 (0.92)	6.8 (1.02)
Illinois	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	15.8 (1.22)	15.4 (1.41)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)	4.7 (0.57)	4.3 (0.51)
Indiana	19.2 (1.25)	20.9 (0.80)	18.1 (1.58)	17.0 (1.46)	— (†)	19.6 (1.84)	5.8 (0.71)	6.9 (0.64)	5.7 (0.80)	3.7 (0.46)	— (†)	5.6 (1.13)
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	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	20.7 (1.35)	23.1 (1.62)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)	6.4 (0.73)	6.5 (1.03)
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	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	— (†)	— (†)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)	7.1 (0.46)	5.8 (0.37)
Maryland	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	15.8 (0.27)	14.9 (0.24)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)	4.8 (0.13)	4.3 (0.14)
Massachusetts	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	11.6 (0.83)	12.6 (1.20)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)	3.1 (0.50)	3.2 (0.38)
Michigan	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	15.5 (1.06)	16.6 (1.50)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)	3.8 (0.35)	3.6 (0.60)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	19.1 (1.56)	21.0 (1.50)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)	4.1 (0.66)	5.2 (0.51)
Missouri	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	22.2 (1.93)	22.1 (1.72)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)	— (†)	5.9 (0.68)
Montana	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	25.7 (0.84)	26.4 (0.94)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)	9.9 (0.58)	10.6 (0.80)
Nebraska	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	— (†)	— (†)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)	— (†)	8.1 (0.95)
Nevada	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	16.0 (1.50)	18.3 (1.53)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)	3.3 (0.64)	3.7 (0.59)
New Hampshire	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	— (†)	— (†)	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)	22.5 (0.82)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)	5.4 (0.42)	4.6 (0.33)
New York	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	12.8 (0.82)	13.0 (0.96)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)	4.0 (0.38)	4.5 (0.51)
North Carolina	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	20.6 (1.34)	19.3 (1.33)	6.4 (0.77)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)	4.5 (0.67)	3.9 (0.54)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)	6.4 (0.75)	5.2 (0.49)
Ohio[4]	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	14.2 (1.61)	— (†)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	19.9 (1.41)	19.5 (1.66)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)	6.0 (0.77)	4.8 (0.80)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	17.4 (1.27)	— (†)	— (†)	3.3 (0.47)	— (†)	— (†)	2.0 (0.44)
Rhode Island	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	— (†)	— (†)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)	5.0 (0.78)	4.8 (0.80)
South Carolina	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	21.2 (1.25)	20.5 (1.88)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)	3.7 (0.48)	2.9 (0.46)
South Dakota[5]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)	6.8 (0.87)	7.1 (1.29)
Tennessee	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	19.2 (1.70)	— (†)	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	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	17.2 (1.19)	— (†)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)	5.0 (0.57)	— (†)
Vermont[6]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)	10.4 (1.28)	7.7 (0.19)
Virginia	— (†)	— (†)	— (†)	20.4 (1.26)	15.8 (0.69)	15.0 (0.75)	— (†)	— (†)	— (†)	5.7 (0.64)	— (†)	2.6 (0.44)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	24.3 (2.16)	26.1 (1.57)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)	5.5 (0.99)	6.5 (0.87)
Wisconsin	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	14.4 (1.32)	— (†)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)	3.2 (0.52)	— (†)
Wyoming	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	28.8 (0.95)	29.6 (1.33)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)	9.9 (0.62)	10.7 (0.82)

—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]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for all years include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.

NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). 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), 2005 through 2015. (This table was prepared July 2016.)

Table 14.4. 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 2014–15

State	Number of firearm incidents						Rate of firearm incidents per 100,000 students					
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	**1,749**	**1,685**	**1,333**	**1,556**	**1,501**	**1,463**	**3.5**	**3.4**	**2.7**	**3.1**	**3.0**	**2.9**
Alabama	23	15	5	46	29	34	3.1	2.0	0.7	6.2	3.9	4.6
Alaska	7	3	5	5	4	2	5.3	2.3	3.8	3.8	3.1	1.5
Arizona	18	7	22	18	17	25	1.7	0.7	2.0	1.7	1.5	2.2
Arkansas	32	45	50	65	51	69	6.7	9.3	10.3	13.4	10.4	14.1
California	267	220	79	129	92	113	4.3	3.5	1.3	2.0	1.5	1.8
Colorado	23	19	17	23	21	20	2.8	2.3	2.0	2.7	2.4	2.2
Connecticut	29	12	21	19	7	15	5.1	2.1	3.8	3.4	1.3	2.8
Delaware	7	2	1	2	5	2	5.5	1.5	0.8	1.6	3.8	1.5
District of Columbia	2	2	2	0	2	7	2.9	2.8	2.7	0.0	2.6	8.6
Florida	66	63	51	62	71	82	2.5	2.4	1.9	2.3	2.6	3.0
Georgia	132	154	104	118	83	79	7.9	9.2	6.2	6.9	4.8	4.5
Hawaii	1	2	1	0	0	0	0.6	1.1	0.5	0.0	0.0	0.0
Idaho	12	—	10	5	4	2	4.3	—	3.6	1.8	1.3	0.7
Illinois	21	5	5	9	4	7	1.0	0.2	0.2	0.4	0.2	0.3
Indiana	42	28	26	27	25	26	4.0	2.7	2.5	2.6	2.4	2.5
Iowa	5	2	2	3	3	3	1.0	0.4	0.4	0.6	0.6	0.6
Kansas	32	20	9	28	19	16	6.7	4.1	1.9	5.7	3.8	3.2
Kentucky	12	15	23	20	43	32	1.8	2.2	3.4	2.9	6.3	4.6
Louisiana	50	49	43	66	80	53	7.2	7.0	6.1	9.3	11.2	7.4
Maine	2	2	4	2	0	1	1.1	1.1	2.1	1.1	0.0	0.5
Maryland	8	8	10	11	7	6	0.9	0.9	1.2	1.3	0.8	0.7
Massachusetts	11	12	7	10	19	11	1.1	1.3	0.7	1.0	2.0	1.2
Michigan	37	80	60	70	41	24	2.2	5.0	3.8	4.5	2.6	1.6
Minnesota	21	23	10	19	22	24	2.5	2.7	1.2	2.2	2.6	2.8
Mississippi	42	32	32	38	49	18	8.5	6.5	6.5	7.7	9.9	3.7
Missouri	104	120	81	110	88	95	11.3	13.1	8.8	12.0	9.6	10.4
Montana	14	11	9	8	8	11	9.9	7.8	6.3	5.6	5.6	7.6
Nebraska	8	13	10	16	14	15	2.7	4.4	3.3	5.3	4.6	4.8
Nevada	18	14	14	8	29	6	4.2	3.2	3.2	1.8	6.4	1.3
New Hampshire	2	5	6	4	9	10	1.0	2.6	3.1	2.1	4.8	5.4
New Jersey	5	5	6	5	5	3	0.4	0.4	0.4	0.4	0.4	0.2
New Mexico	18	25	18	13	15	9	5.4	7.4	5.3	3.8	4.4	2.6
New York	17 [1]	18 [1]	46	28	45	47	0.6 [1]	0.7 [1]	1.7	1.0	1.6	1.7
North Carolina	23	9	9	11	19	23	1.6	0.6	0.6	0.7	1.2	1.5
North Dakota	2	11	2	5	6	4	2.1	11.4	2.0	4.9	5.8	3.8
Ohio	103	91	76	71	102	89	5.8	5.2	4.4	4.1	5.9	5.2
Oklahoma	37	22	27	39	21	26	5.7	3.3	4.1	5.8	3.1	3.8
Oregon	14	17	19	16	15	17	2.4	3.0	3.3	2.7	2.5	2.8
Pennsylvania	27	24	23	34	23	49	1.5	1.3	1.3	1.9	1.3	2.8
Rhode Island	3	7	1	0	2	0	2.1	4.9	0.7	0.0	1.4	0.0
South Carolina	32	8	26	49	51	51	4.4	1.1	3.6	6.7	6.8	6.7
South Dakota	8	2	10	9	4	1	6.5	1.6	7.8	6.9	3.1	0.8
Tennessee	79	43	82	64	57	64	8.1	4.4	8.2	6.4	5.7	6.4
Texas	103	93	85	100	103	90	2.1	1.9	1.7	2.0	2.0	1.7
Utah	5	76	99 [2]	49	45	55	0.9	13.0	16.5 [2]	8.0	7.2	8.7
Vermont	1	3	1	2	9	2	1.1	3.1	1.1	2.2	10.1	2.3
Virginia	34	30	32	31	22	34	2.7	2.4	2.5	2.4	1.7	2.7
Washington	162	173	26	33	46	34	15.6	16.6	2.5	3.1	4.3	3.2
West Virginia	4	3	14	1	16	16	1.4	1.1	4.9	0.4	5.7	5.7
Wisconsin	19	33	8	37	40	32	2.2	3.8	0.9	4.2	4.6	3.7
Wyoming	5	9	4	18	9	9	5.7	10.1	4.4	19.7	9.7	9.6

—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 August 1, 2016, 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 2014–15. (This table was prepared August 2016.)

Table 14.5. 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 2015

[Standard errors appear in parentheses]

Student or school characteristic	2007		2009		2011		2013		2015	
1	2		3		4		5		6	
Total	**6.7**	**(0.40)**	**5.5**	**(0.47)**	**4.7**	**(0.43)**	**3.7**	**(0.38)**	**4.2**	**(0.48)**
Sex										
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)	5.3	(0.63)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)	3.1	(0.50)
Race/ethnicity[1]										
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)	5.2	(0.67)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)	3.3	(0.79)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)	2.8	(0.65)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	9.3	(2.30)	5.4 !	(2.40)	‡	(†)	4.7 !	(1.79)	6.5	(1.82)
Grade										
6th	2.4	(0.64)	0.8 !	(0.40)	2.0 !	(0.89)	‡	(†)	1.7 !	(0.65)
7th	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)	2.0	(0.50)	3.0	(0.66)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)	2.6	(0.58)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)	3.3	(0.72)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)	4.7	(1.07)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)	6.4	(1.10)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)	7.3	(1.08)
Urbanicity[2]										
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)	3.4	(0.73)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)	4.4	(0.60)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)	5.0	(1.20)
Control of school										
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)	4.4	(0.52)
Private	4.5	(0.88)	2.3 !	(0.83)	3.2 !	(0.98)	3.6	(1.01)	2.0 !	(0.76)

†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 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 2015. (This table was prepared August 2016.)

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 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)**	**32.8**	**(1.18)**
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)	32.2	(0.89)
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)	33.5	(1.89)
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)	35.2	(2.00)
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)	23.8	(2.82)
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)	34.4	(1.28)
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)	13.1	(1.83)
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)	36.9	(10.62)
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)	46.0	(8.12)
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)	39.6	(2.68)
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)	23.4	(1.28)
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)	29.0	(2.49)
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)	38.0	(1.68)
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)	42.4	(2.00)
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 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 and 2015.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

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 2015

[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	(9)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
2015[4]																
Total	**67.2**	**(1.18)**	**17.6**	**(0.67)**	**14.5**	**(0.85)**	**0.7**	**(0.12)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	67.8	(0.89)	16.1	(0.76)	15.1	(0.87)	1.0	(0.23)	—	(†)	—	(†)	—	(†)	—	(†)
Female	66.5	(1.89)	19.3	(1.09)	13.9	(1.12)	0.3 !	(0.13)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity[3]																
White	64.8	(2.00)	18.5	(0.83)	16.2	(1.40)	0.5	(0.11)	—	(†)	—	(†)	—	(†)	—	(†)
Black	76.2	(2.82)	14.4	(1.82)	8.6	(1.24)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	65.6	(1.28)	18.9	(1.25)	14.4	(0.76)	1.1	(0.25)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	86.9	(1.83)	7.1	(1.48)	4.9	(0.88)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	63.1	(10.62)	22.1 !	(8.78)	13.5 !	(5.64)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	54.0	(8.12)	16.3 !	(5.91)	29.3 !	(8.96)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	60.4	(2.68)	20.2	(2.17)	19.0	(2.32)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	76.6	(1.28)	14.2	(1.20)	8.5	(0.98)	0.6	(0.16)	—	(†)	—	(†)	—	(†)	—	(†)
10th	71.0	(2.49)	16.0	(1.53)	12.2	(1.25)	0.8	(0.21)	—	(†)	—	(†)	—	(†)	—	(†)
11th	62.0	(1.68)	19.9	(1.49)	17.8	(1.39)	0.3 !	(0.12)	—	(†)	—	(†)	—	(†)	—	(†)
12th	57.6	(2.00)	21.0	(1.22)	20.4	(1.49)	0.9	(0.26)	—	(†)	—	(†)	—	(†)	—	(†)

—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 and 2015.
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 2015. (This table was prepared July 2016.)

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, 2005 through 2015

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**43.3 (1.38)**	**44.7 (1.15)**	**41.8 (0.80)**	**38.7 (0.75)**	**34.9 (1.08)**	**32.8 (1.18)**	**4.3 (0.30)**	**4.1 (0.32)**	**4.5 (0.29)**	**5.1 (0.33)**	**— (†)**	**— (†)**
Alabama	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	35.0 (2.45)	30.7 (1.70)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)	— (†)	— (†)
Alaska	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	22.5 (1.69)	22.0 (1.21)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)	— (†)	— (†)
Arizona	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	36.0 (2.25)	34.8 (2.65)	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)	27.6 (1.58)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	28.9 (2.61)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
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)	30.2 (1.50)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)	— (†)	— (†)
Delaware	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	36.3 (1.34)	31.4 (1.95)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)	— (†)	— (†)
District of Columbia	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	31.4 (0.58)	20.2 (0.43)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)	— (†)	— (†)
Florida	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	34.9 (0.87)	33.0 (0.96)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)	— (†)	— (†)
Georgia	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	27.9 (2.04)	— (†)	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)	25.2 (1.02)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)	— (†)	— (†)
Idaho	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	28.3 (2.23)	28.3 (2.21)	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)	30.7 (2.07)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)	— (†)	— (†)
Indiana	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	— (†)	30.5 (2.19)	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	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	30.4 (1.37)	28.5 (1.70)	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	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	26.6 (0.90)	24.0 (0.69)	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)	26.1 (0.41)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)	— (†)	— (†)
Massachusetts	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	35.6 (1.14)	33.9 (1.48)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)	— (†)	— (†)
Michigan	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	28.3 (1.81)	25.9 (1.81)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	32.9 (2.09)	31.5 (1.67)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)	— (†)	— (†)
Missouri	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	35.6 (1.33)	34.5 (2.09)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)	— (†)	— (†)
Montana	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	37.1 (1.20)	34.2 (1.03)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)	— (†)	— (†)
Nebraska	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	22.1 (1.46)	22.7 (1.65)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)	— (†)	— (†)
Nevada	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	34.0 (2.11)	33.5 (2.29)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)	— (†)	— (†)
New Hampshire	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	32.9 (1.71)	30.0 (0.88)	— (†)	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)	26.1 (0.89)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)	— (†)	— (†)
New York	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	32.5 (1.36)	29.7 (1.80)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)	— (†)	— (†)
North Carolina	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	32.2 (1.27)	29.2 (1.63)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)	— (†)	— (†)
North Dakota	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	35.3 (1.59)	30.8 (1.58)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)	— (†)	— (†)
Ohio[4]	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	29.5 (2.21)	— (†)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)
Oklahoma	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	33.4 (1.91)	27.3 (1.95)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	30.6 (1.61)	— (†)	— (†)	2.8 (0.50)	— (†)	— (†)	— (†)
Rhode Island	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	30.9 (1.78)	26.2 (1.92)	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)	24.6 (1.57)	6.0 (0.96)	4.7 (0.73)	3.6 (0.79)	5.9 (0.90)	— (†)	— (†)
South Dakota[5]	46.6 (2.12)	44.5 (1.80)	40.1 (1.54)	39.3 (2.14)	30.8 (1.45)	28.0 (2.53)	4.0 (0.70)	3.6 (0.92)	— (†)	— (†)	— (†)	— (†)
Tennessee	41.8 (1.90)	36.7 (1.90)	33.5 (1.71)	33.3 (1.39)	28.4 (1.35)	— (†)	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	15.8 (1.92)	17.0 (1.88)	18.2 (2.72)	15.1 (1.54)	11.0 (0.90)	— (†)	2.1 (0.39)	4.7 ! (1.69)	2.7 (0.45)	2.7 (0.54)	— (†)	— (†)
Vermont[6]	41.8 (1.53)	42.6 (1.04)	39.0 (1.57)	35.3 (1.10)	— (†)	30.0 (0.33)	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)	23.4 (1.20)	— (†)	— (†)	— (†)	3.3 (0.59)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	41.5 (1.41)	43.5 (1.45)	40.4 (1.10)	34.3 (2.40)	37.1 (2.04)	31.1 (1.45)	6.4 (1.08)	5.5 (0.89)	5.7 (0.61)	4.2 (0.67)	— (†)	— (†)
Wisconsin	49.2 (1.51)	48.9 (1.56)	41.3 (1.83)	39.2 (1.35)	32.7 (1.21)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	45.4 (1.47)	42.4 (1.22)	41.7 (1.36)	36.1 (1.34)	34.4 (1.14)	31.0 (1.48)	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 and 2015.
[3]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for all years include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). 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), 2005 through 2015. (This table was prepared July 2016.)

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: 2014–15

[Standard errors appear in parentheses]

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[2]	**1,297,163**	**22,498** [4]	**195,186** [4]	**1,017,143**	**62,336**	**2,583**	**45** [4]	**389** [4]	**2,025**	**124**
Alabama	40,561	527	5,774	32,683	1,577	5,451	71	776	4,392	212
Alaska	3,578	138	717	2,495	228	2,728	105	547	1,902	174
Arizona[3]	30,217	851	3,915	24,536	915	2,718	77	352	2,207	82
Arkansas	23,099	499	2,116	19,685	799	4,705	102	431	4,010	163
California	251,483	(4)	42,828 [4]	196,643	12,012	3,984	(4)	678 [4]	3,115	190
Colorado	65,725	1,082	6,773	57,104	766	7,393	122	762	6,423	86
Connecticut	24,336	365	1,390	21,490	1,091	4,484	67	256	3,960	201
Delaware	613	67	335	50	161	457	50	250	37	120
District of Columbia	5,924	20	282	5,259	363	7,317	25	348	6,496	448
Florida	16,125	1,071	10,252	3,261	1,541	585	39	372	118	56
Georgia	69,897	844	10,917	55,452	2,684	4,007	48	626	3,179	154
Hawaii	2,195	175	678	1,066	276	1,204	96	372	584	151
Idaho	842	78	460	195	109	289	27	158	67	37
Illinois	42,915	969	6,358	32,438	3,150	2,093	47	310	1,582	154
Indiana	41,358	1,215	3,182	35,344	1,617	3,953	116	304	3,378	155
Iowa[3]	12,533	277	1,945	9,546	765	2,480	55	385	1,889	151
Kansas	12,026	253	2,246	8,839	688	2,418	51	452	1,777	138
Kentucky[3]	51,619	811	10,997	39,414	397	7,496	118	1,597	5,723	58
Louisiana	47,145	341	4,924	40,631	1,249	6,577	48	687	5,668	174
Maine	1,899	114	735	979	71	1,041	62	403	537	39
Maryland	32,094	416	2,620	27,452	1,606	3,670	48	300	3,139	184
Massachusetts	21,254	503	2,686	16,775	1,290	2,224	53	281	1,755	135
Michigan[3]	11,476	212	1,292	9,141	831	746	14	84	594	54
Minnesota[3]	20,647	496	3,572	15,525	1,054	2,409	58	417	1,811	123
Mississippi	17,432	334	757	15,812	529	3,551	68	154	3,221	108
Missouri	21,891	1,040	6,800	12,665	1,386	2,385	113	741	1,380	151
Montana	4,530	141	917	3,253	219	3,134	98	634	2,251	152
Nebraska	9,176	212	1,156	7,389	419	2,935	68	370	2,363	134
Nevada	11,009	420	2,161	7,820	608	2,397	91	471	1,703	132
New Hampshire	4,829	141	797	3,583	308	2,615	76	432	1,940	167
New Jersey	11,679	339	2,162	8,357	821	834	24	154	597	59
New Mexico	11,435	293	2,338	8,249	555	3,360	86	687	2,424	163
New York	18,932	1,171	4,838	7,772	5,151	691	43	176	284	188
North Carolina	69,415	837	11,451	54,373	2,754	4,482	54	739	3,510	178
North Dakota	1,314	52	370	830	62	1,233	49	347	779	58
Ohio	80,159	1,063	8,835	67,255	3,006	4,647	62	512	3,899	174
Oklahoma	14,632	456	2,181	10,824	1,171	2,125	66	317	1,572	170
Oregon	15,004	465	2,899	11,079	561	2,495	77	482	1,842	93
Pennsylvania	36,436	628	2,927	30,536	2,345	2,090	36	168	1,752	135
Rhode Island	12,715	66	701	11,771	177	8,957	46	494	8,292	125
South Carolina	21,051	401	1,392	18,941	317	2,783	53	184	2,504	42
South Dakota[3]	3,351	102	912	2,107	230	2,519	77	686	1,584	173
Tennessee	32,686	514	2,213	29,691	268	3,283	52	222	2,983	27
Texas	2,405	48	1,364	565	428	46	1	26	11	8
Utah	5,010	146	1,230	3,285	349	788	23	194	517	55
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	20,772	797	1,692	16,343	1,940	1,622	62	132	1,276	152
Washington[3]	20,098	944	5,024	11,951	2,179	1,872	88	468	1,113	203
West Virginia	3,438	48	599	2,738	53	1,226	17	214	977	19
Wisconsin	17,552	512	2,468	13,582	990	2,014	59	283	1,559	114
Wyoming	651	4	8	369	270	692	4	9	392	287

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]U.S. totals exclude Vermont data, which were not reported.
[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.
[4]California reported alcohol incidents in the illicit drug category.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted August 1, 2016, 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," 2014–15. (This table was prepared August 2016.)

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 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)**	**21.7**	**(1.22)**
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)	23.2	(1.46)
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)	20.1	(1.33)
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)	19.9	(1.67)
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)	27.1	(1.57)
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)	24.5	(1.49)
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)	8.2	(1.58)
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)	17.4	(4.88)
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)	26.9	(5.20)
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)	23.5	(2.18)
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)	15.2	(0.98)
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)	20.0	(1.87)
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)	24.8	(1.27)
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)	27.6	(1.93)
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 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 and 2015.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

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 2015

[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)	—	(†)	—	(†)	—	(†)	—	(†)
2015[4]																
Total	**78.3**	**(1.22)**	**7.0**	**(0.37)**	**10.4**	**(0.81)**	**4.2**	**(0.40)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	76.8	(1.46)	6.4	(0.47)	11.4	(0.91)	5.5	(0.61)	—	(†)	—	(†)	—	(†)	—	(†)
Female	79.9	(1.33)	7.6	(0.44)	9.6	(0.87)	2.9	(0.31)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity[3]																
White	80.1	(1.67)	6.9	(0.45)	9.6	(1.20)	3.5	(0.44)	—	(†)	—	(†)	—	(†)	—	(†)
Black	72.9	(1.57)	8.3	(1.14)	13.7	(1.06)	5.1	(0.99)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	75.5	(1.49)	7.7	(0.64)	11.4	(0.84)	5.3	(0.62)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	91.8	(1.58)	2.6 !	(0.87)	4.1	(0.87)	1.5 !	(0.72)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	82.6	(4.88)	‡	(†)	5.5 !	(2.03)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	73.1	(5.20)	6.3 !	(2.47)	12.1 !	(3.74)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	76.5	(2.18)	6.0	(1.08)	12.1	(1.58)	5.4	(1.10)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	84.8	(0.98)	5.5	(0.56)	7.3	(0.56)	2.4	(0.34)	—	(†)	—	(†)	—	(†)	—	(†)
10th	80.0	(1.87)	6.1	(0.73)	10.0	(1.18)	3.9	(0.59)	—	(†)	—	(†)	—	(†)	—	(†)
11th	75.2	(1.27)	7.7	(0.55)	12.9	(1.13)	4.3	(0.55)	—	(†)	—	(†)	—	(†)	—	(†)
12th	72.4	(1.93)	8.9	(0.61)	12.2	(1.33)	6.4	(0.82)	—	(†)	—	(†)	—	(†)	—	(†)

—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 and 2015.
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 2015. (This table was prepared July 2016.)

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, 2005 through 2015

[Standard errors appear in parentheses]

State	Anywhere (including on school property)[1]						On school property[2]					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States[3]	**20.2 (0.84)**	**19.7 (0.97)**	**20.8 (0.70)**	**23.1 (0.80)**	**23.4 (1.08)**	**21.7 (1.22)**	**4.5 (0.32)**	**4.5 (0.46)**	**4.6 (0.35)**	**5.9 (0.39)**	**— (†)**	**— (†)**
Alabama	18.5 (1.49)	— (†)	16.2 (1.28)	20.8 (1.62)	19.2 (1.46)	17.3 (1.08)	3.5 (0.80)	— (†)	4.6 (0.81)	4.0 (0.68)	— (†)	— (†)
Alaska	— (†)	20.5 (1.47)	22.7 (1.65)	21.2 (1.68)	19.7 (1.35)	19.0 (1.15)	— (†)	5.9 (0.70)	5.9 (0.69)	4.3 (0.59)	— (†)	— (†)
Arizona	20.0 (1.08)	22.0 (1.38)	23.7 (1.90)	22.9 (1.59)	23.5 (1.75)	23.3 (1.98)	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)	17.8 (0.95)	4.1 (0.61)	2.8 (0.50)	4.5 (1.02)	3.9 (0.78)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	22.9 (2.19)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
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)	20.4 (1.41)	5.1 (0.49)	5.9 (0.77)	6.2 (0.76)	5.2 (0.68)	— (†)	— (†)
Delaware	22.8 (1.12)	25.1 (1.03)	25.8 (1.30)	27.6 (1.37)	25.6 (1.17)	23.3 (1.61)	5.6 (0.57)	5.4 (0.53)	5.6 (0.71)	6.1 (0.65)	— (†)	— (†)
District of Columbia	14.5 (1.08)	20.8 (1.33)	— (†)	26.1 (1.29)	32.2 (0.58)	28.7 (0.48)	4.8 (0.62)	5.8 (0.66)	— (†)	7.9 (0.91)	— (†)	— (†)
Florida	16.8 (0.86)	18.9 (0.88)	21.4 (0.72)	22.5 (0.86)	22.0 (0.81)	21.5 (0.79)	4.0 (0.31)	4.7 (0.40)	5.2 (0.39)	6.3 (0.39)	— (†)	— (†)
Georgia	18.9 (1.59)	19.6 (0.96)	18.3 (1.02)	21.2 (1.23)	20.3 (1.64)	— (†)	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)	19.4 (0.98)	7.2 (1.14)	5.7 (0.85)	8.3 (1.86)	7.6 (0.67)	— (†)	— (†)
Idaho	17.1 (1.32)	17.9 (1.73)	13.7 (1.07)	18.8 (1.76)	15.3 (1.10)	17.1 (1.55)	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)	18.7 (1.47)	— (†)	4.2 (0.76)	5.0 (0.77)	4.7 (0.50)	— (†)	— (†)
Indiana	18.9 (1.38)	18.9 (1.19)	20.9 (1.83)	20.0 (1.13)	— (†)	16.4 (1.17)	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	15.8 (1.19)	16.4 (1.07)	16.1 (1.15)	19.2 (1.47)	17.7 (1.50)	17.2 (1.34)	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	22.2 (2.13)	22.0 (1.55)	20.5 (0.57)	21.2 (0.72)	21.3 (0.89)	19.9 (0.58)	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)	18.8 (0.32)	3.7 (0.82)	4.7 (1.13)	5.0 (0.65)	5.7 (0.70)	— (†)	— (†)
Massachusetts	26.2 (1.22)	24.6 (1.43)	27.1 (1.24)	27.9 (1.31)	24.8 (0.92)	24.5 (1.42)	5.3 (0.54)	4.8 (0.44)	5.9 (0.79)	6.3 (0.51)	— (†)	— (†)
Michigan	18.8 (1.29)	18.0 (1.10)	20.7 (0.91)	18.6 (1.15)	18.2 (0.73)	19.3 (1.51)	3.7 (0.50)	4.0 (0.57)	4.8 (0.59)	3.3 (0.44)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	16.7 (1.02)	17.7 (1.21)	17.5 (1.18)	17.7 (1.28)	19.7 (1.24)	— (†)	2.7 (0.35)	2.5 (0.46)	3.2 (0.58)	— (†)	— (†)
Missouri	18.1 (2.23)	19.0 (1.23)	20.6 (2.02)	— (†)	20.5 (1.69)	16.3 (1.34)	4.0 (0.82)	3.6 (0.63)	3.4 (0.48)	— (†)	— (†)	— (†)
Montana	22.3 (1.43)	21.0 (1.44)	23.1 (1.58)	21.2 (1.50)	21.0 (1.18)	19.5 (1.10)	6.1 (0.70)	5.0 (0.49)	5.8 (0.67)	5.5 (0.59)	— (†)	— (†)
Nebraska	17.5 (1.05)	— (†)	— (†)	12.7 (1.06)	11.7 (1.10)	13.7 (1.60)	3.1 (0.41)	— (†)	— (†)	2.7 (0.43)	— (†)	— (†)
Nevada	17.3 (1.34)	15.5 (1.07)	20.0 (1.36)	— (†)	18.7 (1.57)	19.3 (1.50)	5.7 (0.81)	3.6 (0.55)	4.9 (0.53)	— (†)	— (†)	— (†)
New Hampshire	25.9 (1.69)	22.9 (1.39)	25.6 (1.86)	28.4 (1.82)	24.4 (1.36)	22.2 (0.76)	— (†)	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)	25.3 (0.88)	8.4 (0.98)	7.9 (0.86)	9.7 (1.06)	9.7 (0.84)	— (†)	— (†)
New York	18.3 (1.13)	18.6 (0.78)	20.9 (1.32)	20.6 (1.07)	21.4 (1.04)	19.3 (1.23)	3.6 (0.41)	4.1 (0.44)	— (†)	— (†)	— (†)	— (†)
North Carolina	21.4 (1.61)	19.1 (1.27)	19.8 (1.67)	24.2 (1.25)	23.2 (1.83)	22.3 (1.15)	4.1 (0.65)	4.3 (0.54)	4.0 (0.63)	5.2 (0.91)	— (†)	— (†)
North Dakota	15.5 (1.62)	14.8 (1.18)	16.9 (1.55)	15.3 (1.52)	15.9 (1.26)	15.2 (1.12)	4.0 (0.71)	2.7 (0.43)	3.8 (0.59)	3.4 (0.45)	— (†)	— (†)
Ohio[4]	20.9 (1.79)	17.7 (1.50)	— (†)	23.6 (1.95)	20.7 (2.30)	— (†)	4.3 (0.62)	3.7 (0.67)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.7 (1.12)	15.9 (1.37)	17.2 (2.04)	19.1 (1.90)	16.3 (1.57)	17.5 (1.79)	3.0 (0.38)	2.6 (0.40)	2.9 (0.70)	2.4 (0.58)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	19.3 (1.43)	— (†)	— (†)	18.2 (1.17)	— (†)	— (†)	3.5 (0.58)	— (†)	— (†)	— (†)
Rhode Island	25.0 (1.16)	23.2 (1.85)	26.3 (1.33)	26.3 (1.35)	23.9 (1.92)	23.6 (0.73)	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)	17.8 (1.70)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)	— (†)	— (†)
South Dakota[5]	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	16.1 (3.01)	12.4 (2.21)	2.9 (0.73)	5.0 ! (2.41)	2.9 (0.49)	— (†)	— (†)	— (†)
Tennessee	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	21.4 (1.70)	— (†)	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	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	7.6 (0.79)	— (†)	1.7 (0.42)	3.8 ! (1.24)	2.5 (0.48)	4.0 (0.72)	— (†)	— (†)
Vermont[6]	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	25.7 (0.83)	22.4 (0.29)	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)	16.2 (0.96)	— (†)	— (†)	— (†)	3.5 (0.70)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	18.9 (1.39)	16.5 (1.65)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)	— (†)	— (†)
Wisconsin	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	17.3 (1.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	17.8 (0.81)	18.3 (1.55)	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 and 2015.
[3]For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for all years include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). 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), 2005 through 2015. (This table was prepared July 2016.)

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 2015

[Standard errors appear in parentheses]

Student or school characteristic	1995[1]		1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11	
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)**	**3.3**	**(0.31)**
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)	2.6	(0.34)
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)	4.1	(0.50)
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)	2.8	(0.34)
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)	3.4	(0.76)
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)	4.8	(0.72)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	6.2 !	(2.09)	2.3 !	(1.05)	5.9 !	(2.25)	4.2 !	(1.52)	3.1 !	(1.09)	2.7 !	(1.19)
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)	2.6 !	(1.18)
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)	4.6	(1.11)
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)	4.2	(0.74)
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)	4.1	(0.73)
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)	3.9	(0.75)
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)	2.1	(0.56)
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)	2.6	(0.65)
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)	2.0 !	(0.61)
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)	4.0	(0.61)
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)	3.1	(0.39)
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)	3.0	(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)	3.5	(0.30)
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)**	**2.2**	**(0.29)**
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)	1.2	(0.25)
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)	3.3	(0.48)
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)	1.7	(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)	2.7 !	(0.82)
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)	3.4	(0.61)
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)	2.8 !	(0.96)
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)	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)	2.9	(0.68)
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)	2.5	(0.58)
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)	1.2 !	(0.41)
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)	2.0 !	(0.64)
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)	2.1	(0.63)
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)	2.8	(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)	2.3	(0.39)
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)	1.1 !	(0.36)
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)	2.2	(0.27)
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)	3.0 !	(1.16)

—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]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later 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 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. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. 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, 1995 through 2015. (This table was prepared August 2016.)

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 or school characteristics: Selected years, 1995 through 2015

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995[1]		1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8		9		10		11	
Total, any avoidance[2]	**—**	**(†)**	**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)**	**4.9**	**(0.37)**
Avoided one or more places in school[3]																				
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)	3.9	(0.32)
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)	0.9	(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)	1.7	(0.20)
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)	1.2	(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)	1.5	(0.21)
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)	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)	3.4	(0.41)
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)	4.4	(0.45)
Race/ethnicity[4]																				
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)	3.8	(0.43)
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)	3.9	(0.80)
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)	4.2	(0.68)
Asian	—	(†)	—	(†)	—	(†)	—	(†)	2.5 !	(0.87)	‡	(†)	3.7 !	(1.53)	2.7 !	(1.06)	3.8 !	(1.26)	3.7 !	(1.33)
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)	3.2 !	(1.26)
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)	6.2	(1.15)
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)	5.4	(0.88)
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)	4.0	(0.80)
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)	4.0	(0.71)
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)	2.8	(0.53)
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)	2.2	(0.56)
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)	3.3	(0.81)
Urbanicity[5]																				
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)	4.7	(0.67)
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)	4.0	(0.42)
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)	1.9 !	(0.57)
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)	4.0	(0.33)
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)	1.7 !	(0.76)
Avoided school activities or classes[6]																				
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)	2.1	(0.24)
Any activities[7]	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)	1.3	(0.18)
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)	0.6	(0.11)
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)	0.8	(0.14)

—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]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
[2]Students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once in the total for any avoidance.
[3]Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.
[4]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.
[5]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined 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)."
[6]Students who reported more than one type of avoidance of school activities or classes—e.g., reported that they avoided "any activities" and also reported that they stayed home from school—were counted only once in the total for avoiding activities or classes.
[7]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."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

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	8.18	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	‡	0.28	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	3.28	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	6.98	2.78	3.21	18.34	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	4.28	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	8.06	17.66	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	3.46	2.71	25.72	6.16	1.45	2.64	8.96	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: 2014–15

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[2]	**1,297,163**	**22,498** [4]	**195,186** [4]	**1,017,143**	**62,336**	**2,583**	**45** [4]	**389** [4]	**2,025**	**124**
Alabama	40,561	527	5,774	32,683	1,577	5,451	71	776	4,392	212
Alaska	3,578	138	717	2,495	228	2,728	105	547	1,902	174
Arizona[3]	30,217	851	3,915	24,536	915	2,718	77	352	2,207	82
Arkansas	23,099	499	2,116	19,685	799	4,705	102	431	4,010	163
California	251,483	(4)	42,828 [4]	196,643	12,012	3,984	(4)	678 [4]	3,115	190
Colorado	65,725	1,082	6,773	57,104	766	7,393	122	762	6,423	86
Connecticut	24,336	365	1,390	21,490	1,091	4,484	67	256	3,960	201
Delaware	613	67	335	50	161	457	50	250	37	120
District of Columbia	5,924	20	282	5,259	363	7,317	25	348	6,496	448
Florida	16,125	1,071	10,252	3,261	1,541	585	39	372	118	56
Georgia	69,897	844	10,917	55,452	2,684	4,007	48	626	3,179	154
Hawaii	2,195	175	678	1,066	276	1,204	96	372	584	151
Idaho	842	78	460	195	109	289	27	158	67	37
Illinois	42,915	969	6,358	32,438	3,150	2,093	47	310	1,582	154
Indiana	41,358	1,215	3,182	35,344	1,617	3,953	116	304	3,378	155
Iowa[3]	12,533	277	1,945	9,546	765	2,480	55	385	1,889	151
Kansas	12,026	253	2,246	8,839	688	2,418	51	452	1,777	138
Kentucky[3]	51,619	811	10,997	39,414	397	7,496	118	1,597	5,723	58
Louisiana	47,145	341	4,924	40,631	1,249	6,577	48	687	5,668	174
Maine	1,899	114	735	979	71	1,041	62	403	537	39
Maryland	32,094	416	2,620	27,452	1,606	3,670	48	300	3,139	184
Massachusetts	21,254	503	2,686	16,775	1,290	2,224	53	281	1,755	135
Michigan[3]	11,476	212	1,292	9,141	831	746	14	84	594	54
Minnesota[3]	20,647	496	3,572	15,525	1,054	2,409	58	417	1,811	123
Mississippi	17,432	334	757	15,812	529	3,551	68	154	3,221	108
Missouri	21,891	1,040	6,800	12,665	1,386	2,385	113	741	1,380	151
Montana	4,530	141	917	3,253	219	3,134	98	634	2,251	152
Nebraska	9,176	212	1,156	7,389	419	2,935	68	370	2,363	134
Nevada	11,009	420	2,161	7,820	608	2,397	91	471	1,703	132
New Hampshire	4,829	141	797	3,583	308	2,615	76	432	1,940	167
New Jersey	11,679	339	2,162	8,357	821	834	24	154	597	59
New Mexico	11,435	293	2,338	8,249	555	3,360	86	687	2,424	163
New York	18,932	1,171	4,838	7,772	5,151	691	43	176	284	188
North Carolina	69,415	837	11,451	54,373	2,754	4,482	54	739	3,510	178
North Dakota	1,314	52	370	830	62	1,233	49	347	779	58
Ohio	80,159	1,063	8,835	67,255	3,006	4,647	62	512	3,899	174
Oklahoma	14,632	456	2,181	10,824	1,171	2,125	66	317	1,572	170
Oregon	15,004	465	2,899	11,079	561	2,495	77	482	1,842	93
Pennsylvania	36,436	628	2,927	30,536	2,345	2,090	36	168	1,752	135
Rhode Island	12,715	66	701	11,771	177	8,957	46	494	8,292	125
South Carolina	21,051	401	1,392	18,941	317	2,783	53	184	2,504	42
South Dakota[3]	3,351	102	912	2,107	230	2,519	77	686	1,584	173
Tennessee	32,686	514	2,213	29,691	268	3,283	52	222	2,983	27
Texas	2,405	48	1,364	565	428	46	1	26	11	8
Utah	5,010	146	1,230	3,285	349	788	23	194	517	55
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	20,772	797	1,692	16,343	1,940	1,622	62	132	1,276	152
Washington[3]	20,098	944	5,024	11,951	2,179	1,872	88	468	1,113	203
West Virginia	3,438	48	599	2,738	53	1,226	17	214	977	19
Wisconsin	17,552	512	2,468	13,582	990	2,014	59	283	1,559	114
Wyoming	651	4	8	369	270	692	4	9	392	287

—Not available.
[1]Includes violent incidents with and without physical injury.
[2]U.S. totals exclude Vermont data, which were not reported.
[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.
[4]California reported alcohol incidents in the illicit drug category.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 030, Data Group 523, extracted August 1, 2016, 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," 2014–15. (This table was prepared August 2016.)

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							
	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]		Used security cameras to monitor the school	
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									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
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 2015

[Standard errors appear in parentheses]

Security measure	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10
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)**	**99.8 (0.06)**
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)	12.3 (0.74)
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)	52.9 (1.25)
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)	82.5 (0.85)
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)	69.5 (1.07)
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)	89.5 (0.55)
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)	23.9 (1.06)
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)	95.7 (0.38)
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)	78.2 (0.97)
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)	90.2 (0.62)

—Not available.
†Not applicable.
NOTE: "At school" includes in 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 2015. (This table was prepared August 2016.)

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 2014

Control and level of institution and type of incident	Number of incidents															
	Total, in residence halls and at other locations													2014		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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	29,766	27,416	26,954	13,486	13,468
Murder[1]	17	20	9	15	11	8	44	12	16	15	16	12	23	11	4	7
Negligent manslaughter[2]	2	0	1	0	2	0	3	3	0	1	1	1	0	2	0	2
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	4,015	5,002	6,723	4,888	1,835
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	4,435	3,655	780
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	2,288	1,233	1,055
Sex offenses—nonforcible[4]	461	261	60	27	42	43	40	35	65	33	46	46	47	55	34	21
Robbery[5]	1,663	1,802	1,625	1,550	1,551	1,547	1,561	1,576	1,409	1,392	1,285	1,368	1,326	1,061	165	896
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	2,423	2,059	2,063	709	1,354
Burglary[7]	26,904	28,038	28,639	29,480	29,256	31,260	29,488	28,737	23,083	21,335	19,472	18,183	15,358	13,542	7,341	6,201
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	3,013	2,971	2,901	10	2,891
Arson[9]	1,180	1,088	1,018	1,033	987	916	776	695	633	732	639	705	630	596	335	261
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	52,325	47,291	44,732	23,906	20,826
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	1,023	1,022	1,011	233	778
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	21,212	19,970	19,236	10,409	8,827
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	30,090	26,299	24,485	13,264	11,221
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	251,402	246,685	254,175	229,304	24,871
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	1,404	1,412	1,429	927	502
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	53,959	53,812	57,403	49,208	8,195
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	196,039	191,461	195,343	179,169	16,174
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	14,510	13,158	13,295	6,486	6,809
Murder[1]	9	9	5	8	4	5	42	9	8	9	10	7	10	3	0	3
Negligent manslaughter[2]	2	0	1	0	1	0	2	1	0	0	1	1	0	1	0	1
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	1,973	2,276	3,186	2,287	899
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	2,112	1,706	406
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1,074	581	493
Sex offenses—nonforcible[4]	207	113	28	16	25	15	23	12	40	15	17	17	19	28	21	7
Robbery[5]	584	659	669	612	696	680	722	750	647	662	612	657	635	560	83	477
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	1,200	999	1,020	355	665
Burglary[7]	11,520	12,523	12,634	13,026	12,935	14,027	13,371	12,970	10,708	10,219	9,373	8,821	7,297	6,659	3,513	3,146
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	1,406	1,516	1,483	4	1,479
Arson[9]	637	569	597	607	576	521	470	427	400	457	356	428	406	355	223	132
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	43,155	38,254	36,314	19,624	16,690
Illegal weapons possession	692	745	697	811	878	859	825	759	659	669	629	621	638	623	170	453
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	16,792	15,656	15,105	8,413	6,692
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	25,742	21,960	20,586	11,041	9,545
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	132,363	127,822	135,521	123,107	12,414
Illegal weapons possession	678	675	847	1,001	1,097	972	867	792	669	664	610	644	606	643	443	200
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	28,880	28,442	31,243	26,928	4,315
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	102,839	98,774	103,635	95,736	7,899
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	10,790	10,360	10,074	6,092	3,982
Murder[1]	5	9	2	4	5	3	2	1	6	5	3	2	5	5	3	2
Negligent manslaughter[2]	0	0	0	0	1	0	1	0	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	2,384	3,094	2,443	651
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	2,148	1,847	301
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	946	596	350
Sex offenses—nonforcible[4]	113	81	14	5	6	10	8	16	11	8	13	10	12	6	6	0
Robbery[5]	649	735	538	577	500	502	460	437	366	319	320	386	377	270	53	217
Aggravated assault[6]	882	900	773	838	744	834	768	754	661	641	631	667	683	651	265	386
Burglary[7]	10,471	10,561	11,066	11,426	11,657	13,051	11,941	11,551	8,810	8,138	7,421	7,046	6,045	5,107	3,213	1,894
Motor vehicle theft[8]	1,471	1,273	1,385	1,316	1,248	1,077	984	859	834	641	704	711	678	759	3	756
Arson[9]	433	386	353	331	325	307	223	191	174	225	217	227	176	182	106	76
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	5,477	5,679	4,977	2,975	2,002
Illegal weapons possession	167	162	166	184	150	146	178	158	148	137	129	127	132	134	35	99
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	2,415	2,528	2,276	1,499	777
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	2,935	3,019	2,567	1,441	1,126
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	110,268	110,295	109,904	99,283	10,621
Illegal weapons possession	443	424	537	608	590	622	545	457	358	393	417	498	535	485	382	103
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	22,168	22,289	22,993	20,164	2,829
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	87,602	87,471	86,426	78,737	7,689
For-profit 4-year																
Selected crimes against persons and property.	505	592	720	718	829	641	612	574	525	561	446	364	530	479	187	292
Murder[1]	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Negligent manslaughter[2]	0	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	18	20	44	28	16
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	27	22	5
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	17	6	11
Sex offenses—nonforcible[4]	13	1	2	0	1	0	2	0	1	1	0	3	2	3	2	1
Robbery[5]	64	71	43	46	43	25	31	38	86	70	74	51	89	55	11	44
Aggravated assault[6]	23	45	41	38	59	31	31	63	43	51	36	43	67	45	20	25
Burglary[7]	347	376	542	524	607	489	446	385	299	350	249	195	278	262	123	139
Motor vehicle theft[8]	52	94	80	100	110	78	89	79	85	65	58	53	71	69	3	66
Arson[9]	2	1	4	5	5	6	1	0	2	2	2	1	2	1	0	1
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	11	17	11	41	28	52	28	40	54	165	152	126	86	123	68	55
Illegal weapons possession	2	3	2	5	2	5	3	8	6	13	11	10	13	14	1	13
Drug law violations	4	9	4	12	16	14	16	14	22	66	41	49	56	70	42	28
Liquor law violations	5	5	5	24	10	33	9	18	26	86	100	67	17	39	25	14
Referrals for disciplinary action[10]	316	399	465	298	529	513	519	566	882	760	718	668	1,172	981	883	98
Illegal weapons possession	11	25	24	11	42	13	11	13	23	9	16	23	18	18	12	6
Drug law violations	92	133	130	99	128	138	132	159	231	221	233	254	544	393	353	40
Liquor law violations	213	241	311	188	359	362	376	394	628	530	469	391	610	570	518	52

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 2014—Continued

Control and level of institution and type of incident	Number of incidents															
	Total, in residence halls and at other locations													2014		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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	3,749	3,120	2,886	670	2,216
Murder[1]	2	1	2	3	2	0	0	2	2	1	2	3	7	3	1	2
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1
Sex offenses—forcible[3]	118	118	160	142	175	167	181	210	205	210	262	263	307	380	125	255
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	134	77	57
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	246	48	198
Sex offenses—nonforcible[4]	119	61	14	6	10	16	7	7	12	8	16	13	12	18	5	13
Robbery[5]	245	234	230	213	248	284	279	285	251	298	262	244	199	145	12	133
Aggravated assault[6]	545	503	589	497	501	546	462	401	431	409	406	437	282	304	59	245
Burglary[7]	4,132	4,158	3,973	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,964	1,614	1,424	462	962
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	776	654	553	0	553
Arson[9]	104	124	62	88	76	76	76	70	54	43	59	49	45	58	6	52
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	3,464	3,140	3,222	1,212	2,010
Illegal weapons possession	198	221	220	255	278	300	304	258	256	282	248	253	231	227	24	203
Drug law violations	989	996	1,141	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,885	1,641	1,728	440	1,288
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	1,326	1,268	1,267	748	519
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	7,586	6,870	7,219	5,520	1,699
Illegal weapons possession	127	146	145	167	133	238	218	183	210	242	228	224	243	270	80	190
Drug law violations	761	692	679	858	819	908	1,006	1,302	1,745	2,336	2,573	2,468	2,314	2,552	1,563	989
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	4,894	4,313	4,397	3,877	520
Nonprofit 2-year																
Selected crimes against persons and property.	248	230	189	166	314	250	258	272	147	120	148	107	67	76	24	52
Murder[1]	1	0	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	0
Sex offenses—forcible[3]	2	7	6	3	8	3	9	16	8	7	11	8	4	14	3	11
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	13	2	11
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	0
Sex offenses—nonforcible[4]	2	2	0	0	0	1	0	0	0	0	0	0	2	0	0	0
Robbery[5]	54	56	64	22	9	7	2	13	9	5	1	2	3	0	0	0
Aggravated assault[6]	23	17	12	17	22	35	52	66	5	9	53	46	14	28	5	23
Burglary[7]	142	123	83	111	266	187	178	160	120	95	74	47	41	29	16	13
Motor vehicle theft[8]	23	21	23	13	7	14	14	9	4	2	7	4	3	5	0	5
Arson[9]	1	4	1	0	2	3	3	7	1	2	2	0	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	39	17	22
Illegal weapons possession	1	2	3	2	5	3	4	3	4	6	5	5	5	5	0	5
Drug law violations	21	10	16	16	32	34	27	33	35	18	34	31	49	28	12	16
Liquor law violations	86	27	4	30	39	30	28	57	19	25	13	16	12	6	5	1
Referrals for disciplinary action[10]	624	569	552	447	514	537	519	413	348	377	360	300	320	323	304	19
Illegal weapons possession	2	3	6	5	12	19	10	6	7	4	1	6	7	11	10	1
Drug law violations	91	65	52	58	47	74	73	85	100	105	109	103	129	133	121	12
Liquor law violations	531	501	494	384	455	444	436	322	241	268	250	191	184	179	173	6
For-profit 2-year																
Selected crimes against persons and property.	472	417	550	527	430	420	547	399	459	315	257	246	181	144	27	117
Murder[1]	0	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	0
Sex offenses—forcible[3]	12	6	15	9	1	8	2	4	6	2	7	12	11	5	2	3
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	0
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	4	1	3
Sex offenses—nonforcible[4]	7	3	2	0	0	1	0	0	1	1	0	3	0	0	0	0
Robbery[5]	67	47	81	80	55	49	67	53	50	38	16	28	23	31	6	25
Aggravated assault[6]	40	19	36	62	50	33	33	29	53	35	37	30	14	15	5	10
Burglary[7]	292	297	341	325	250	245	350	241	226	135	120	110	83	61	14	47
Motor vehicle theft[8]	51	40	74	49	71	81	92	71	121	101	74	63	49	32	0	32
Arson[9]	3	4	1	2	3	3	3	0	2	3	3	0	1	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	163	128	84	112	47	41	45	23	62	43	23	51	66	57	10	47
Illegal weapons possession	13	9	6	6	3	3	4	4	4	5	1	7	3	8	3	5
Drug law violations	87	65	48	64	36	26	32	12	41	29	14	40	40	29	3	26
Liquor law violations	63	54	30	42	8	12	9	7	17	9	8	4	23	20	4	16
Referrals for disciplinary action[10]	287	330	313	322	228	320	173	248	303	147	168	217	206	227	207	20
Illegal weapons possession	16	14	7	7	8	7	7	4	8	2	10	9	3	2	0	2
Drug law violations	89	105	196	186	134	219	122	110	163	68	68	86	94	89	79	10
Liquor law violations	182	211	110	129	86	94	44	134	132	77	90	122	109	136	128	8

—Not available.
[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 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2014, Institutional Characteristics component. (This table was prepared September 2016.)

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 2014

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													2014		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	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	17
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	19.983	18.421	17.908	23.813	5.429
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	0.007	0.009	0.004
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	0.001	0.001	0.002
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	2.695	3.361	4.467	6.295	0.604
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	2.947	4.270	0.149
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1.520	2.024	0.455
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	0.032	0.037	0.040	0.029
Robbery[6]	1.424	1.468	1.284	1.195	1.193	1.159	1.141	1.134	0.950	0.905	0.846	0.918	0.891	0.705	0.838	0.424
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	1.627	1.383	1.371	1.715	0.643
Burglary[8]	23.038	22.847	22.638	22.728	22.511	23.429	21.549	20.672	15.559	13.872	12.825	12.207	10.319	8.997	12.180	2.271
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	2.023	1.996	1.927	2.199	1.353
Arson[10]	1.010	0.887	0.805	0.796	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.473	0.423	0.396	0.536	0.099
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	35.127	31.776	29.720	42.109	3.539
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	0.687	0.687	0.672	0.776	0.451
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	14.240	13.418	12.780	17.654	2.482
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	20.200	17.671	16.268	23.679	0.606
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	168.772	165.752	168.872	247.117	3.527
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	0.943	0.949	0.949	1.243	0.329
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	36.224	36.157	38.138	55.389	1.684
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	131.606	128.646	129.784	190.485	1.514
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	21.669	19.540	19.458	20.772	5.826
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	0.004	0.005	0.000
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	0.001	0.002	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	2.946	3.380	4.663	5.072	0.416
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	3.091	3.379	0.100
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1.572	1.693	0.316
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	0.028	0.041	0.045	0.000
Robbery[6]	1.130	1.224	1.208	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.981	0.943	0.820	0.855	0.449
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	1.792	1.484	1.493	1.587	0.516
Burglary[8]	22.283	23.259	22.808	23.154	22.654	24.138	22.425	21.181	16.689	15.456	14.025	13.173	10.836	9.746	10.398	2.979
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	2.100	2.251	2.170	2.243	1.415
Arson[10]	1.232	1.057	1.078	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.639	0.603	0.520	0.565	0.050
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	64.447	56.808	53.147	57.863	4.228
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	0.927	0.947	0.912	0.958	0.433
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	25.077	23.250	22.107	23.935	3.146
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	38.443	32.611	30.129	32.970	0.649
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	197.669	189.819	198.341	217.340	1.265
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	0.962	0.900	0.941	1.022	0.100
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	43.129	42.237	45.726	50.055	0.816
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	153.578	146.682	151.675	166.263	0.350
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	33.198	31.261	30.095	32.187	8.114
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	0.015	0.016	0.000
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	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	5.357	7.194	9.243	10.044	0.825
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	6.417	7.011	0.172
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	2.826	3.033	0.653
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	0.031	0.036	0.018	0.020	0.000
Robbery[6]	2.508	2.743	1.946	2.034	1.739	1.717	1.549	1.447	1.181	1.002	0.988	1.188	1.138	0.807	0.831	0.550
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	2.052	2.061	1.945	1.953	1.857
Burglary[8]	40.460	39.407	40.017	40.284	40.542	44.639	40.214	38.251	28.434	25.567	22.908	21.679	18.241	15.257	16.323	4.057
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	2.188	2.046	2.267	2.405	0.825
Arson[10]	1.673	1.440	1.277	1.167	1.130	1.050	0.751	0.632	0.562	0.707	0.670	0.698	0.531	0.544	0.595	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	16.851	17.136	14.868	16.103	1.891
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	0.391	0.398	0.400	0.422	0.172
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	7.430	7.628	6.799	7.332	1.203
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	9.030	9.110	7.669	8.349	0.516
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	339.263	332.814	328.331	357.683	19.873
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	1.532	1.614	1.449	1.577	0.103
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	68.205	67.257	68.690	74.916	3.266
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	269.526	263.943	258.192	281.191	16.503

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 2014—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													2014		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	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	17
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	5.531	8.052	5.528	20.037	2.250
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	0.015	0.000	0.000	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	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	0.274	0.304	0.508	2.192	0.127
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	0.312	1.503	0.042
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	0.196	0.689	0.085
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	0.046	0.030	0.035	0.125	0.014
Robbery[6]	2.422	2.140	1.051	0.875	0.884	0.373	0.410	0.683	1.231	0.811	0.996	0.775	1.352	0.635	1.002	0.552
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	0.653	1.018	0.519	1.565	0.283
Burglary[8]	13.130	11.331	13.253	9.962	12.484	7.287	5.899	6.922	4.279	4.055	3.351	2.963	4.224	3.024	13.462	0.665
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	0.805	1.079	0.796	1.628	0.608
Arson[10]	0.076	0.030	0.098	0.095	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.015	0.030	0.012	0.063	0.000
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	1.915	1.307	1.419	6.011	0.382
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	0.152	0.198	0.162	0.313	0.127
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	0.745	0.851	0.808	3.444	0.212
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	1.018	0.258	0.450	2.254	0.042
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	10.150	17.807	11.321	59.485	0.439
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	0.349	0.273	0.208	0.877	0.057
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	3.860	8.265	4.535	23.606	0.226
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	5.941	9.268	6.578	35.002	0.156
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	9.379	8.008	7.733	15.520	5.780
Murder[2]	0.006	0.003	0.005	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.008	0.018	0.008	0.013	0.007
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	0.003	0.000	0.003
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	0.658	0.788	1.018	2.112	0.744
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	0.359	1.163	0.157
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	0.659	0.949	0.586
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	0.033	0.031	0.048	0.067	0.044
Robbery[6]	0.714	0.642	0.625	0.575	0.680	0.773	0.746	0.730	0.591	0.691	0.633	0.610	0.511	0.389	0.602	0.335
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	1.093	0.724	0.815	1.724	0.586
Burglary[8]	12.042	11.416	10.801	10.974	9.703	8.872	8.561	8.783	6.881	5.561	5.396	4.914	4.142	3.815	9.665	2.349
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	1.941	1.679	1.482	1.163	1.562
Arson[10]	0.303	0.340	0.169	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.123	0.115	0.155	0.174	0.151
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	8.666	8.059	8.633	25.199	4.480
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	0.633	0.593	0.608	0.762	0.570
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	4.716	4.212	4.630	10.574	3.140
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	3.317	3.254	3.395	13.863	0.771
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	18.979	17.632	19.342	83.002	3.385
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	0.560	0.624	0.723	1.698	0.479
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	6.174	5.939	6.838	25.426	2.178
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	12.244	11.069	11.781	55.878	0.727
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	35.148	25.879	30.881	32.983	29.833
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	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	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	2.628	1.545	5.689	3.665	6.697
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	5.282	2.443	6.697
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	0.406	1.222	0.000
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	0.772	0.000	0.000	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	0.657	1.159	0.000	0.000	0.000
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	15.110	5.407	11.377	8.551	12.785
Burglary[8]	36.620	31.500	22.658	32.454	77.312	61.297	71.627	58.411	45.619	38.354	22.766	15.439	15.836	11.783	20.767	7.306
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	1.314	1.159	2.032	0.000	3.044
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	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	17.081	25.492	15.847	32.983	7.306
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	1.642	1.931	2.032	2.443	1.826
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	10.183	18.926	11.377	23.210	5.479
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	5.256	4.635	2.438	7.330	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	98.545	123.600	131.242	392.133	1.218
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	1.971	2.704	4.470	12.216	0.609
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	33.834	49.826	54.041	161.251	0.609
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	62.740	71.070	72.732	218.666	0.000

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 2014—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													2014		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	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	17
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	9.325	7.114	5.809	31.051	4.498
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	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	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	0.455	0.432	0.202	3.269	0.042
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	0.040	0.817	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	0.161	2.451	0.042
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	0.114	0.000	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	1.061	0.904	1.250	6.537	0.976
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	1.137	0.550	0.605	4.086	0.424
Burglary[8]	15.704	15.275	15.314	13.472	10.378	10.638	15.138	8.955	6.417	3.500	3.503	4.170	3.262	2.461	16.343	1.740
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	2.388	1.926	1.291	0.817	1.315
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	0.039	0.000	0.000	0.000
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	1.933	2.594	2.299	25.331	1.103
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	0.265	0.118	0.323	2.451	0.212
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	1.516	1.572	1.170	11.440	0.636
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	0.152	0.904	0.807	11.440	0.255
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	8.225	8.096	9.157	178.951	0.339
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	0.341	0.118	0.081	0.000	0.085
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	3.260	3.694	3.590	70.273	0.127
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	4.624	4.284	5.486	108.678	0.127

—Not available.
[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 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2015, Fall Enrollment component. (This table was prepared September 2016.)

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 2014

Type of crime and category of bias motivating the crime[1]	Total, 2009	Total, 2010	Total, 2011	Total, 2012	2013							2014						
						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	19
All on-campus hate crimes	**672**	**928**	**761**	**784**	**778**	**293**	**350**	**22**	**107**	**1**	**5**	**804**	**307**	**300**	**22**	**164**	**3**	**8**
Murder[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	11	7	9	4	7	1	6	0	0	0	0	8	0	8	0	0	0	0
Race	0	0	0	1	2	0	2	0	0	0	0	1	0	1	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	0	4	1	2	1	0	1	0	0	0	0	1	0	1	0	0	0	0
Gender	3	3	6	1	4	1	3	0	0	0	0	6	0	6	0	0	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	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	0
Sex offenses—nonforcible[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery[5]	5	2	2	5	1	0	1	0	0	0	0	2	2	0	0	0	0	0
Aggravated assault[6]	9	17	13	14	7	3	1	0	3	0	0	16	8	3	0	5	0	0
Race	3	6	5	6	5	2	0	0	3	0	0	5	2	0	0	3	0	0
Ethnicity	1	1	0	0	1	1	0	0	0	0	0	2	2	0	0	0	0	0
Religion	0	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Sexual orientation	4	9	6	5	1	0	1	0	0	0	0	7	3	3	0	1	0	0
Gender	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	0	0	0	0	0	0	0
Disability	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary[7]	8	11	8	5	4	1	2	0	1	0	0	28	24	3	0	1	0	0
Race	4	7	4	0	1	0	1	0	0	0	0	24	23	1	0	0	0	0
Ethnicity	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	1	1	0	1	0	0	0	0	3	0	2	0	1	0	0
Sexual orientation	1	2	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Gender	1	1	1	4	2	1	0	0	1	0	0	0	0	0	0	0	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	0	0	0	0	0	0	0
Disability	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft[8]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson[9]	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Simple assault[10]	58	67	67	79	91	42	39	4	6	0	0	61	24	25	2	9	0	1
Race	23	25	22	36	36	18	14	1	3	0	0	13	3	7	0	3	0	0
Ethnicity	5	5	10	5	5	3	2	0	0	0	0	10	4	5	0	1	0	0
Religion	1	4	8	9	6	3	3	0	0	0	0	2	2	0	0	0	0	0
Sexual orientation	18	23	16	21	27	12	11	1	3	0	0	23	9	11	0	2	0	1
Gender	7	9	8	5	17	6	9	2	0	0	0	9	4	2	1	2	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	3	2	0	1	0	0	0
Disability	4	1	3	3	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Larceny[11]	10	9	15	9	15	1	6	1	3	1	3	18	2	4	3	5	1	3
Race	0	1	2	2	5	0	2	1	2	0	0	6	1	1	0	1	1	2
Ethnicity	3	3	3	2	2	0	2	0	0	0	0	1	0	0	0	0	0	1
Religion	1	1	2	2	3	0	0	0	0	0	3	3	0	3	0	0	0	0
Sexual orientation	2	1	3	3	3	1	2	0	0	0	0	1	1	0	0	0	0	0
Gender	4	3	3	0	2	0	0	0	1	1	0	7	0	0	3	4	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	0	0	0	0	0	0	0
Disability	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation[12]	175	260	282	265	296	100	140	14	42	0	0	343	126	124	14	75	0	4
Race	58	79	111	120	111	44	48	4	15	0	0	112	34	43	2	31	0	2
Ethnicity	23	17	22	22	49	14	29	1	5	0	0	32	12	14	1	5	0	0
Religion	20	38	24	28	25	7	17	1	0	0	0	36	16	18	1	1	0	0
Sexual orientation	57	87	91	70	68	25	31	3	9	0	0	78	36	29	1	10	0	2
Gender	13	37	31	21	37	7	14	5	11	0	0	64	24	13	8	19	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	14	4	6	1	3	0	0
Disability	4	2	3	4	6	3	1	0	2	0	0	7	0	1	0	6	0	0
Destruction, damage, and vandalism[13]	396	555	364	403	357	145	155	3	52	0	2	327	121	132	3	69	2	0
Race	174	257	166	186	147	56	61	3	27	0	0	118	44	45	0	27	2	0
Ethnicity	28	43	30	34	38	12	19	0	5	0	2	31	18	10	1	2	0	0
Religion	72	103	57	70	48	21	24	0	3	0	0	67	12	38	0	17	0	0
Sexual orientation	109	135	104	104	108	53	44	0	11	0	0	88	42	30	0	16	0	0
Gender	13	17	7	9	14	3	6	0	5	0	0	14	2	6	1	5	0	0
Gender identity	—	—	—	—	—	—	—	—	—	—	—	7	2	2	1	2	0	0
Disability	0	0	0	0	2	0	1	0	1	0	0	2	1	1	0	0	0	0

—Not available.
[1]Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, 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]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]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.
[11]The unlawful taking, carrying, leading, or riding away of property from the possession of another.
[12]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.
[13]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, gender identity, 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 2014. (This table was prepared August 2016.)

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 and international surveys of students, teachers, principals, and postsecondary institutions, and data collection from federal departments and agencies and international organizations, 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 International Association for the Evaluation of Educational Achivement. 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 Death Surveillance System, 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, the Trends in International Mathematics and Science Study, and the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11. Directions for obtaining more information are provided at the end of each description.

School-Associated Violent Deaths Surveillance System (SAVD-SS)

The School-Associated Violent Death Surveillance System (SAVD-SS) is a surveillance system 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. The system 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-SS includes descriptive information about the school, event, victim(s), and offender(s). SAVD-SS uses these data 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 SAVD-SS has collected data from July 1, 1992, through the present.

The SAVD-SS 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 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 2014; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 654,526 murders (including nonnegligent manslaughters) were committed from 1980 to 2014. Agencies provided detailed information on 585,969 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 1991 or from 1997 through 2014. 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:

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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:

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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* (Lauritsen et al. 2012) 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* (Rand and Catalano 2007) 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* (Rand 2008) at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf.

The number of NCVS-eligible households in the 2015 sample was approximately 95,760. 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. All 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 2015, the household response rate was about 82 percent, and the completion rate for persons within households was about 86 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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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, 2013, and 2015 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 afterschool 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, 2013, and 2015 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, 5,700 in 2013, and 5,500 in 2015. In the 2015 SCS, the household completion rate was 82 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, and 82 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent,

58 percent, 56 percent, 63 percent, 60 percent, and 58 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, 51 percent in 2013, and 48 percent in 2015.

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, 2013, and 2015, 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 sevaral key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, 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 variables 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.

In 2015, the analysis of unit nonresponse bias found evidence of potential bias for age, race, Hispanic origin, urbanicity, and region in the NCVS interview response. For the SCS interview, the age, race, urbanicity, and region variables showed significant unit nonresponse bias. The age 14 group and rural areas showed positive response biases that were significantly different from other categories within the age and urbanicity variables. The northeast region and Asian race group showed negative response biases that were significantly different from other categories within the region and race variables. These results provide evidence that these subgroups may have a nonresponse bias associated with them. Response rates for most SCS survey items in all survey years were high—typically 95 percent or more, meaning there is little potential for item nonresponse bias for most items in the survey.

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, territories, tribes, and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 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. In each survey, 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 Black or Hispanic enrollment. In 2013 and 2015, 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 participated in the 1995 survey, 16,300 participated in the 1997 survey, 15,300 participated in the 1999 survey, 13,600 participated in the 2001 survey, 15,200 participated in the 2003 survey, 13,900 participated in the 2005 survey, 14,000 participated in the 2007 survey, 16,400 participated in the 2009 survey, 15,400 participated in the 2011 survey, 13,600 participated in the 2013 survey, and 15,600 participated in the 2015 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, 68 percent for the 2013 survey, and 60 percent for the 2015 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses

are generally 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. A school nonresponse bias analysis, however, was done for the 2015 survey. This analysis found some evidence of potential bias by school type and urban status, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. 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 one state sample (South Dakota), 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 2015, a total of 37 states and 19 districts had weighted data. Not all of the districts were contained in the 37 states. For example, Texas was not one of the 37 states that obtained weighted data but it contained two 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 1,052 to 55,596. School response rates ranged from 70 to 100 percent, student response rates ranged from 64 to 90 percent, and overall response rates ranged from 60 to 88 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 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, 2013, and 2015 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.

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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, teachers, and library media centers 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 U.S. 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 five core components: school questionnaires, teacher listing forms, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, "teacher demand and shortage") questionnaires. A sixth 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, school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaire, and library media center questionnaires include the School Library Media Center Questionnaire.

Although the five 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 collect data from BIE schools. 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)* (Kalton et al. 2000) (NCES 2000-308), as well as these reports: *Documentation for the 2011–12 Schools and Staffing Survey* (Cox et al. 2017) 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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http://nces.ed.gov/surveys/sass

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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Fast Response Survey System (FRSS)

The Fast Response Survey System (FRSS), established in 1975, collects issue-oriented data quickly, with a

[1] The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases/(total sample - known ineligibles).

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* (U.S. Department of Education 2016) 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

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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.

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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 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 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.

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Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides data on the mathematics and science achievement of U.S. 4th- and 8th-graders compared with that of their peers in other countries. TIMSS collects information through mathematics and science assessments and questionnaires. The questionnaires request information to help provide a context for student performance. They focus on such topics as students' attitudes and beliefs about learning mathematics and science, what students do as part of their mathematics and science lessons, students' completion of homework, and their lives both in and outside of school; teachers' perceptions of their preparedness for teaching mathematics and science, teaching assignments, class size and organization, instructional content and practices, collaboration with other teachers, and participation in professional development activities; and principals' viewpoints on policy and budget responsibilities, curriculum and instruction issues, and student behavior. The questionnaires also elicit information on the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed and provides grade-specific objectives, an overview of the assessment design, and guidelines for item development.

TIMSS is on a 4-year cycle. Data collections occurred in 1995, 1999 (8th grade only), 2003, 2007, 2011, and 2015. TIMSS consists of five assessments: 4th-grade mathematics; numeracy (a less difficult version of 4th-grade mathematics, newly developed for 2015); 8th-grade mathematics; 4th-grade science; and 8th-grade science.

TIMSS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and conducted, in the United States, by the National Center for Education Statistics (NCES) in the Institute of Education Sciences within the U.S. Department of Education. Additional results and information are available at http://nces.ed.gov/timss/timss2015, including more detailed descriptions of the assessments, key findings, data tables of results, and technical notes.

As is done in all participating countries and other education systems, representative samples of students in the United States are selected. The sample design that was employed by TIMSS in 2015 is generally referred to as a two-stage stratified cluster sample. In the first stage of sampling, individual schools were selected with a probability proportionate to size (PPS) approach, which means that the probability is proportional to the estimated number of students enrolled in the target grade. In the second stage of sampling, intact classrooms were selected within sampled schools.

TIMSS guidelines call for a minimum of 150 schools to be sampled, with a minimum of 4,000 students assessed per grade. The basic sample design of one classroom per school was designed to yield a total sample of approximately 4,500 students per population. About 20,000 students in almost 500 schools across the United States participated in the 2015 TIMSS, joining more than 570,000 other student participants around the world. Students with disabilities and/or English language learners were allowed access to most accommodations that they receive on their state assessments. The IEA requirement is that the overall exclusion rate, which includes exclusions of schools and students, should not exceed more than 5 percent of the national desired target population.

In order to minimize the potential for response biases, the IEA developed participation or response rate standards that apply to all participating education systems and govern whether or not an education system's data are included in the TIMSS international datasets and the way in which its statistics are presented in the international reports. These standards were set using composites of response rates at the school, classroom, and student and teacher levels. Response rates were calculated with and without the inclusion of substitute schools that were selected to replace schools refusing to participate. In TIMSS 2015 at grade 4 in the United States, the weighted school participation rate was 77 percent before the use of substitute schools and 85 percent after the use of replacement schools; the weighted student response rate was 96 percent. In TIMSS 2015 at grade 8 in the United States, the weighted school participation rate

was 78 percent before the use of substitute schools and 84 percent after the use of replacement schools; the weighted student response rate was 94 percent.

The TIMSS 2015 data collection questionnaires included survey items for students, teachers, and principals that asked respondents to report on various aspects of school safety. Participating fourth- and eighth-grade students were asked to report on the frequency with which they experienced a series of behaviors that encompass aspects of bullying. Teachers of participating fourth- and eighth-grade students were asked to report on whether their school was safe and orderly. Principals of participating fourth- and eighth-grade students we asked to report on the severity of school discipline problems.

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Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010–11 school year) through the spring of 2016, when most of them were expected to be in 5th grade. This sample of students is designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United States in the 2010–11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten are included in the study sample and represented in the cohort.

The ECLS-K:2011 places emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The design of the study includes the collection of information from the students, their parents/guardians, their teachers, and their schools. Information was collected from their before- and after-school care providers in the kindergarten year.

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010–11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ethnicity to make accurate estimates for the group as a whole. Nine data collections have been conducted to date: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), and spring 2015 (the 4th-grade year). The final data collection was conducted in the spring of 2016. Although the study refers to later rounds of data collection by the grade the majority of children are expected to be in (that is, the modal grade for children who were in kindergarten in the 2010–11 school year), children are included in subsequent data collections regardless of their grade level.

A total of approximately 780 of the 1,310 originally sampled schools participated during the base year of the study. This translates to a weighted unit response rate (weighted by the base weight) of 63 percent for the base year. In the base year, the weighted child assessment unit response rate was 87 percent for the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

Fall and spring data collections were conducted in the 2011–12 school year, when the majority of the children were in the 1st grade. The fall collection was conducted within a 33 percent subsample of the full base-year sample, and the spring collection was conducted within the full base-year sample. The weighted child assessment unit response rate was 89 percent for the fall data collection and 88 percent for the spring collection, and the weighted parent unit response rate was 87 percent for the fall data collection and 76 percent for the spring data collection.

In the 2012–13 data collection (when the majority of the children were in the 2nd grade), the weighted child assessment unit response rate was 84 percent in the fall and 83 percent in the spring. In the spring 2014 data collection (when the majority of the children were in the 3rd grade), the weighted child assessment unit response rate was 80 percent.

During the 2013–14 data collection, students were asked to report on different aspects of their school experiences. The set of items included in this report asked students to report on the frequency with which they were victimized by their peers in different ways.

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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 (CV) represents the ratio of the standard error to the mean. As an attribute of a distribution, the CV is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2*, the CV was calculated for all estimates in this report, and in cases where the CV 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 CV 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.

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Appendix B: Glossary of Terms

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 In the school building, on school property, on a school bus, and going to or from school. The National Crime Victimization Survey further specifies that on school property includes on school parking area, play area, school bus, etc. The Fast Response Survey System and the School Survey on Crime and Safety further specify that at school includes at places that held school-sponsored events or activities. Additionally, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session, unless otherwise specified. The School-Associated Violent Death Surveillance System specifies that at school also includes attending or traveling to or from a school-sponsored event.

Bullied In the School Crime Supplement, 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.

City Includes all territory inside a Census-defined urbanized area and inside a principal city. For more information see: https://nces.ed.gov/programs/edge/geographicLocale.aspx.

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).

Corporal punishment Paddling, spanking, and other forms of physical punishment imposed on a student.

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.

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.

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.

Elementary school A school in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8.

Elementary teachers See instructional level.

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.

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, and similar devices designed to explode and capable of causing bodily harm or property damage.

Gang (School Crime Supplement) 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.

Gang (School Survey on Crime and Safety) 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.

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.

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.

Homicide An act involving a killing of one person by another resulting from interpersonal violence.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

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.

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/preK 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 preK–5; report a main assignment in an Early childhood/preK, Elementary, Self-contained special education, or Elementary enrichment program; or report that 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.

Legal intervention death A death caused 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.

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.

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.

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.

On school property On school property is included in the Youth Risk Behavior Survey question wording, but was not defined for respondents.

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.

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.

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.

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 (Fast Response Survey System and School Survey on Crime and Safety) Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Rape (National Crime Victimization Survey) 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.

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.

Robbery (Fast Response Survey System and School Survey on Crime and Safety) 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.

Robbery (National Crime Victimization Survey) 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.

Rural (Fast Response Survey System, School and Staffing Survey, and School Survey on Crime and Safety) Includes all territory outside a Census-defined urbanized area or urban cluster. For more information see: https://nces.ed.gov/programs/edge/geographicLocale.aspx.

Rural school (Youth Risk Behavior Survey) A school located outside an MSA.

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.

School-associated violent death A homicide, suicide, or legal intervention death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims may include nonstudents as well as students and staff members.

School-related arrest An arrest of a student for any activity conducted on school grounds, during offcampus school activities (including while taking school transportation), or due to a referral by any school official.

Secondary school A school in which the lowest grade is greater than or equal to grade 7 and the highest grade is less than or equal to grade 12.

Secondary teachers See instructional level.

Serious violent incidents (Fast Response Survey System and School Survey on Crime and Safety) 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.

Serious violent victimization (National Crime Victimization Survey and School Crime Supplement) Rape, sexual assault, robbery, and aggravated assault.

Sexual assault (National Crime Victimization Survey) 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.

Sexual battery (Fast Response Survey System and School Survey on Crime and Safety) 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 (Fast Response Survey System and School Survey on Crime and Safety) Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

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.

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.

Suburban (Fast Response Survey System, School and Staffing Survey, and School Survey on Crime and Safety) Includes all territory inside a Census-defined urbanized area but outside a principal city. For more information see: https://nces.ed.gov/programs/edge/geographicLocale.aspx.

Suburban school (Youth Risk Behavior Survey) A school located inside an MSA, but outside the "central city."

Suicide A death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

Theft (National Crime Victimization Survey) Completed or attempted theft of property or cash without personal contact.

Theft/larceny (School Survey on Crime and Safety) 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.

Total victimization Combination of violent victimization and theft. In the School Crime Supplement, 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."

Town Includes all territory inside a Census-defined urban cluster. For more information see: https://nces.ed.gov/programs/edge/geographicLocale.aspx.

Undetermined violent death A violent death for which the manner was undetermined. That is, the information pointing to one manner of death was no more compelling than one or more other competing manners of death when all available information was considered.

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.

Urban school A school located inside an MSA and inside the "central city."

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.

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 in a crime incident.

Victimization rate A standardized measure of the occurrence of victimizations among a specific population group at one point in time. For personal crimes, victimization rates per 1,000 persons are estimated by dividing the number of victimizations that occurred during the reference period by the population group and multiplying by 1,000.

Violent incidents (Fast Response Survey System and School Survey on Crime and Safety) 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.

Violent victimization (National Crime Victimization Survey and School Crime Supplement) Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, and simple assault.

Weapon (Fast Response Survey System and School Survey on Crime and Safety) Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Weapon (Youth Risk Behavior Survey) Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

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